College of Education
Multiple Subject Credential Program

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

Multiple Subject Preliminary 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 composed 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 STANDARDS

Category A: Program Design, Governance, and Qualities

Standard 1: Program Design

The preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and to understand the contemporary conditions of schooling, including attention to California public education.

At California State University, Fullerton, candidates for the Multiple Subject Credential Program (MSCP) in the Department of Elementary and Bilingual Education (EDEL) complete an undergraduate bachelor’s degree program with a major other than education and a two- or three-semester field-based credential program. The MSCP provides both campus coursework and public school classroom experiences that are carefully constructed, integrated, and monitored for maximum effectiveness in California K-8 teacher preparation.

The EDEL MSCP is undergirded by three core themes: Equity and Excellence; Community and Social Change; and Knowledge and Wisdom in the teacher population. These three strands appear on all of our syllabi and are detailed below:

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 Department theme, the College of Education conceptual framework, and the mission of the University emphasize the active and personal nature of learning and the importance of learning and acting within a social context. Further, California State University Fullerton’s Multiple Subject Credential Program emphasizes collaborative learning, reflecting upon one’s actions, and empowering learners to reach their full potential. We encourage candidates to be active in the
profession of education long before they are credentialed, and we expect them to make positive
differences in the settings where they complete fieldwork, student teaching, and where they are
hired. Faculty members model the kinds of attitudes, behaviors, and commitments we work to
cultivate in our candidates, and one of the strongest points of the program is that every Multiple
Subject candidate completes the program with a cohort of approximately thirty other students
with whom they work closely alongside a small, stable faculty team. This structure allows the
Department to convey its commitment to the appropriate preparation of every candidate.

These strands are supported in an integrated sequence of course and fieldwork throughout our
MSCP. All candidates engage in twenty-two units of credential level methods coursework that
focus on content knowledge, equity, community, and social change. In addition, all credential
candidates have at least two field experiences: two-semester and combined credential candidates
have one in the first semester (or two, if the fieldwork placement is different from the student
teaching placement) and one in the final semester; three-semester candidates typically have three
fieldwork placements—one each semester. Thus, all candidates have two to three intensive
experiences in public schools in which to practice their learning and to gain an understanding of
the realities of public school teaching.

Prior to moving into student teaching, candidates in the two-semester and combined blocks
engage in eleven units of coursework for ten weeks of the first semester, concurrent with two
units of fieldwork (90 hours). During these 90 hours in public school classrooms, candidates
observe their Master teacher, complete course assignments that depend upon fieldwork
experiences, and incrementally begin to implement what they are learning in their coursework
with the Master teacher and students in their classrooms. This planned curriculum of integrated
course and fieldwork embeds consistent opportunities for candidates to learn, apply, and reflect
on the Teaching Performance Expectations (TPEs) as they develop their teaching practice.
Candidates demonstrate their appropriation of the skills necessary to meet the TPEs through the
development of case studies, lesson plans, management plans, and assessment mechanisms, as
well as through engaging in parent-teacher conferences, faculty meetings, after school events,
and professional development during fieldwork that is aligned with course work and
responsibilities.

During the final five weeks of the first semester, candidates engage in five units of student
teaching (five days per week for five weeks) under the guidance of a Master teacher and
University supervisor. At this time they implement the skills cultivated in course and fieldwork.
Candidates are evaluated regularly on both competency and performance by campus instructors,
University supervisors, and Master teachers.

During the second semester of the two-semester blocks, candidates enroll in ten units of
coursework for seven weeks of the semester, and nine units of student teaching for the final eight
weeks. Drawing upon their first semester coursework and field experiences, candidates expand
their knowledge of curriculum and pedagogy and spend extended time practicing their learning
under the guidance of a master teacher and university supervisor.

Three-semester blocks are configured so that candidates engage in field experiences and
coursework each semester. Candidates in the three-semester program complete the same course
work and have the same field experiences as in the two-semester program, but the work is spread across three semesters. During the first semester in the three-semester configuration candidates are enrolled in course work and half of the required fieldwork experience. During the final two semesters, candidates participate in fieldwork and student teaching while completing their course work.

Finally, for the combined blocks, candidates are enrolled in credential and master level courses during three semesters. These courses directly connect to their field experiences. During the final semester, candidates complete nine units of students teaching for eight weeks. For an overview of course and fieldwork configurations for each of the options, see Table 1 below.

Table 1. Course configurations for two-semester and three-semester blocks

<table>
<thead>
<tr>
<th>Two-Semester Block*</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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</thead>
<tbody>
<tr>
<td>Course Work</td>
<td>EDEL 430 (3 units)</td>
<td>EDEL 429 (3 units)</td>
<td>EDEL 437 (2 units)</td>
<td>EDEL 439 (9 units)</td>
</tr>
<tr>
<td>EDEL 433 (3 units)</td>
<td>EDEL 436 (2 units)</td>
<td>EDEL 451 (1 unit)</td>
<td>EDEL 439 (9 units)</td>
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<tr>
<td>EDEL 434 (2 units)</td>
<td>EDEL 437 (2 units)</td>
<td>EDEL 452 (1 unit)</td>
<td>EDEL 439 (9 units)</td>
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<tr>
<td>EDEL 435 (2 units)</td>
<td>EDEL 450 (1 unit)</td>
<td>EDEL 453 (1 unit)</td>
<td>EDEL 439 (9 units)</td>
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<tr>
<td>EDEL 450 (1 unit)</td>
<td><strong>Field Experiences</strong></td>
<td><strong>Field Experiences</strong></td>
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<tr>
<td>EDEL 438 (2 units)</td>
<td>EDEL 439 (5 units)</td>
<td>EDEL 438 (1 unit)</td>
<td>EDEL 439 (5 units)</td>
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<tr>
<th>Three-Semester Block **</th>
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<th>Semester 3</th>
<th>Semester 4</th>
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<tbody>
<tr>
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<td>EDEL 429 (3 units)</td>
<td>EDEL 446 (3 units)</td>
<td>EDEL 437 (2 units)</td>
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<td>EDEL 433 (3 units)</td>
<td>EDEL 436 (2 units)</td>
<td>EDEL 541 (3 units)</td>
<td>EDEL 451 (1 unit)</td>
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<tr>
<td>EDEL 434 (2 units)</td>
<td>EDEL 450 (1 unit)</td>
<td>EDEL 453 (1 unit)</td>
<td>EDEL 439 (9 units)</td>
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<tr>
<td>EDEL 435 (2 units)</td>
<td>EDEL 452 (1 unit)</td>
<td><strong>Field Experiences</strong></td>
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<td>EDEL 453 (1 unit)</td>
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<td>EDEL 438 (1 unit)</td>
<td>EDEL 439 (5 units)</td>
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<th>Combined Credential Masters Block</th>
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<th>Semester 3</th>
<th>Semester 4</th>
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<td>EDEL 437 (2 units)</td>
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<tr>
<td>EDEL 433 (3 units)</td>
<td>EDEL 436 (2 unit2)</td>
<td>EDEL 530 (3 units)</td>
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<td>EDEL 434 (2 units)</td>
<td>EDEL 453 (1 unit)</td>
<td>EDEL 594 (3 units)</td>
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<tr>
<td>EDEL 435 (2 units)</td>
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<td><strong>Graduate Courses Only</strong></td>
<td><strong>Graduate Courses Only</strong></td>
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<tr>
<td>EDEL 450 (1 unit)</td>
<td>EDEL 511 (3 units)</td>
<td>EDEL 529 (3 units)</td>
<td>EDEL 536 (3 units)</td>
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<tr>
<td>EDEL 453 (2 units)</td>
<td>EDEL 512 (3 units)</td>
<td>EDEL 536 (3 units)</td>
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<tr>
<td>EDEL 438 (1 unit)</td>
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<tr>
<td>EDEL 439 (5 units)</td>
<td>EDEL 530 (3 units)</td>
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** Our Bilingual Authorization candidates participate in our three-semester program. Candidates take EDEL 446 and EDEL 541 during the summer semester to complete the program requirements.

Based upon the College’s conceptual framework and Department’s theme, the program stresses a logical sequence among the critical components of teacher education, such as subject matter
preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. It is responsive to contemporary educational concerns, and it provides for strict coordination of the varied administrative components including admission, candidate assessment, and program evaluation.

Before seeking admission to the Multiple Subject program, candidates must:

- Complete two prerequisite education courses including the cultural diversity requirement (EDEL 325) and introduction to teaching requirement (EDEL 315) of 3 units each. Candidates are also required to take a human development course.
- Major in a subject other than professional education
- Have no more than 6 units remaining in their undergraduate major
- Have a GPA of at least 2.75 (last 60 units), or of at least 3.0 (last 60 units) for the Combined program
- Verify subject matter competence by earning a passing score on the California Subject Examinations for Teachers (CSET) and the California Basic Educational Skills Test (CBEST).
- Additional admission requirements apply (presented in the Common Standards for our Programs and previously approved by the CCTC).

Candidates who seek admission to the Multiple Subject Credential Program (MSCP) must take the following two prerequisite courses, as described in the general catalog:

- **EDEL 315 Introduction to Elementary Classroom Teaching: Lecture (3 units)***
  An exploratory course with field assignments for students considering a career in elementary school teaching. Includes on-campus seminars and an overview of admission requirements for the Multiple Subject Credential Program. Students taking this course to meet the prerequisite for either the Multiple Subject or the Special Education Credential Program must earn a grade of “B-” or better. Fieldwork required (45 hours).

- **EDEL 325 Cultural Pluralism in Elementary Schools (3 units)**
  Topics covered in this course include: Examination of one’s own beliefs and values, history/traditions of cultural groups, classroom practices and materials that promote equity, strategies for learning about students, and assessment of multicultural education programs. Students taking this course to meet the prerequisite for either the Multiple Subject or the Special Education Credential Program must earn a grade of “B-” or better. Fieldwork required.

Additionally, all candidates must take one of the following courses in human development listed below (note if either CAS 325 is selected, both CAS 325a and CAS 325b must be taken):

- **CAS 312 Human Growth and Development (3 units)**
  Prerequisite: Psychology 101 or consent of instructor. Biological/physical, socio-emotional, cognitive development across the lifespan.

- **CAS 315 Child Development (3 units)**
  Prerequisite: Completion of the General Education Category III.C.1. Examines major concepts, principles, theories, and research related to cognitive, linguistic, social, emotional, and physical development from birth through adolescence; emphasizes developmentally appropriate practices.
• **CAS 325A Conception through Age 8 (3 units) and CAS 325B Age 9 through Adolescence (3 units)**
  325A Prerequisites: Child/Adolescent Studies 101, 300, 301. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from conception through age 8.
  325 B Prerequisites: Child/Adolescent Studies 101, 300, 301, 325A. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from age 9 through adolescence.

• **PSYCH 361 Developmental Psychology (3 units)**
  Prerequisite: Psychology 101. Psychological and physical development. theories, methods and research findings regarding the development of perception, cognition, learning, personality and social behavior.

To further illustrate the design of the program, we include a description of the cohort configurations and the specific course work below:

*Two-semester blocks.* In these two-semester blocks, eighteen units of coursework are distributed across the first semester so that candidates spend approximately ten weeks studying learning theory, foundations, methods of instruction, assessment, and state-adopted content standards while simultaneously engaging in fieldwork. The final five weeks of the first semester are spent in student teaching on a full-time basis. During the second semester, candidates complete nineteen units, spending the first seven weeks exploring additional theory, methods, and content standards, and the final eight weeks in full-time student teaching. Two-semester Multiple Subject blocks begin in the fall or the spring.

*Three-semester blocks.* The three-semester program is designed for working candidates. It allows candidates to continue their employment or other responsibilities during the first of three semesters and most of the second semester. Over the course of three semesters, candidates complete a combination of twenty-one units of coursework and sixteen units of fieldwork/student teaching. Three-semester blocks begin either in the fall or the spring.

*Spanish Bilingual Authorization Emphasis.* The Spanish Bilingual Authorization Emphasis option also follows a three-semester configuration, and one summer session. Candidates must pass a Spanish oral language and literacy test upon entry to the Spanish Bilingual Authorization Program. In addition, candidates take Culture and Education of Latino Students (EDEL 541) and Methods and Inquiry for Bilingual Teachers (EDEL 446) during their participation in this program. EDEL 446 is a two-part course, and focuses on both the teaching of Spanish language arts, and the second part examines the historical, cultural, political, and economic influences of the Spanish-speaking community. In the Spanish Bilingual Authorization Emphasis the Foundations in Elementary Education course (EDEL 430), as well as the Reading and Language Arts methods courses (EDEL 433 and EDEL 429) address issues of methodology for primary language instruction, English literacy development for Spanish dominant speakers, and pedagogical practices that build on the learners’ home culture. In many of their courses candidates are required to design and present lessons in Spanish.
Bilingual Authorization candidates must also have the experience of student teaching in a bilingual instructional setting. Our first priority always is to assign Bilingual Authorization candidates to one student teaching assignment in a high quality bilingual program with a Bilingual Authorization certified master teacher who can serve as a model teacher of language minority children. However, since the passage of Proposition 227 and the subsequent dismantling of many bilingual instructional programs in the neighboring school districts it has become increasingly difficult to locate appropriate bilingual instructional settings for Bilingual Authorization student teaching assignments. Therefore, when the number of Bilingual Authorization student teachers exceeds the number of bilingual assignments available, Bilingual Authorization candidates may need to share student teaching responsibilities within one bilingual classroom. Such assignments are arranged so that no more than two student teachers are assigned to the same classroom at the same time and the overlap time will not exceed two weeks. Bilingual Authorization student teachers are evaluated on their performance by University supervisors who are bilingual and well versed in bilingual methodology.

**Combined Credential/Masters Blocks.** These blocks prepare candidates for the Multiple Subject Credential and a Masters degree in four semesters. Eighteen units of coursework are distributed across the first semester so that candidates spend approximately ten weeks studying learning theory, foundations, methods of instruction, assessment, and state-adopted content standards while simultaneously engaging in fieldwork. The final five weeks of the first semester are spent in student teaching on a full-time basis. During the second semester, candidates complete six units of credential course work and nine units of graduate level work. During the summer semester, candidates complete nine additional units of graduate level work. During the final semester, candidates spend seven weeks exploring additional theory, methods, and content standards. In this semester they complete three units of coursework, eight weeks of full-time student teaching, and six units of graduate level work.

The specific courses required for each Multiple Subject candidate are constant across the program configurations and are described here as listed in the general catalog. In two-semester blocks, these courses are arranged so that the first semester begins with an emphasis on coursework and fieldwork and culminates in full-time student teaching. Coursework encompasses an emphasis in educational foundations, reading/language arts and subject specific methods. In the three-semester blocks, the coursework is coordinated with fieldwork in all semesters; during the second and third semester candidates also engage in two student teaching assignments:

- **EDEL 429 Integrated Curriculum and Instruction in the Elementary School (3 units)**
  Additional study of elementary curriculum with emphasis on language arts, integrated instruction across the curriculum, and assessment of learning outcomes.
- **EDEL 430 Foundations in Elementary School Teaching (3 units)**
  A focus on the curriculum of the elementary school, instructional planning, principles of effective teaching, generic instructional strategies, classroom management, and legal issues in education.
• **EDEL 433 Language Arts and Reading Instruction in the Public Schools (3 units)**
  An overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems.

• **EDEL 434 Methods and Inquiry for Teaching English Learners (2 units)**
  Theoretical foundations, legal issues and school programs for the education of English learners. Assessment, materials, and strategies for English language development and learning across the curriculum for elementary school English learners.

• **EDEL 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2 units)**
  An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, various instructional strategies applied to the teaching of mathematics.

• **EDEL 436 Science Curriculum and Instruction in Elementary School Teaching (2 units)**
  An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, various instructional strategies applied to the teaching of science.

• **EDEL 437 Social Studies Curriculum and Instruction in Elementary School Teaching (2 units)**
  An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, various instructional strategies applied to the teaching of social studies.

• **EDEL 438 Supervised Fieldwork in Elementary Teacher Education (2 units)**
  Students will serve as teacher participants in an assigned elementary school classroom.

• **EDEL 439 Student Teaching in the Elementary School (5 or 9 units)**
  Participation in a regular elementary school teaching program for the full school day.

• **EDEL 446 Methods and Inquiry for Bilingual Teachers (3 units)**
  An emphasis on reading instruction methods, materials and assessment, equity issues, and elements and considerations of culture that promote effective instruction for Spanish-speaking elementary students. (Spanish Bilingual Authorization Blocks)

• **EDEL 450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1 unit)**
  Seminar emphasizing instructional materials, learning styles, integration, and strategies as they apply to the teaching of the arts in elementary education.

• **EDEL 451 Community, School and Classroom Issues (1 unit)**
  Seminar in current issues of elementary school teaching, including classroom management, parent-teacher communication, school law, and child abuse reporting.

• **EDEL 452 P.E., Health and Mainstreaming Education (1 unit)**
  Seminar addressing mainstreaming students with special needs, health education, and physical education in elementary school settings.

• **EDEL 453 Teaching Performance Assessment Support (1 units)**
  Seminar focusing on TPA support for the Multiple Subject Credential program. Candidates are required to take this course twice. The first time they take the course it supports SSP and DI. The second time it is taken it supports AL and CTE requirements. Spring 2013 this course will be split into two courses EDEL 453a and EDEL 453b.

• **EDEL 541 Culture and Education of Latino Students (3 units)**
  Impact of historical, social, political and economic forces on educational experiences for Latino students in the U.S. in particular, those of Mexican origin. Immigration,
migration, language and culture with respect to educational attainment (Spanish Bilingual Authorization Blocks).

Because each block works as an instructional team, this developmentally-designed sequence of coursework provides both the structure and the flexibility to allow the program to address such contemporary concerns as: learner diversity (e.g., in terms of gender, culture, language, sexual orientation, socioeconomic status, disability, and learning preferences); traditional, authentic, and alternative assessments; and educational reform in ways that are responsive to the experiences and context of each block, the region, and the state as a whole. Responses to subsequent standards elaborate how this is accomplished in specific detail.

In terms of assessment, the program has a planned and developmental means of assessing candidates’ understanding and implementation of sound, effective, and responsive instructional practices throughout the MSCP. First, in our courses, every assignment aligned with the TPEs must receive a grade of “B-” or better in order for the candidate to progress into student teaching. In our courses, candidates complete written assignments, oral presentations, demonstration lessons, and participate in classroom discussions on a regular basis. Assignments and in-class assessments are developmentally sequenced to support candidates’ comprehension of instructional strategies, assessment mechanisms, management design, parent-teacher communication, and continuing professional growth. These capacities are then implemented as candidates move into student teaching and build their instructional and classroom responsibilities from week to week in the field. Second, candidates must receive not only a grade of “B-” or better on every assignment, but they must also do so in every course in order to move into student teaching. Third, once in the field, candidates are assessed in two ways: 1) University supervisors visit candidates a minimum of 5 times. Candidates are assessed during fieldwork using a Record of Visitation. During student teaching, candidates receive written feedback using the NCR forms for each visit. At the end of student teaching, the University supervisor completes and a student teaching evaluation form and a narrative evaluation form; and 2) Master teachers observe and meet with candidates throughout the placement and (like the supervisors) complete a Fieldwork Evaluation, Student Teaching Evaluation and a Narrative Evaluation for each candidate placed in their classroom. Fourth, candidates are required to pass all four Teacher Performance Assessment (TPA) tasks prior to completing the program. All candidates (in all program configurations) must pass SSP and DI before beginning their final semester, and pass AL and CTE before completing the program.

The MSCP is also frequently assessed through candidate, graduate, and employer surveys through and CSU Exit Survey and the CSU Systemwide Year-Out Survey. These assessment results are used to determine how the program is meeting California’s current needs in elementary education, and the program is responsive to the results of these varied assessments.

The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education and informed by adult learning theory and research.

Based upon adult learning theory research and the identified need to develop knowledge and skills that lead to a sense of competence, the coursework outlined in Table 1 above is carefully
designed and sequenced to provide candidates with the greatest opportunity to develop the knowledge, skills, and dispositions required of teachers working today (Beavers, 2009; Lieb, 1991; Zmeyov 1998; Fidishun, 2000). Candidates begin acquiring the content and pedagogical knowledge of teaching in prerequisite courses that they then develop throughout their coursework, fieldwork and student teaching. Once candidates are enrolled in the MSCP, they gain greater knowledge of the academic content standards, teaching methods for each of the content areas, classroom discipline and management strategies, state-adopted materials, and both formal and informal assessment techniques. They also learn about the need to be culturally relevant and responsive, the role of family in supporting all students’ educational access and achievement, and the relationship of community issues to teaching policies and practices.

Conceptual understandings and coursework demonstrations are implemented as candidates take on an increasingly authoritative role in field classrooms under the support and guidance of University supervisors and Master teachers. This sequenced scaffolding of theory and application is based on constructivist theories of learning (e.g., John Dewey and Lev Vygotsky) that argue learning occurs through practice that builds upon the learner’s understanding and experience.

In keeping with adult learning theory (Beavers, 2009; Merriam, 2001; Merriam & Brockett, 2007), we recognize that candidates bring a wealth of life experience with them into their course and fieldwork assignments. New learning builds upon these candidate experiences in both conceptual and practical ways, supporting candidates’ capacity to construct their own professional knowledge base (Fidishun, 2000). The program develops candidates’ understanding of their responsibilities and the practical implications of their instruction through the completion of case studies (discussed in more detail in subsequent standards) that provide optimum complexity and novelty while assuring a degree of control (because candidates complete these case studies in courses with faculty members). Professional reflection is an additional cornerstone of course and fieldwork (Schon, 1997); candidates reflect on past and current experiences in order to construct professional knowledge, revise educational practice, and design instruction that is responsive to real classroom conditions.

In keeping with research and theory on teacher development, the program supports candidates’ understanding of the distinctions between novice and expert teachers (e.g., stages of concern; deep versus superficial structure in their professional knowledge schemas; movement toward greater complexity, adaptability, and organization of their knowledge and skills) (Beavers, 2009; Hall, George & Rutherford, 1977; Zellermayer & Margolin, 2005). Course instructors, University supervisors, and Master teachers engage in continuous dialogue with candidates about what they are learning in their courses, the relationship of course to fieldwork, and the role of reflection in developing teacher practice.

By design, the program provides extensive opportunities for candidates (a) to learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students; (b) to know and understand the foundations of education and the functions of schools in society; and (c) to develop pedagogical competence utilizing a variety of strategies as defined by the Teaching Performance Expectations (TPEs) (provided in the appendix).
Research has shown that the quality of the educator is the most critical variable in education (Jordan, Mendro & Weerasinghe 1997; Education Trust, 1998; Haycock, 1998). It is our central premise that educators must develop a wide constellation of knowledge and skills in order to be effective in contemporary classrooms. Teacher candidates must have a solid knowledge of the subjects they teach, the content of the state adopted K-12 academic content standards, the relationship of development to learning, the pedagogical skills needed to communicate knowledge, and awareness of the social, political, and cultural contexts of public schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse multicultural population.

Our program begins with Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325), two prerequisite courses that introduce our candidates to the foundation of education and public schools, the continually changing role of schools in society, and the role of the teacher in 21st century classrooms. Concepts and practices introduced in these courses are then developed in relation to instructional practices in Foundations in Elementary School Teaching (EDEL 430). For example, candidates are given an opportunity to explore how contemporary society and culture impact schools and the students in these schools in the Digital Storytelling & Community Snapshot. The multivalent relationship of school to society is explicit in our beginning courses so that candidates are aware of the crucial role schools play in shaping student, family, and community lives.

Course assignments (discussed in substantive detail in subsequent standards) provide candidates with the structure needed to develop their capacity to design, modify, implement, and reflect upon instructional practices that will support student understanding and growth. Candidates learn how to teach relative to the state-adopted standards; the standards provide the foundation for our instructional decisions and thus form the core of our candidates’ instructional decisions. Beginning in the Introduction to Elementary Classroom Teaching (EDEL 315) course when candidates are introduced to the TPEs and the state adopted standards, we build candidate capacity to identify appropriate practices, strategies, and assessments that meet the TPEs and support student comprehension of the state adopted standards.

Structurally, all of the MSCP syllabi identify the connections between TPEs, our course objectives, and relevant assignments. This universal formatting reflects our commitment to assuring alignment between our activities and the TPEs, as it simultaneously illustrates that course objectives (which parallel the state-adopted standards in that each reflects what must be learned) must be taught through measurable, identifiable, and achievable means.

The design of the program allows for candidates to develop pedagogical competence utilizing strategies that address the Teaching Performance Expectations (TPEs). In each semester of our program, candidates engage in fieldwork, student teaching, or a combination of the two. During the field experiences, candidates develop pedagogical competence as defined by the TPEs and demonstrate an ability to use state-adopted instructional materials. All field experiences are coordinated within the block, with instructors dividing up the teaching and supervision
responsibilities. A placement coordinator works closely with districts to determine student placements based on student needs. The block leaders, placement coordinator and/or supervisors help to screen the master teachers at these schools and conduct a master teacher training session.

Coursework and field experiences utilize a variety of strategies for professional instruction. Candidates are taught through a variety of media including the use of technology, and they observe and engage in demonstration of a variety of teaching strategies both in university coursework and in the field, including many that access and build background knowledge, engage all students in active participation in the learning experience, and extend language facility. Candidates are given multiple opportunities to attain the Teaching Performance Expectations both in university courses and in the field. For instance, all candidates must complete a case study of a student’s performance in reading and a case study of a student’s performance in math. Candidates engage in the assessment and then make recommendations for addressing needs and furthering the students’ competence (TPE 3). Candidates are evaluated in university course demonstrations and in field experiences in part on their ability to engage students in their learning (TPE 5), using such criteria as: What active learning strategies were used? Were students active participants in the lessons? Candidates learn about and must demonstrate proficiency in making content accessible to all students (TPE 4), including demonstrating a variety of ways to present and reinforce content through the use of written and oral presentation, manipulatives and physical models, visual and performing arts technology, and nonverbal communication such as diagrams. University supervisors observe candidates make use of a variety of such strategies in the field and evaluate them on their ability to do so. Candidates must include in all written lesson plans their plan for addressing the needs of those students who are English learners (TPE 7). In sum, candidates are given multiple opportunities, both in university coursework and in the field, to attain the Teacher Performance Expectations. MSCP faculty ensure that all TPEs are addressed throughout the program. Below, Table 2 illustrates where and to what degree TPEs are addressed in each course.

Table 2: Distribution of Teaching Performance Expectations (TPE)

<table>
<thead>
<tr>
<th>TPE</th>
<th>315</th>
<th>325</th>
<th>429</th>
<th>430</th>
<th>433</th>
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<th>450</th>
<th>451</th>
<th>452</th>
<th>453</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pedagogical Skills for Subject Matter Instruction</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>I</td>
<td>D</td>
<td>M</td>
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<td>I</td>
<td>D</td>
<td>M</td>
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<td>D</td>
<td>M</td>
</tr>
<tr>
<td>2 Monitoring Student Learning During Instruction</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>D</td>
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<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>3 Interpretation and Use of Assessments</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>I</td>
<td>D</td>
<td>M</td>
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<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>4 Making Content Accessible</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>I</td>
<td>D</td>
<td>M</td>
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<tr>
<td>5 Student Engagement</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td>I</td>
<td>D</td>
<td>M</td>
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</tr>
</tbody>
</table>
A fair, valid, and reliable assessment of the candidate’s status with respect to the TPEs is embedded in the program design.

Candidates are assessed throughout the program in course and fieldwork with respect to the TPEs. First, in our courses, every assignment aligned with the TPEs must receive a grade of “B” or better in order for the candidate to progress into student teaching. In our courses, candidates complete written assignments, oral presentations, demonstration lessons, and participate in classroom discussions on a regular basis. Assignments and in-class assessments are developmentally sequenced to support candidates’ comprehension of instructional strategies, assessment mechanisms, management design, parent-teacher communication, and continuing professional growth relative to the TPEs. These capacities are then implemented as candidates move into student teaching and build their instructional and classroom responsibilities from week to week in the field.

In the field, master teachers and university supervisors make regular, formal observations of candidates throughout their fieldwork and student teaching. (Master teachers are with the student teachers daily and university supervisors visit a minimum of 5 times throughout the semester. At the conclusion of each fieldwork assignment, the master teacher and supervisor assess the candidates’ development of professional dispositions associated with teaching using...
two assessments (Student Teaching Evaluation and Narrative Evaluation). The narrative evaluation (completed by both the master teacher and supervisor) reflects the California Standards for the Teaching Profession (CSTP) and requires the evaluation of exemplars of activities in each CSTP category are provided on the evaluation form itself. The second assessment aligns the Teaching Performance Expectations within the CSTP categories and asks master teachers and supervisors to rate candidate proficiency levels on each TPE. These assessments are conducted electronically and scores are aggregated for an overall proficiency rating (candidates must achieve a rating of 2.0 or higher to move from the first student teaching experience to the second and 2.85 or higher to successfully complete the program). Candidates are fully apprised of and have possession of all evaluation forms prior to fieldwork and student teaching. Copies of the evaluations are placed in the candidates’ credential file. Candidates and university supervisors engage in ongoing discussions of the candidates’ performance throughout the semester and each candidate is given a copy of the university supervisor’s written comments and recommendations after each observation. Copies of these are also placed in the candidates credential file.

In addition, all candidates must pass the California Teaching Performance Assessment (CalTPA) to assess mastery. As of July 1, 2008, California state law (Senate Bill 2042 [Chapter 548, Statutes of 1998] and Senate Bill 1209 [Chapter 517, Statutes of 2006] requires that all multiple and single subject credential students pass an assessment of teaching performance in order to be recommended for a teaching credential. The law allows credential programs to develop their own teaching performance assessment (TPA) or to implement an approved model of the TPA. CSUF chose to adopt the Cal TPA, which is one of a few currently approved TPA models. This model was developed by Educational Testing Services, in consultation with the California Commission on Teacher Credentialing (CCTC).

The Multiple Subject Credential program provides assistance for candidates in preparing for this summative assessment. Embedded course and field activities parallel, in content and format, the CalTPA tasks (subsequently referred to as “TPA”). For example, candidates in courses and in the field are asked to gather data about students’ characteristics and current levels of performance and then to plan instruction to meet those characteristics and levels of performance to bring students to grade-level content standards. These are described in detail in subsequent standard responses. In general, examples include:

- Case studies in reading and mathematics methods courses wherein candidates assess student progress and prescribe appropriate interventions.
- Lesson plans in the field wherein candidates plan standards-based instruction for their particular students.
- Lesson plans in coursework and in the field wherein candidates design accommodations and modifications for students with English language and special educational needs.

Candidates are also required to take two units of EDEL 453 A and B, seminars that focus on the preparation and submission of the TPAs. The first unit of the course supports the Subject Specific Pedagogy and Designing Instruction tasks. The second unit of the course supports the Assessing Learning and Culminating Teaching Experience tasks.
Standard 2: Communication and Collaboration

Sponsors of the preliminary teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation.

The Multiple Subject Credential Program has established numerous partnerships across a variety of categories within and outside of the College of Education and the University. Advisory boards, composed of diverse members, are typically formed to facilitate collaborative efforts and communication on a regular basis throughout each academic year. Each of these partnerships contributes to the quality and design of teacher candidate preparation in the Multiple Subject Credential Program in vital and meaningful ways, while also providing our program with opportunities to support and communicate with our partners. These partnerships and collaborations are discussed below in detail.

Partnerships address significant aspects of preliminary preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) these pedagogical preparation providers and at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.

The EDEL Department is engaged in a variety of partnerships with faculty in the College and the University, as well as with community and regional stakeholders. In each of these partnerships, we work to cultivate relationships that support the development of teacher education and teacher practices, pedagogically and professionally. Below we describe a representative sample of the range of partnerships.

The Multiple Subject Credential Program Advisory Board (MSCPAB) has served as the general advisory board to the program for many years. The board is made up of administrators from district offices, school site faculty, multiple subject program faculty, and community organization representatives, such as the PTA. Feedback from the board is used to inform program improvement, including making decisions for adjusting program procedures and/or courses (see MSCPAB Meeting Minutes Spring 2007). Over time, participation on the MSCPAB has declined due to scheduling conflicts and travel time. To boost attendance, the MSCPAB reduced the number of meetings from twice a year to once a year, but even with these changes the board was put on inactive status in 2008-2009. We are currently working to identify and engage new representatives and investigating new ways (e.g., virtual attendance through the use of technology) to ease scheduling and travel issues in order to increase participation so that we can reinstate the MSCPAB.

The Student Advisory Board (SAB) is chaired by the coordinator of the Multiple Subject Credential Program (MSCP) and is composed of student representatives from each cohort in the program. Once a semester, the student representatives gather information from members of their cohort regarding positive aspects of the program, as well as suggestions for improvement (see e.g., “Praises and Wishes” from Block 3, and SAB Minutes). Next, all of the representatives meet with the MSCP coordinator to discuss student comments and concerns and present possible
solutions. The results are shared at faculty meetings and serve as a means for faculty to consider and address candidate concerns.

Another board that influences the work of the department is the College of Education Dean's Advisory Council (DAC), which meets once a semester. Administrators from many of our partner school districts serve on this council (e.g. superintendents from Brea-Olinda Unified, Anaheim City Unified, Placentia-Yorba Linda Unified, and Fullerton Unified; as well as presidents from Fullerton College and Santiago Canyon College). The council frequently discusses the department programs and makes recommendations to department chairs and faculty (see e.g., DAC Minutes). Feedback from this council has been instrumental in supporting the recruitment and training of Master Teachers and in providing ideas for program evaluation and improvement in the Department of Elementary and Bilingual Education. One example of a current improvement in the Department is our move to a co-teaching model for student teaching placements. We currently have one block of candidates participating in co-teaching in partner schools, and will have anywhere from three to four blocks (depending upon enrollment) participating in co-teaching in fall, 2013.

Additionally, we are actively involved in the Teacher Recruitment Project (TRP). Housed in the Department of Elementary and Bilingual Education, the TRP is designed to address the urgent need for more mathematics and science teachers in California. TRP project faculty work collaboratively with other efforts on campus (e.g., the Mathematics and Science Teacher Initiative (MSTI) and the Center for Careers in Teaching), as well as with faculty in other departments (including the Department of Secondary Education in the College of Education, and the Mathematics Department in the College of Natural Sciences and Mathematics) to increase the number of teachers prepared to teach in mathematics and science fields (see e.g., TRP Summary, TRP CSET attendance, and TRP Saturday Science sign up). TRP works to identify and recruit multiple subject candidates who have an interest and background in mathematics or science to support their capacity to add an authorization in these subjects. The project provides financial support to multiple subject candidates to complete the required CSET tests and single subject methods course and offers numerous advisement, motivational, and preparation opportunities. Since 2007, 101 teacher candidates have successfully completed some or all requirements for an added authorization in mathematics or science, and 41 candidates are in progress.

At the University level, the All University Responsibility for Teacher Education Committee (AURTEC) is composed of representatives from all colleges on campus, the Offices of the Vice President of Student Affairs and Academic Affairs, and various committee and department chairs in the College of Education (COE), including the EDEL department chair. The role of this committee is to:

- Provide coordination and collaboration among units responsible for teacher preparation;
- Foster campus-wide communication about teacher education programs;
- Address CSU system-wide teacher education related matters;
- Identify and address pipeline issues;
- Identify and seek resolution of inter-school subject matter preparation issues;
- Review and address accreditation matters.
This committee meets at least once a semester, with additional meetings scheduled as needed (see e.g., AURTEC Minutes).

The Elementary And Special Education Undergraduate Preparation (EASEUP) committee monitors and addresses issues in the undergraduate program related to multiple subject and special education credential program preparation and access, subject matter preparation (see e.g., EASEUP Minutes). EASEUP works in partnership with the local community colleges that feed into CSUF and coordinates with the Multiple Subject Credential Program in establishing and/or modifying admission requirements. At least two faculty members from the Department of Elementary and Bilingual Education serve on this committee, as well as the Associate Dean for the College of Education, a representative from the Vice President of Academic Affairs, subject matter representatives, and at least two faculty members from the Special Education Department. The Director of the Center for Careers in Teaching chairs this committee. Meetings occur once a semester, with additional meetings as needed.

Regionally, the Department of Elementary and Bilingual Education is also involved in Beginning Teacher Support and Assessment (BTSA) induction programs throughout the region. For example, the partnership with the North Orange County BTSA (NOC BTSA) program has been in place for more than twenty years and plans are in place for continuing collaboration. NOC BTSA is a consortium of three local school districts (Buena Park School District, Fullerton School District, and La Habra City School District) and California State University, Fullerton. All induction programs aim to provide advanced professional development and systematic formative assessment that result in recommendation of the candidate for the Clear Multiple or Single Subject Credential, typically within two years (see e.g., BTSA Minutes).

NOC BTSA was in the first cohort of California's programs, and members of the EDEL faculty were active in writing the original funding proposal. EDEL’s Dr. Ruth Yopp, one of the original authors, continues in her role as Director of the program and Dr. Andrea Guillaume has been a Program Associate for the last dozen years. As members of the leadership team, Drs. Yopp and Guillaume participate in daily operations of the program, provide formative assessment training and professional development for participants, oversee program evaluation efforts, participate in regional and statewide BTSA efforts, and oversee the development of accreditation documents. The depth of CSUF's involvement in the BTSA program is unusual in California; most universities limit their participation to advisory board input or the provision of occasional trainings.

Several other collaborative partnerships exist through the Center for Careers in Teaching (CCT) on campus. The CCT is currently in the fourth year of a five-year Title V grant with Santa Ana College and Fullerton College to increase the number of students from underrepresented minorities who enter the teaching profession. This partnership has resulted in highly collaborative efforts to increase program quality and the recruitment and retention of students. One example of these collaborative efforts is our participation in the Regional Teacher Education Council (RTEC), a partnership between CSUF and community college counselors from the surrounding area meets several times a year with counselors to share information and develop guidelines in order to secure a seamless transition from the community colleges to CSUF and the credential programs (see e.g., RTEC Minutes).
Additionally, the CCT hosts an annual conference, *Teacher Educators: Partners and Collaborators* (TEPAC), for the regional community colleges at which the latest updates and information about the Multiple Subject Credential Program are disseminated (see e.g., TEPAC Agenda). This conference includes CSUF faculty and administrators, community college counselors, faculty, and liaisons, and CSUF student representatives from EDEL prerequisite courses and the MSCP. Through this collaboration we are able to assure there is course equivalency between the prerequisite courses offered at regional community colleges and our prerequisites in order to foster a more seamless transfer from community college to our program. In addition, we participate with community colleges to recruit teacher candidates at local job fairs.

In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the preliminary preparation program and monitor its implementation on a continuing basis. These partnerships would include developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

As discussed in the previous section, partnerships between the college, department, cooperating districts, and community members include substantive dialogue in which we work together to make decisions that reflect our program requirements and ever-shifting classroom needs. One example of how our partnerships contribute to the development of program policies and practices is the 2011 creation of a Field Placement Coordinator position. This position was established as a result of survey responses from our partner districts in which they suggested a shift to working with one MSCP representative to facilitate student teaching placements rather than with multiple supervisors. This Field Placement Coordinator now works directly with schools and districts to place candidates with Master Teachers who meet our department qualifications. Centralizing the placement responsibilities in the Field Placement Coordinator position has increased the efficiency of our placements, streamlined our communication, and strengthened our connections to school partners. Once placements are made, department Supervisors conduct Master Teacher Orientations in which they review Master Teacher roles and responsibilities for student teaching with the cooperating teachers. Supervisors use an Orientation Checklist to ensure all important elements are covered in the orientations, and there is an orientation powerpoint presentation available on the department Master Teacher Website should they have any questions or want to review any policies during the candidate’s student teaching. Additionally, in response to a Master Teacher MSCP survey, Supervisors provide Master Teachers with their contact information should they want to communicate with them beyond the times in which the Supervisor visits for candidate observation.

An example of how partnerships contribute to fieldwork design is the piloting of a collaborative teaching (co-teaching) model of student teaching. Initiated in fall 2011 with several partner districts, the design of our co-teaching field experience closely resembles St Cloud University’s research on best practices, and is in alignment with changes suggested in the 2010 NCATE Blue Ribbon Panel report on teacher preparation. Following the St. Cloud model, co-teaching is
defined as a cooperating teacher and a teacher candidate teaching the same group of students together, along with all management, instructional and assessment decisions. Co-teaching depends upon many of the same types of things identified as critical to good teaching: collaboration, communication, the integration of real-life issues in instruction, adaptability, and a focus on balance and equity.

After cooperating teachers are selected they are required to attend two training sessions sponsored and facilitated by faculty from Cal State Fullerton. During the first interactive training sessions classroom teachers learn mentoring strategies that will help them co-teach, co-plan, and co-reflect with a future teacher candidate. The second session is held before the fieldwork experience begins and it includes both the cooperating teacher and teacher candidate working together to build a foundation for a strong professional relationship that includes effective communication and teamwork.

Over the last two years the Department of Elementary and Bilingual Education has trained approximately seventy-two teacher candidates, fifty-five classroom teachers, five school principals, several faculty members, and all of our university Supervisors in co-teaching. We currently have partnerships at nine elementary schools in Fullerton, Placentia-Yorba Linda Unified, and Capistrano Unified school districts. During the 2012-2013 academic year seventy-two teacher candidates were placed in co-teaching settings. During summer 2013 we plan to train approximately sixty classroom teachers in Fullerton, Placentia-Yorba Linda Unified, and Santa Ana Unified school districts to serve as co-teachers for student teaching placements in the 2013-2014 academic year. Our goal is to have 100% of our student teaching placements in co-teaching settings by fall 2014.

The verification of candidate teaching competence occurs on a continual basis by Supervisors and Master Teachers in the field. Supervisors regularly note which TPEs have been met and which need to be developed in candidate’s instructional practice using NCR forms. This formative mode of assessment is further bolstered by oral feedback from all parties about instructional practice, challenges, and successes. Upon completion of student teaching, Master Teachers and Supervisors use an online fieldwork and student teaching evaluation to formatively and summatively assess the candidates’ work in the fieldwork classroom, and identify areas of concern if necessary. Candidates receive electronic copies of these evaluations. This information is also available to department Block Leaders, department chair, and the MSCP coordinator. This consistent, timely provision of information allows program faculty to quickly identify issues of concern and, if necessary, to develop strategic remediation plans for candidates. Candidate TPA assessments are submitted and assessed similarly, using a secure web-based system created by Taskstream. This streamlines the TPA submission, assessment, and feedback process by providing the TPA coordinator with immediate access to candidate scores for the purposes of tracking performance, ensuring the reliability of scoring, sharing assessment results with partners, and if necessary, responding to areas of identified improvement.

Participants cooperatively establish and review the terms and agreements of partnerships, including partners’ well-defined roles, responsibilities, and relationships; and contributions of sufficient resources to support the costs of effective cooperation.
Our partnerships are based on open communication and dialogue, as well as the explicit identification of individual and group responsibilities and roles. Each partner school site signs a Memorandum of Understanding (MOU) detailing the agreement. A typical MOU covers the length of the term of the agreement, the maximum amount of semester units and weeks of student teaching allowed, the amount the State will pay the District, and insurance coverage. In addition, partner school sites are provided with electronic access to the Master Teacher website (http://ed.fullerton.edu/edel/about-our-department/masters-program/) which clearly describes the roles and responsibilities of the cooperating teachers, university Supervisor, the MSCP program, and the candidate. On average, Supervisors carry from three to six units (which equals six to eighteen students). We currently have a mix of full- and part-time Supervisors working in the field. Master Teachers who work with candidates for the five-week period (initial student teaching) receive a stipend of $125.00 and those who work with candidates for the eight-week period (final student teaching) receive a stipend of $250.00. Resources to cover the cost of university supervision and Master Teachers are provided from the Dean’s budget in the College of Education.

The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers’ bargaining agents.

We currently have a variety of partnerships in science, mathematics, technology, service learning, and the arts. One of the most wide reaching of these partnerships is our collaboration in the arts. The arts partnership is the result of collaboration between the department, CSUF’s Schools First Center for Creativity and Critical Thinking, the Segerstrom Center for the Arts (a community-based arts organization), and ten schools in six districts (more schools will be joining the partnership in the spring semester).

Launched in the fall, 2012, this innovative partnership, known as Arts: Avenues for Learning (Arts Avenues, briefly), has two primary components. The first involves the participation of three cohorts of multiple subject (elementary) credential candidates, who spend two full days each semester at the Segerstrom Center as part of their CSUF visual and performing arts instruction. Interacting and working with practicing artists, arts educators, and faculty from CSUF, credential candidates engage in rich instructional activities in all the arts at Segerstrom’s impressive art center. Once credential candidates begin their student teaching, they and their Master Teachers are invited to participate in an additional full day of arts-integration training at the Segerstrom Center. During this full-day session, Master Teachers and credential candidates collaborate on integrated instruction that enhances lessons in a range of content subject areas (e.g., language arts, mathematics, science, and the social studies) with the arts (e.g., origami, puppetry, theater skills, dances, creative movement and drumming). Together, they then implement the new strategies and artistic skills learned in the classroom with their students.

In the second component, the arts-rich cohort of CSUF multiple subject candidates participate in even more deeply integrated experiences to enhance their preparation to bring creativity and innovation to elementary students. Candidates in this cohort generally complete their student teaching in arts-rich schools, sites with which the Segerstrom Center and the department have
already established strong arts-based partnerships that are focused on engendering a love for the arts and arts integration into their curriculum.

The benefits of this collaboration include a stronger dedication of teachers to employ the arts in the classrooms, a connection between the worlds of the performing arts and the university, and a renewed enthusiasm of teachers who may have forgotten the joy and power of the arts in the curriculum. In the first year of this collaboration more than 150 candidates have participated in the first component of the project, and over 60 candidates from the arts-rich block have participated in the second component.

In addition, our Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437) course includes a service-learning component – the Involved Citizens Assignment – that connects candidates directly with a community need. In this assignment, candidates volunteer for five hours with a community organization in order to develop their ability to recognize and eliminate bias in the creation of equitable classroom communities. Candidates then write up a reflection in which they identify what they learned and how this experience contributes to the physical, social, emotional, and intellectual well being of all students. Recent sites of service learning have included the Orangewood Children's Home and the Leukemia Society of Orange County.

**Integrated/Blended Program Delivery Model:**
The overall design and implementation of an Integrated/Blended Program result from demonstrated, fully-supported collaboration based on shared decision making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. An Integrated/Blended Program includes the involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.

Not Applicable

**Intern Program Delivery Model:**
Intern programs are joint programs of employing school districts and approved program sponsors and require ongoing collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

Not Applicable

**Standard 3: Foundational Educational Ideas and Research**

Through planned prerequisites and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); and (b) human learning.
Candidates are required to take one human development course in either the Child and Adolescent Studies or Psychology departments (CAS 101, 312, 315, 325 A & B, or PSY 361) as a prerequisite to the Multiple Subject Credential Program. In these courses, candidates study the growth and development of children and pre-adolescents as well as theories related to development and learning proposed by Piaget, Erikson, Kohlberg, and Vygotsky.

Human development concepts and theories are subsequently revisited in the Department’s prerequisite course (EDEL 315) and form the foundation of the way faculty teach in the Multiple Subject Credential Program content methods courses (EDEL 429, 430, 433, 434, 435, 436, and 437), as candidates design and plan subject matter lessons that support student engagement, motivation, and learning.

In Introduction to Elementary Classroom Teaching (EDEL 430), candidates complete a Class Profile, two-part assignment. The first part requires candidates to spend time in their assigned classroom gathering data that will help them determine and support the individual needs of their students. Then, in order to assure candidates recognize the connection between students’ ages, developmental needs, and their academic success in the classroom, candidates use these classroom data to determine relevant human development factors (Guillaume, 2013, Chapters 1, 6, & 10) that must be considered in any instructional or management choices. Cognitive, social and emotional development must be addressed, and key theorists referenced in the Class Profile.

In Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates read about theoretical perspectives, including cognitive-constructivist and sociocultural theories (in Yopp & Yopp, 2014, Chapter 1), that undergird the literature activities they will study and implement. Candidates consider the implications of these theories for engaging children with literature when they develop activities for a self-selected work of children’s literature. This includes determining how the activities activate, honor, and build on children’s background knowledge and how to promote social interactions that will support and extend comprehension of text. In response to the activities shared by their peers candidates complete a Literature Activities Feedback Sheet.

In Integrated Curriculum and Instruction in the Elementary School (EDEL 429), candidates draw on their understanding of child development, human learning, and motivation when they complete the When the Principal Asks assignment. In this assignment, candidates defend the use of a language arts strategy of their choice (such as the “language experience approach,” “KWL” charts, or “Ten Important Words”) either in writing, or in a mock interview with “the principal” (their course instructor). Candidates must explain the purposes of the strategy and how it supports children’s literacy development. They discuss motivation, language, thinking, and differentiation as they share how and why they would implement the strategy at an elementary grade level of their choice.

EDEL 434, candidates go into more depth about the linguistic theories that are related to both first and second language acquisition (including cognitive, sociocultural, and psychological factors) in Chapters 2 through 4 in Peregoy and Boyle (2013). Candidates then complete a Factors Affecting Language Use assignment with the instructor in class (distinguishing between behaviorism (B.F. Skinner), innatism (Noam Chomsky), Steven Krashen’s five hypotheses about
language acquisition, and Vygotsky’s idea of the zone of proximal development). Candidates are regularly reminded of the relationship of social interaction to second language acquisition in the course in readings (Chapters 2 and 3 in Peregoy and Boyle, 2013) and class discussions.

In Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435), candidates complete an **Assessing Mathematical Understanding** assignment. In this assignment, candidates must interview a student, analyze the student’s mathematical understanding, and then suggest instructional strategies that can be utilized throughout a unit to help the identified student learn. For each selected strategy, candidates must provide a rationale that addresses learning theories (e.g., Piaget, Thorndike, Skinner, and Vygotsky), based upon readings in Chapter 2 of Reys, et al. (2010).

In Curriculum and Instruction in Elementary School Teaching - Science (EDEL 436), instructors choose from a variety of required texts which address concepts and theories related to human learning in the constructivist tradition (drawing, for example, on the works of theorists such as Dewey and Vygotsky). One frequently used text is Koch (2013), in which candidates read a section entitled, *How Do Students Learn Science? Key Tenets of Constructivist Theory* in Chapter 1; and *Helping Students to Make Meaning and The Social Context of Teaching* and *Learning Science: Alternative Conceptions*, in Chapter 3. Readings and discussions in EDEL 436 emphasize that learners actively construct understandings of their worlds by comparing new information with existing knowledge in social settings.

In Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates revisit cognitive and human learning theories by Howard Gardner and Benjamin Bloom through course readings, activities, and assignments. Chapter 1 in the course text, *Seeing the Whole Through Social Studies*, by Tarry Lindquist (2002) presents concrete examples of multiple intelligences and how this should influence planning and curriculum development. Bloom’s Taxonomy and intellectual engagement are further discussed in Chapter 4. After reflecting on course readings, students experience and analyze activities that address multiple intelligences and Bloom’s Taxonomy during the Civil Rights Centers. Finally, candidates are asked to apply their knowledge of Bloom’s Taxonomy and multiple intelligences in the **Small Group Integrated Unit Plan** by developing a Matrix for Differentiated Instruction.

As a part of the credential program requirements, these major concepts are then re-examined in the field as candidates begin to apply this knowledge and learn to plan and implement developmentally appropriate lessons when they are student teaching. Candidates have many opportunities to observe their cooperating teacher’s use of developmentally appropriate teaching strategies during supervised fieldwork (EDEL 438), before they design, practice, and implement developmentally and culturally appropriate teaching approaches and strategies during their student teaching placement (EDEL 439).

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Through planned prerequisites and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (c) social, cultural, philosophical, and historical foundations of education.

To gain necessary background knowledge of the often conflicting purposes of education, as well as the varying roles and functions of schools in American society today, candidates are required to take Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325) as prerequisites for admission into the credential program. In EDEL 315 and EDEL 325, prospective candidates consider social, cultural, historical, political, philosophical, and legal topics and issues related to education. Attention to major concepts and theories occurs in readings, film and video viewings, fieldwork, and assignments in both courses. For example, in EDEL 315, candidates learn about the major principles and research related to SPED and EL students in the Exceptional Learners & English Learners Online Assignment (ELEL). In this assignment, students must not only research one special needs or EL group, but they must then compare their research findings with the work of another student, on another group, in class. Comparison of educational experiences and options also occurs in EDEL 325 in the Cultural Event Poster, the Self-Other Dialogue, and the Midterm Paper. Each of these assignments requires candidates to consider the ways in which different populations have experienced education in distinct ways relative to social, cultural and historical theories and concepts. Major social, cultural, philosophical, and historical concepts are then revisited in every content area course as candidates design lesson plans (see e.g., EDEL 430: Lesson Plan; EDEL
436: Model Learning Cycle Lesson) analyze case studies (see e.g., 433: Reading Case Study; EDEL 435: Assessing Mathematical Understanding), and examine historical events in education (see e.g., EDEL437: Brown v. Board of Education Analysis).

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The program provides opportunities for candidates to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools.

We establish opportunities for candidates to examine the relationship of current educational policies and practices in California schools in every course in the MSCP, beginning with the prerequisites. For example, in EDEL 315, candidates consider contemporary instructional practices in relation to California’s TPEs (see, e.g., Teacher Graphic Mini Novel (TGMN)). They also consider the relationship of diverse student experiences to schooling practices and policies (see, e.g., Young Adult Literature Assignment (YALA)) and determine appropriate accommodations and/or modifications for SPED and EL students (Exceptional Learners & English Learners Online Assignment (ELEL)). Additionally, candidates participate in forty-five
hours of fieldwork in a public elementary school classroom in EDEL 315. These fieldwork placements must include five designated English learners (ELs) for at least 20 of the 45 required hours; all pre-service candidates must gain experience in a classroom with ELs fully integrated into the classroom (and not only in a “pull out” program, for example). Candidates in EDEL 315 thus have opportunities to make explicit connections between theoretical and practical knowledge as they learn to examine schooling processes within real socio-cultural contexts. A core element of this process is the close observation and evaluation of classroom practices and materials in relationship to shifting socio-cultural and historical foundations of education and desired educational outcomes (see, e.g., the Teacher Graphic Mini Novel (TGMN) assignment in EDEL 315).

Drawing on the prerequisite background knowledge gained in EDEL 315, candidates continue to learn about, select, and design various and appropriate instructional approaches and strategies in the Foundations in Elementary School Teaching course (EDEL 430, see e.g., the Lesson Plan; Digital Storytelling & Community Snapshot; and the Classroom Management and Discipline Plan). Opportunities to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools are also provided in lesson plan development and case study analysis in each of the content methods courses (EDEL 434, 435, 436, 437). Across EDEL 430 and the content methods courses, candidates: review and integrate a range of instructional materials (both school-adopted and from external sources) into lesson plans; assess and select appropriate instructional strategies to maximize learning outcomes for all students; examine and adopt curriculum and management practices that promote educational equity for all students, including EL and SPED.

Once in the field, as a part of the supervised and self-reflective process of our MSCP, candidates continuously reflect upon their practices and student responses to their instructional efforts as they work to meet all students’ needs. Candidates regularly explore issues related to equal opportunity and access, and refine what and how they teach so that their instruction includes all students in the learning process. Reflecting on what happened in the elementary classroom is a crucial aspect of every candidate’s work in the field. These daily reflections focus on all elements of instruction in the classroom (e.g., pedagogical practices in relation to the purposes, functions and inequalities of schools; what worked to meet all students’ needs and what needs attention; how students interacted with each other and the teacher; etc.) and are used to develop subsequent instructional plans and activities.

Candidates accomplish these objectives through written reflections, lesson plan and classroom management design and implementation, and in discussions with peers, aster teachers, instructors, and field Supervisors during Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439). Thus, all lesson plans, classroom management, and general instruction across the content areas reflect input from Master Teachers and Supervisors. Collaboratively, candidates, Master Teachers, and Supervisors work to assure all implemented lesson plans are tightly connected to course learning and TPEs.

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Standard 4: Relationships Between Theory and Practice

The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning.

Our MSCP provides candidates with continuous and varied opportunities to analyze, implement, and reflect upon the intersections of educational theories and practice in course work and in the field. Specific knowledge of a broad range of foundational issues, theories, and professional practices are introduced in the Child and Human Development prerequisite courses (listed in standard 3), expanded in the EDEL prerequisite courses Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Schools (EDEL 325), developed in the MSCP Foundations in Elementary School Teaching (EDEL 430) and across the methods courses (EDEL 429, 433, 434, 435, 436, and 437), and implemented in Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439).
Beginning with the prerequisite courses and continuing across the content area courses, candidates learn about and observe classroom management and discipline strategies, lesson planning, and models of teaching and assessment that support all learners (see e.g., the EDEL 430 Classroom Management and Discipline Plan that describes how candidates will secure all students’ participation in instructional activities, the EDEL 430 Lesson Plan that is differentiated and inclusive of all students, and the EDEL 437 Matrix for Differentiated Instruction, Timeline for Lesson Planning, and Resource Sketch developed as part of the Small Group Integrated Unit Plan). Candidates examine and apply learning theories (e.g., engagement, motivation, reinforcement, retention, etc.), learning styles, and assessment/evaluation tools across the content courses and in the field once they begin student teaching. The use and discussion of relevant texts (e.g., Classroom teaching: A primer for new professionals (4th ed.) by Guillaume, A; Reading, writing, and learning in ESL: A resource book for k-12 teachers (5th ed.) by Peregoy, S. & Boyle, O.; and Teaching exceptional, diverse, and at-risk students in the general education classroom (3rd ed.) by Vaughn, S., Bos, C. & Schumm) establishes foundational knowledge that are then cultivated in context through extensive field experiences. For example, in fieldwork, candidates record and discuss weekly focus topics that are culled from EDEL 430 and methods courses, before practicing what they have been focusing on during student teaching.

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**In coursework, classroom observations, and supervised fieldwork candidates examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct.**

Similar to the strategies described above, the examination of research-based theories in relation to the principles of human learning and development that are introduced in the Child and Human Development prerequisite courses (listed in standard 3), are revisited in EDEL’s Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Schools (EDEL 325), and drawn upon in Foundations in Elementary School Teaching (EDEL 430) and across the methods courses (EDEL 429, 433, 434, 435, 436, 437, and 450) in relation to pedagogical strategies, classroom instruction, and student achievement in school to support candidates’ capacity to implement meaningful instructional practices in Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439). Fundamentally, the principles of human development form a conceptual basis for instructional choices by faculty, influencing what and how we teach our candidates to select or design developmentally, linguistically, and culturally appropriate and relevant pedagogical strategies in their curriculum and lesson plans, classroom management decisions, and assessment choices. In all of our courses candidates are reminded of the relationship of the principles of human learning and development of the school-age child, look for examples in their field assignments related to these theories of development, and determine pedagogical strategies and assessments that reflect research-based best practices in support of student achievement and growth.

In EDEL 315 and EDEL 430, candidates read articles and required texts that address human learning and development in relation to schooling processes in general, and educational obstacles and opportunities, in particular. Candidates discuss the ways in which particular pedagogical strategies have proven to be more effective for different learners. Every prerequisite course in the department builds candidate understanding through the reading of relevant texts (e.g., in EDEL 315, candidates read comprehensive overviews of the profession like, *So you want to be a teacher* by Koch, J., 2013; and in EDEL 430, candidates read *Classroom teaching: A primer for new professionals* (by Guillaume, A., 2011, a general overview of all of the major components of teacher practice).

Building off of Chapter 4 in Koch’s *Teach* (2013) that discusses key learning theories (e.g., Skinner, Piaget, and Dewey), candidates in Introduction to Elementary Classroom Teaching (EDEL 315) discuss the ways in which learning theories relate to pedagogical choices, and how learning theories shape our understanding of strategies proven to be more effective for a range of learners (*315 Koch Chapter 4 Theories PowerPoint Outline*). Candidates in EDEL 315 then use
this knowledge of learning theories to complete the Exceptional Learners & English Learners Online Assignment (ELEL) in which they must identify key group traits, describe the teachers’ responsibilities to students and how they will communicate with their families, and review and evaluate technological modifications and accommodations for EL and SPED learners. Additionally, as they complete readings related to good pedagogy, differentiated instruction, classroom management, student diversity, and assessments in Koch (2013), they complete parts of the Teacher Graphic Mini Novel (TGMN); each part of the TGMN covers TPEs and focuses on the recognition of the relationship between instructional choices, grouping strategies, and assessments and student attitudes, achievement, and sense of belonging.

Foundations in Elementary School Teaching (EDEL 430), introduces candidates to a variety of research-based instructional models to serve various purposes. In this first semester course, candidates read Guillaume, Chapter 7 (Instructional Models and Strategies), which addresses various theories of learning and directs candidates to select their pedagogical strategies by considering their students’ needs, relevant empirical studies, their instructional goals, and their educational stances. Other learning experiences and assignments in EDEL 430 also draw explicit links among research-based theories and components of teaching. For example, candidates study implications of motivation theory as they develop their Classroom Management and Discipline Plan. In subsequent courses, candidates build deeper and more extensive knowledge and skill in applying research-based theories to their instruction. For example, EDEL 436 focuses on inductive learning theories and implications for inquiry-based instruction, as evidenced in course readings and the Model Learning Cycle Lesson.

In Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates read about theories of comprehension in Chapter 1 of Literature-Based Reading Activities (Yopp & Yopp, 2014) and discuss implications of those theories for designing instruction. Candidates work in small groups to develop or adapt pedagogical strategies to support students’ understanding of a selected work of children’s literature (Literature Activities). They implement one of their strategies with peers, who analyze how it reflects the theoretical perspectives described in Chapter 1 and the impact of the strategy on students’ understandings as well as their attitudes and motivation to read. Candidates also discuss how the strategies offer formative assessment opportunities.

In Methods and Inquiry for Teaching English Learners (EDEL 434), candidates engage in online forums and in-class discussions related to human theories (e.g., behaviorism, interactionism, innatism), the first and second languages are learned (Peregoy & Boyle, 2013, Ch. 2), and the relationship of developmental sequences of morphology, negation and questioning to language learner levels (Factors Affecting Language Use). Candidates reflect upon and employ pedagogical strategies and options (e.g., buddy system, literature response groups, cooperative groups) introduced in course readings (Peregoy & Boyle, 2013, Chapter 3; Vaughn, Bos, Schumm, 2007) that promote listening, speaking, reading, and writing opportunities for English Learners in their lessons. In the culminating ELD/SDAIE Lesson Plan, candidates demonstrate how they are able to modify language (e.g., comprehensible input) as well as content (e.g., frontloading vocabulary) to promote greater cognition and access to the core curriculum for English Learners. Students also demonstrate how student outcomes are linked to the pedagogical
strategies and modifications that are implemented (ELD-SDAIE Lesson Plan Overview and Rubric).

In Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435) candidates use human learning theories (e.g., Piaget, Thorndike, Skinner and Vygotsky) from Chapter 2 of Reys, et al. (2010), to support decisions made in instructional strategies selected for increasing the mathematical knowledge of elementary students. Specifically in the Assessing Mathematical Understanding assignment, candidates’ understanding of human learning and development are applied to selecting specific pedagogical strategies used in constructing mathematics instruction and assessments for use with elementary students in the classroom environment. Additionally in this assignment, candidates analyze and reflect on summative assessments used to gain understanding of students’ knowledge and suggest alternative assessments for measuring students’ accomplishments.

In Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437) candidates are asked to reflect on their knowledge of human learning and development after revisiting learning theories related to multiple intelligences and Bloom’s taxonomy in the course readings (Lindquist, Chapters 1 and 4) and in class activities (Civil Rights Centers). Class discussions and activities challenge candidates to consider a variety of instructional strategies (i.e. inquiry, concept attainment, cooperative learning, and direct instruction) and resources (i.e. primary source documents, music, literature, art, and artifacts) to engage students with the content and explore multiple ways to represent knowledge. Candidates are required to plan a meaningful Small Group Integrated Unit Plan to accommodate a variety of learning styles (Matrix for Differentiated Instruction), utilize multitude of pedagogical strategies and resources (Resource Sketch and Timeline for Lesson Planning), suggest adaptations for EL students (Resource Sketch and Timeline for Lesson Planning), and include instruction that activates higher order thinking (Matrix for Differentiated Instruction). The Small Group Integrated Unit Plan connects knowledge, examines big ideas, focuses on application, considers multiple perspectives, and emphasizes meaningfulness of the content for individual learning styles, independent thinking, and levels of cognitive learning.

In Visual and Performing Arts (EDEL 450), students engage human development theories in relation to the VPA Framework and grade level standards using the Arts and Child Development Chart to examine best arts education practices in relation to how students learn and change in elementary school.

Research-based theories related to human development, pedagogical strategies, classroom instruction, and student achievement are then analyzed in the content area courses and in the field when candidates start their fieldwork observations in EDEL 438. These theories are then put into practice when candidates start student teaching in EDEL 439. Success in every fieldwork experience depends upon candidates actively journaling and reflecting upon their instructional experiences, both individually and with their instructors, Master Teachers, and Supervisors.

Indeed, during Student Teaching (EDEL 439), candidates apply acquired knowledge about human learning and development with every lesson plan, written reflection, Supervisor
classroom observation, case study assessment, and classroom management practice. With guidance from their Master Teachers and Supervisors, candidates also expand their knowledge about and experience with required school policies and practices including how to cultivate appropriate student conduct, foster lifelong learning attitudes, and secure students’ continuing academic achievement.

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<td>436: Koch, J. (2013), Science Stories: Science Methods for Elementary and Middle School Teachers, Chapters 3 &amp; 11; Model Learning Cycle Lesson</td>
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</table>
Working collaboratively, course instructors, program field supervisors, and district support personnel explain and illustrate a variety of models of teaching and the application of these models contextually. They instruct and coach candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.

Specific knowledge about models of teaching is acquired in Foundations in Elementary School Teaching (EDEL 430) and all methods course instructors (EDEL 429, 433, 434, 435, 436, and 437) illustrate a variety of effective teaching strategies, including direct instruction, concept attainment, inquiry, learning cycle, and cooperative learning within coursework experiences. The cohort model, exemplified in EDEL’s MSCP candidate blocks, fosters cross-course communication and collaboration between those teaching and supervising in each block. For example, all methods instructors address ways in which candidates can better meet the needs of English Learners in subject specific instruction and Supervisors monitor and mentor candidates’ implementation of these strategies in the field. Class discussions across MSCP courses focus candidates on the critical attributes of each model of teaching, the uses of different classroom management strategies, and the application of different assessment mechanisms; when and how to use different models and strategies; how strategies might be modified depending upon the particularities of individual classrooms; and the fact that good teachers constantly reflect upon their practice to develop their capacity to meet their students’ needs.

For example, case studies are used across the methods courses to illustrate the ways in which working teachers study what has been done to better their instructional practice. Analyzing and creating case studies, candidates reflect upon research and research-based practices in the development of modifications in classroom management, lesson plan development, and assessment design. In Language Arts and Reading Instruction in the Public Schools (EDEL 433), for example, candidates demonstrate reflection and instructional decision-making as they gather student literacy data and determine prescriptive grouping for literacy instruction through a case study (Reading Case Study). This initial case study does not include English Learners because candidates are only in their third week in the credential program when they begin this course, and by extension, the case study. Thus, in general, they have extremely limited knowledge of reading development and assessment, English language development and assessment, levels of English proficiency, and assessment in general. Their level of knowledge and experience makes it highly likely they will draw erroneous conclusions about reading strengths and weaknesses of their case study students if the students are English learners. For example, candidates might
interpret mispronunciations of words as miscues when in fact the student’s decoding of a word was accurate but the pronunciation was influenced by the student’s native language. Similarly, they might not recognize that certain grammatical and syntactical “miscues” actually reflect the grammatical and syntactical structures of the student’s native language. And, they might conclude that a student has a “comprehension problem” when, in fact, the student would answer questions accurately if the passages and questions were presented in the child’s native language. The complexity of assessing English learners’ decoding and comprehension on a test presented in English is beyond the candidates’ capabilities early in the program. Our goal is to teach candidates to draw valid conclusions about students’ reading proficiency based on reading assessment data. The faculty believe it is appropriate to keep the reading case study less complex by asking candidates to work with students who are proficient in English (i.e., native English speakers or reclassified English learners) as they learn how to administer and interpret an informal reading inventory. Candidates must understand basic principles of second language acquisition before assessing and making instructional recommendations for reading in English for English learners. Please read our response to Standard 12 below to learn how the program prepares candidates to teach English learners and assess their language abilities.

Instructional strategies cultivated across EDEL’s methods courses are then reinforced in Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) when candidates apply what they have learned with the guidance of Master Teachers and Supervisors.

University Supervisors and Master Teachers collaborate during EDEL 438 and EDEL 439 to assure candidates are exposed to and gain practical experience with multiple instructional models, management strategies, and assessment mechanisms in the classroom. In the field, candidates receive specific feedback based upon their instructional practice in order to refine and extend their teaching practices. Discussions between candidates and Supervisors take place during field visits and are documented on visitation forms. In discussions following the observations of lessons, candidates are asked to reflect carefully upon how their planning, teaching and management helped to facilitate student learning. Reflections regarding the effectiveness of instructional models and general management practices to meet the needs of all learners are recorded on observation forms. Over the period of student teaching, candidates meet individually with their Supervisors and Master Teachers to discuss how candidates can extend and refine their instructional skills to maximize student learning in their specific classroom contexts. Supervisors also introduce candidates to additional texts, as needed, to extend their learning.

Together, these efforts support our teaching candidates’ capacity to think on their feet, using relevant theories to continually modify and refine instructional decisions and practices to support all students’ success.

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<thead>
<tr>
<th>Course Number and Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Teaching English Learners Presentation</td>
</tr>
</tbody>
</table>
### Intern Program Delivery Model:

In an intern delivery model, the program design addresses this standard in the specific context of being the teacher of record.

Not Applicable.

### Standard 5: Professional Perspectives Toward Student Learning and The Teaching Profession

The preparation program ensures that each candidate explores a variety of perspectives and begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. Candidates study different perspectives on teaching and learning, and explore alternative concepts of education.

Candidates are introduced to a variety of learning theories, perspectives, and philosophies, both historical and contemporary, in the Introduction to Elementary Classroom Teaching (EDEL 315), Cultural Pluralism in Schools (EDEL 325), and Foundations in Elementary Classroom Teaching (EDEL 430) courses. In EDEL 315, candidates read about changes in perspectives of education in the U.S. over time in their course textbooks, as well as analyzing contemporary educational perspectives in the Media Watch small group presentation assignment. In the Media Watch assignment, candidates must select and describe a current educational issue, provide contextual background for the issue, ask two thought-provoking questions about the issue, and come up with two prospective solutions for the issue.

In EDEL 325, candidates conduct a Classroom Observation, in which they analyze the ways in which contemporary teachers work with and support students of different ethnic and linguistic backgrounds. Candidates also look for any signs of multicultural education (e.g., texts or

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<tbody>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Classroom Management and Discipline Plan; Lesson Plan</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Reading Case Study</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); Case Studies</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Matrix for Differentiated Instruction; Resource Sketch; Timeline for Lesson Planning</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: NCR forms; Fieldwork Evaluation</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: NCR forms; Student Teaching Evaluation</td>
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</tbody>
</table>
projects) when conducting their Classroom Observation, and based upon what is visible in the classroom, they determine whether these efforts are superficial or more deeply integrated into the educational process. This experience cultivates candidate awareness of the ethical imperative to attend to and teach every student effectively and inclusively. Candidates in EDEL 325 and some EDEL 315s also watch foreign films related to education (in formal and informal modes) in order to develop their exposure to different perspectives on teaching and learning internationally.

These types of activities prepare candidates for the level of reflection they will engage in when they enter the MSCP. For example, in EDEL 430, candidates are required to analyze their own beliefs in relationship to educational theories and philosophies in the development of their own personal Philosophy of Education. This self-constructed philosophy builds upon general education theories using candidates’ own elementary school educational experiences as well as their experiences in fieldwork. Candidates specify their beliefs and goals related to teaching and learning in these philosophies. Subsequent to this assignment, when developing curriculum and choosing teaching strategies across their methods courses, candidates are asked to reflect upon and evaluate their planning and teaching to look for consistency between their professional decisions and their constructed personal philosophy. In addition, in EDEL 430 candidates draw on their personal philosophies in the development of their Classroom Management and Discipline Plan. Students are also introduced to the ethical and professional responsibilities associated with educational laws and to critical issues like child abuse (identification and mandated reporting) in the Community, School, and Classroom Issues Seminar (EDEL 451). These assignments assure candidates are well aware of their ethical obligations and empowered to make educated, responsible, and professional decisions as they enter their fieldwork and student teaching sites.

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<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>315: Media Watch; Teacher Graphic Mini Novel (TGMN); To Be and To Have Film Viewing and Graphic Organizer: Exceptional Learners &amp; English Learners Online Assignment (ELEL)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Prejudice &amp; Children’s Literature Online; Privilege Online; Self-Other Dialogue; Classroom Observation; Trakctivity: Eagles, Foxes, and Turtles; Cultural Event Poster</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>EDEL 430: Philosophy of Education; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 451: Community, School, and Classroom Issues</td>
<td>EDEL 451: Child Abuse Module; Parent Communication Seminar</td>
</tr>
</tbody>
</table>

The program provides opportunities for candidates to examine research on relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student achievement. The program educates candidates on laws pertaining to health, safety, protection, access and educational equity for all students.
In two prerequisite courses Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325), students read about, discuss and/or analyze research and teacher responsibility for student achievement. For example, in EDEL 315 students analyze a selection of young adult fiction for the Young Adult Literature Assignment (YALA). This assignment requires candidates to consider the fictional student’s background and her/his educational trajectory, as well as the candidate’s own educational and life experiences in relation to the fictional character’s. This multidimensional relationship analysis aids in developing candidate awareness of the disparate types of experiences students have in American schools. In EDEL 325, candidates read and discuss research related to students’ ethnic, racial, and cultural backgrounds (in Bennett, 2007 or Koppleman, 2011), as well as considering equitable and inequitable student outcomes related to these variables in assignments like the Self-Other Dialogue, and the Classroom Observation. In EDEL 325, students also read about and discuss the power of culturally relevant teaching strategies and using students’ funds of knowledge to enhance student achievement.

These strategies are then cultivated and implemented in Methods and Inquiry for Teaching English Learners (EDEL 434) as candidates read, discuss and process cultural and racial inequities in schools in relation to the linguistic, social, and political factors that impact student success. In EDEL 434, assignments like the America’s Next Top Program Model (ANTpM) Poster assignment in which candidates research and identify the ways in which bilingual programs differ and determine a viable set of best practices for English Learners. They are also drawn upon in Foundations in Elementary School Teaching (EDEL 430) when candidates participate in the Parenting an Exceptional Child assignment and design their Classroom Management and Discipline Plan. In each of these activities, candidates use research on the role of students’ backgrounds, teacher expectations, and California school policies to determine appropriate and supportive instructional practices.

Issues of safety are addressed in terms of students’ emotional, social, intellectual, and physical well being in every course, but laws pertaining to health, safety, protection, access and educational equity for all students are focused on most explicitly in a set of online modules every instructor uses in the Community, School, and Classroom Issues (EDEL 451) course.

The following table lists the courses and sample activities related to this element:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>315: Exceptional Learners &amp; English Learners Online Assignment (ELEL)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Prejudice &amp; Children’s Literature Online; Privilege Online; Self-Other Dialogue; Classroom Observation; Midterm Paper</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Parenting an Exceptional Child; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Achievement Data Carousel</td>
</tr>
</tbody>
</table>
### Course Number and Title | Sample Activities that Address this Element
---|---
EDEL 434: Methods and Inquiry for Teaching English Learners | 434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); America’s Next Top Program Model (ANTpM) Poster; Bilingual Periods Chart; ELSPED Online Reading Task; Case Studies
EDEL 438: Supervised Fieldwork | 438: NCR forms; Fieldwork Evaluation
EDEL 439: Student Teaching | 439: NCR forms; Student Teaching Evaluation
EDEL 451: Community, School, and Classroom Issues | 451: Child Abuse Module; Parent Communication Seminar

**During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals.**

Beginning with the prerequisite courses and continuing through the MSCP, fieldwork, and student teaching, candidates regularly consider the relationship of student experience to student learning in determining instructional methods and classroom practices. In every instance, candidates use what they learn about students to determine ways in which they can better support achievement and growth. For example, in EDEL 315, when candidates examine classroom practices in the field in relation to the California Teacher Performance Expectations (TPEs), they pay attention to students’ ethnicity, English fluency and gender in their identification of practices that support equitable and inclusive participation and engagement (see, e.g., Teacher Graphic Mini Novel (TGMN). Once students are in the MSCP, in the Foundations in Elementary School Teaching course (EDEL 430), the Digital Storytelling & Community Snapshot assignment gives candidates an opportunity to explore school neighborhoods and to identify existing community resources and funds of knowledge that they can then use in the design of instructional activities.

Across all methods courses, Lesson Plan Template assignments require candidates to consider student differences and to create instruction that reflects the diverse linguistic and educational needs of their students – whether these needs are based in social, emotional, cultural or cognitive differences. Additionally, Case Study assignments (e.g., Reading Case Study and Assessing Mathematical Understanding) in methods courses similarly depend upon candidate analysis of students’ particular lived experiences (in and out of school) in the development of instructional strategies and educational responses. Candidates are taught in every course that the one variable they can control is the quality of their teaching, which is also the one thing that research has found to consistently affect the learning outcomes of students. The depth with which candidates internalize the role of students’ social, cultural, emotional and cognitive experience in the development of their instructional practice is assessed in the Teacher Performance Assessment (TPA) Support courses (EDEL 453a and b) when they are required to collect and use student data to create lessons and assess student development.

Finally, continuous candidate observations and self-reflection across all the courses require candidates to explore and articulate their beliefs, expectations, and behaviors in relation to
student learning outcomes. In EDEL 430, 434, 435, 437, 439, and 450 course discussions regularly revolve around the ways in which teacher beliefs and behaviors drive instruction. For example, in EDEL 430, candidates write a teaching philosophy that builds upon their past experiences and beliefs in relation to TPEs, as candidates connect their philosophy to teaching methods. These philosophies are revisited at the end of the semester when candidates discuss the impact of practical educational experiences in the field (what they have learned and experienced) on their philosophies. Candidates reach even further back into their experiences in EDEL 435 when they write their Personal Mathematics History and explore how past teachers’ beliefs, methods and experiences influenced the way in which they conceptualize, approach, and understand mathematics.

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<tr>
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<td>430: Parenting an Exceptional Child; Lesson Plan; Digital Storytelling &amp; Community Snapshot; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: Oral Language Assessment (SOLOM); Case Studies</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Mathematics Journey/Personal Mathematics History; Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Artifact Activity</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: NCR forms; Fieldwork Evaluation</td>
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</tbody>
</table>

The program provides opportunities for each candidate to promote student academic progress equitably and conscientiously, and fosters the intellectual, social, and personal development of all children and adolescents, while emphasizing the teacher’s unique role in advancing each student’s academic achievements and advocating for students. Through formal instruction, coaching, and supervision candidates assume the responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience.

Beginning with the prerequisite courses and continuing through the MSCP, candidates are provided with opportunities to support student progress, foster their holistic development, and maximize their achievement, equitably and thoughtfully. We are decidedly constructivist in our instructional orientation, building upon our candidates’ skills and experiences in order to both model and support their capacity to do the same with their students. For example, in the Introduction to Elementary Classroom Teaching (EDEL 315) course, candidates’ fieldwork experience provides the basis for their developing understanding the role of California’s Teacher Performance Expectations (TPEs) in classroom processes. In order to complete their Teacher Graphic Mini Novel (TGMN) assignment in EDEL 315, candidates first identify practices that align with the TPEs before determining strategies that will assure instructional equity and
inclusion, thus building upon their actual classroom experiences to map out their professional aims as advocates for all students. Additionally, moving through every TPE in the completion of the TGMN assures that candidates are exposed to the standards of the profession before entering the MSCP. We then build upon this exposure, as well as the candidates’ field experiences, once candidates are in the program.

For example, in the Foundations in Elementary School Teaching (EDEL 430) course, candidates create a Philosophy of Education statement in which they reflect upon the intersections of educational research alongside their beliefs and responsibilities as a future teacher. Additionally, candidates use their own experiences as students and preservice teachers in the development of their Classroom Management and Discipline Plan for EDEL 430. In the design of a classroom management system that supports the academic success of students from distinct ethnic, linguistic, and social backgrounds, this assignment depends upon candidate consideration of the intellectual, social, and personal development of a heterogeneous classroom of students. In this way, candidates build upon their understanding of the personal, social, and emotional growth of youth cultivated in the Child and Adolescent Studies or Psychology (CAS 101, 312, 315, 325 A & B, or PSY 361) courses, that candidates must take before entering the program.

Candidates are introduced to the teacher’s unique role in advancing each student’s academic achievements as advocates in the Cultural Pluralism in Elementary Schools (EDEL 325) course when they read about the inequities distinct groups of students have faced in schools in the U.S. A consideration of these inequities is then a component of almost every assignment in this course (see e.g., Prejudice & Children’s Literature Online; Privilege Online; Self-Other Dialogue; Classroom Observation; Midterm Paper) in which candidates must reflect upon their own and other’s experiences in school, acknowledge the role that ethnicity, language, and social class play in educational access and opportunity, and consider ways in which schools could more equitably meet all students’ needs.

As a faculty, we then build upon this instruction throughout the credential program as candidates learn to plan and deliver instruction that is equitable, inclusive, and reflective of student experiences and understanding in every content-area course. These capacities are then implemented, further developed, and refined by Supervisors and cooperating teachers during student teaching (EDEL 439) as candidates demonstrate the professional responsibilities of teachers related to the intellectual social, and personal development of children and youth by planning curriculum, assessing learning, and reflecting upon instructional practices in ways that are responsive to individual student needs.

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<td>315: Exceptional Learners &amp; English Learners Online Assignment (EEL); Teacher Graphic Mini Novel (TGMN);</td>
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<td></td>
<td>Young Adult Literature Assignment (YALA)</td>
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</table>
The program provides opportunities for candidates to learn the importance of challenging students to set and meet high academic expectations for themselves. They learn to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

The value of collecting multiple sources of information in the development of relevant instruction is established early in the MSCP in the Foundations in Elementary School Teaching (EDEL 430) course. In EDEL 430, candidates learn the importance of establishing student learning goals based on the continuing assessment of existing knowledge and abilities. This knowledge is constructed over time in activities introduced and modeled in the course that are then further developed by the candidates in their fieldwork classrooms. Building upon the California State Standards, candidates in EDEL 430 learn to design instruction that is challenging and attainable by assuring students have the materials, models, strategies, and experiences that will help them meet these challenges. In EDEL 430, and across the methods courses, candidates develop curriculum using a Lesson Plan Template that asks them to identify methods they will use to activate and use students’ prior knowledge, develop English Learner uses of language, and assess the impact of their instruction to support student comprehension and growth.

Additionally, candidates conduct in-depth assessments in the Reading Case Study in the Language Arts and Reading Instruction in the Public Schools (EDEL 433) course and in the Assessing Mathematical Understanding in the Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435) course. Both of these case studies are conducted as part of their Supervised Fieldwork assignments (EDEL 438) and candidates are required to collect and analyze both qualitative and quantitative data to determine student attitudes, knowledge, and abilities in each of these content areas. Candidates then use this analysis as the basis for setting

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</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Parenting an Exceptional Child; Philosophy of Education; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Motivating All Students to Read Activity</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: Oral Language Assessment (SOLOM); America’s Next Top Program Model (ANTpM) Poster; ELSPED Online Reading Task; Case Studies</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
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appropriate learning goals and writing standards-based lessons building on students’ knowledge and understanding.

In the Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436) course, candidates develop an assessment tool that measures, both qualitatively and quantitatively, students’ perceptions of the nature of science and scientists. Again, the candidates use the analysis of these data to write curriculum and develop strategies that address students’ misconceptions and build on their current understandings. This is similar to the process of assessing students that occurs in the Methods and Inquiry for Teaching English Learners (EDEL 434) course in which candidates conduct an Oral Language Assessment (SOLOM) with an English language learner to determine how to best foster English Learners’ developing fluency while supporting content comprehension.

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<td>435: Assessing Mathematical Understanding</td>
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<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan</td>
</tr>
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<td>EDEL 438: Supervised Fieldwork</td>
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Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Candidates collaborate with colleagues to design and deliver effective, coordinated instruction.

In Foundations in Elementary School Teaching (EDEL 430), Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435), Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436), and Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates work together in small groups to design standards-based curriculum units and lessons. These units are designed to integrate science/Mathematics or science/language arts or social studies/language arts as part of EDEL 435, 436, and 437 methods coursework. Additionally, as part of their student teaching
assignment (EDEL 439), candidates work closely in collaboration with their Master Teachers in developing long-range plans and standards-based lessons appropriate for the students they are teaching. Candidates are also required to attend grade level meetings and work as part of the teaching team to make collaborative decisions related to curriculum and instructional methods. They are also encouraged to attend Student Study Team (SST) meetings, School Advisory Committee meetings, and Parent-Teacher conferences to gain first-hand experience in a variety of collaborative endeavors that take place at the school site.

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<td>433: Reading Case Study</td>
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<td>434: ELD/SDAIE Lesson Plan</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding; Small Group Math Lesson</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Involved Citizens Assignment</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>438: NCR forms</td>
</tr>
</tbody>
</table>

**Category B: Preparation to Teach Curriculum to All Students in California Schools**

**Standard 6: Pedagogy and Reflective Practice**

*To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.*

Candidates are introduced to the important role well-managed classrooms play in fostering the holistic development of all students in the prerequisite course Introduction to Elementary Classroom Teaching (EDEL 315). In this course, students spend 45 hours in fieldwork classrooms observing how working classrooms meet all of the TPEs. They attend to each TPE in focused observations, and describe best practices, concerns, and connections to the literature as they complete the Teacher Graphic Mini Novel (TGMN) assignment, chapter by chapter, over the course of the semester. Candidates build upon this introduction in Foundations in Elementary School Teaching (EDEL 430) when they develop their Classroom Management and Discipline
Plan. This assignment provides a structural framework for the lesson plan development that occurs in all of the methods courses.

In EDEL 430, candidates also learn to plan lessons (Lesson Plan) that address students’ needs within positive learning climates. Candidates recognize that active learning occurs in classrooms that support student understanding in safe, organized, and engaging ways. Therefore, in their lesson plans, candidates are required to explicitly consider classroom management considerations, student groupings, and materials management. These considerations are also required in the MSCP Lesson Plan Template. Lesson plans across the methods courses require candidates to attend to details of classroom grouping, diversified instruction, support of English Learners, and inclusion of SPED students in ways that gain and hold students’ attention. For example, the Model Learning Cycle Lesson planned and implemented in EDEL 436 (Curriculum and Instruction in Elementary School Teaching – Science) requires candidates to create positive learning for a range of students, including an English Learner and a student with an identified special need. In EDEL 436, candidates also are required to modify a fieldtrip experience in the Science Community Resource Analysis to ensure that all students can have a safe, productive and positive learning experience. In this assignment, each candidate visits a potential fieldtrip site and determines the necessary teacher actions to ensure that all students can benefit from the trip (e.g., what teachers must do before, during, and after the trip). Candidates must consider students’ language proficiency (both in English and home language for students acquiring English), physical conditions (such as low vision or use of wheel chairs), and educational needs (including, e.g., giftedness and learning disability status). Emphasis is on specificity in the appropriateness of modifications for student success; candidates are required to consider that not all sites will prove problematic for all special needs.

Candidate capacity to develop plans that promote respect and value difference are supported in course instruction, discussions, and assignments, as well as in fieldwork practice with Master Teachers, and ultimately alone, under the observation of Master Teachers and University Supervisors. All lesson plans, and all instruction must reflect and include developmentally appropriate management practices. State and federal educational laws and policies, teachers’ rights, and students’ rights are introduced in EDEL 315, discussed in more substantive detail in EDEL 430 and 451, and revisited in every course.

Additionally, in EDEL 430 (Foundations in Elementary School Teaching), candidates consider specific student needs and the implications of these needs for classroom practice. In the Parenting an Exceptional Child assignment, candidates consider specific classroom adaptations for a student with a given special need. In the Class Profile, candidates gather information about the needs of the actual students in their fieldwork classrooms, including their particular strengths and any categories of need dictated by federal and state law. They are required to plan lessons that reflect their students’ needs and encourage all of their learners’ wellbeing and growth.

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By design, the preliminary teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices. The program fosters each candidate’s realization that the analysis and assessment of practices promote a teacher’s professional growth.

Since the last time we went through the accreditation process, the EDEL Department has focused much more on assuring our candidates understand the importance of the being able to support their decisions using research, experiences in the field with Master Teachers, and reflection on their own classroom practice. As evidenced by discussions in our prerequisite courses, many candidates enter the Multiple Subject Credential Program with limited experience in classrooms outside of the ones they were enrolled in as students. There is a general lack of practical experience with diversity, be it ethnic, economic, linguistic, or any of the many other forms it may take. Thus, as we build upon candidates’ prior knowledge, we simultaneously make every effort to deepen and expand that knowledge via course- and fieldwork. Candidates are regularly exposed to a variety of instructional practices, in courses and in the field, and they must as regularly determine which are best, and within which circumstances, evaluating instructional alternatives as they develop their capacity to teach. As an example, in Foundations in Elementary School Teaching (EDEL 430), candidates learn to select instructional approaches based on desired student learning outcomes; the course presentation, Instructional Approaches, is indicative of the thinking candidates are required to employ as they choose among instructional alternatives.

Throughout the MSCP, candidates add to their repertoire of skills and strategies, and consistently reflect on their emerging teaching practice. At every stage of their progress, candidates learn that they need to be able to articulate rationales for their choices and actions, identify mechanisms to change or modify practices, and determine ways they can regularly assess their actions, especially as they influence student learning. This occurs throughout coursework in class
discussions and assignments, and in the field in lesson planning, implementation, and reflection (independently and in collaboration with Master Teachers and University Supervisors). The MSCP Lesson Plan Template requires candidates to reflect on lessons post instruction. Instructional plans in every methods require candidate reflection; an example is the Model Learning Cycle Lesson in EDEL 436 (Curriculum and Instruction in Elementary School Teaching – Science). Candidates are also required to conduct a Self- and Peer-Evaluation for the Model Learning Cycle Lesson and set goals for future collaborative efforts. Candidates recognize that being a teacher means constantly analyzing and assessing what goes on in the classroom so that every instructional action will be better than the last.

Specifically, candidates learn to construct and analyze instructional alternatives via the use of case studies in Language Arts and Reading Instruction in the Public Schools (EDEL 433) and Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435). These in-depth case studies require candidates to assess student needs and interests, define learning goals, and then design activities and instructional strategies to address their findings. This analysis and assessment is also supported by regularly scheduled, reflective conferences with their Master Teachers and University Supervisors where all salient aspects of their specific classroom practices are critically examined, discussed, and compared with their original instructional goals and with the California academic content standards. It is also reflected in the on-going articulation and assessment of their lesson plans and through the Teaching Performance Assessment process.

The creation of individual journals and other approaches to reflective writing—such as Quickwrites—are required in Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325). Additional reflective writings take place online in a Learning Management System, and require responding to other students’ reflections on contemporary educational issues. In Curriculum and Instruction in Elementary School Teaching - Science (EDEL 436), candidates in some cohorts reflect upon their own and their students’ learning through Science Learning Journals. During Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439), candidates engage in individual and small group reflective activities related to their emerging pedagogy by discussing their observations and teaching practices with their cooperating teacher and their university Supervisor. All blocks require candidates to engage in reflective activities in the form of journaling, email, and discussion board posts, as well as through discussing their emerging pedagogical approaches with other candidates, instructors, Supervisors, and the block leader in order to examine, assess, and modify their teaching practice.

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<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Classroom Observation</td>
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In the program, candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.

Beginning with Introduction to Elementary Classroom Teaching (EDEL 315) and continuing throughout the MSCP, candidates read, analyze, and discuss critical contemporary issues in California schools and classrooms. Candidates read and discuss textbooks, journal articles, internet articles, periodicals, and children’s and young adult literature, which address issues important to the teaching profession in today’s context. All of these sources are used as candidates develop their capacity to make decisions that support student success in California schools. In EDEL 315 for example, candidates conduct an online State of California Scavenger Hunt in which they survey California data and read about contemporary issues in order to better understand the realities of schools today. In both EDEL 315 and Cultural Pluralism in Schools (EDEL 325), candidates read and discuss issues related to: the challenges of teaching and learning in California’s diverse socio-cultural contexts; the socio-historical frameworks and the development of curriculum; the rationale of school funding, staffing and organization; and the legal and procedural issues affecting teachers. This introductory focus supports candidates’ understanding of the relationship of professional literature to the professional decisions and choices they will make in the MSCP and in the field.

For example, as part of the content area courses (Mathematics - EDEL 435, Science - EDEL 436, and Social Studies - EDEL 437), candidates are exposed to high-quality professional journals (e.g. Teaching Children Mathematics, Social Studies and the Young Learner, Science &

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<td>Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Teaching English Learners Presentation; When the Principal Asks</td>
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<tr>
<td>EDEL 430</td>
<td>Foundations in Elementary School Teaching</td>
<td>430: Lesson Plan; Instructional Approaches</td>
</tr>
<tr>
<td>EDEL 433</td>
<td>Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Reading Case Study: Gunning Chapter 4 (Fostering Emergent/Early Literacy)</td>
</tr>
<tr>
<td>EDEL 434</td>
<td>Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); Case Studies</td>
</tr>
<tr>
<td>EDEL 435</td>
<td>Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding; Small Group Math Lesson</td>
</tr>
<tr>
<td>EDEL 436</td>
<td>Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson; Science Learning Journals; Self and Group Model Lesson Evaluation</td>
</tr>
<tr>
<td>EDEL 437</td>
<td>Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Matrix for Differentiated Instruction; Timeline for Lesson Planning</td>
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<tr>
<td>EDEL 438</td>
<td>Supervised Fieldwork</td>
<td>438: NCR forms; Fieldwork Evaluation</td>
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<tr>
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<tr>
<td>EDEL 452</td>
<td>Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Health Lesson Plan and Reflection; Physical Education Lesson Plan</td>
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</table>
(Children) for use as resources in lesson planning, assignments, and teaching. Websites associated with professional teaching organizations and supporting documentation are also an integral part of developing the candidates’ knowledge base of issues in California schools and classrooms. The instructors in the program also make extensive use of Moodle, a Learning Management Web-based software system, to provide resources for their students. Additionally, candidates are required to attend a professional reading conference as part of EDEL 433 and to reflect on the learning gained from this experience.

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<td>315: Teacher Graphic Mini Novel (TGMN); Young Adult Literature Assignment (YALA); Exceptional Learners &amp; English Learners Online Assignment (ELEL); State of California Scavenger Hunt</td>
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<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Classroom Observation; Prejudice &amp; Children’s Literature Online</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Teaching English Learners Presentation; When the Principal Asks</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELSPED Online Reading Task; Case Studies</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding; Math Content Standards Review; Small Group Math Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Brown v. Board of Education Analysis</td>
</tr>
<tr>
<td>EDEL 451: Community, School, and Classroom Issues</td>
<td>451: Child Abuse Module; Parent Communication Seminar</td>
</tr>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Evaluate Physical Education Websites; Evaluation of Web Based Health Resources</td>
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Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction. They learn how to plan and differentiate instruction based on student assessment data 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).

Beginning with the fieldwork component in EDEL 315 (illustrated in the Teacher Graphic Mini Novel (TGMN)), candidates learn to use observations, review assessment mechanisms and examine assessment data to think about how they can best meet the needs of California’s diverse student population. In the MSCP, candidates continue to use observational and assessment data to plan, design, and differentiate instruction. For example, in Foundations in Elementary School
Teaching (EDEL 430), candidates are required to examine standardized achievement data for students at their fieldwork sites. They must study overall results and results for each subgroup of the student population, including, for example, students with IEPs and students who are English learners. They share and reflect upon this information through **Digital Storytelling & Community Snapshot**. In EDEL 430, candidates also collect class-wide achievement data from more than one course in the **Class Profile**. They use information from the Class Profile to plan lessons appropriate for their actual fieldwork and student teaching classes.

IRIS modules are used throughout the program to ensure that candidates gain competence in collecting assessment data and providing appropriate instruction based on those data and based on student needs (see **IRIS Modules**). For example, in Foundations (EDEL 430), candidates study the IRIS module on assistive technologies. They also study the IRIS module entitled Classroom Assessment (Part 1), and they are introduced to Response to Intervention through two IRIS modules (RTI Parts 1 and 2).

In the content area courses, candidates must complete case studies that require them to collect existing student assessment data as well as generating additional assessment data in determining “next steps” for a full range of learners. These include the **Reading Case Study** in EDEL 433, the **Oral Language Assessment (SOLOM)** in EDEL 434, and the **Assessing Mathematical Understanding** in EDEL 435. Specifically, in Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates use an Informal Reading Inventory to assess the strengths and needs of two learners, one of whom is achieving at grade level or above, and the other who is not (as identified by the classroom teacher). After conducting the assessment and analyzing the data, the candidates discuss the students’ word recognition and comprehension performance, select an area of weakness, and develop instruction to address the targeted weakness. This experience requires candidates to use assessment data to determine the specific needs of individuals in their field placement and contributes to building their understanding that one-size-fits-all instruction is not in the best interests of the learners in their classroom. Also, in EDEL 433, candidates each administer a phonemic awareness assessment and phonics assessment to a first-grade student (**Phonemic Awareness and Phonics Assessments**). The data are pooled and candidates discuss the range of performance on both assessments. With their instructor, they identify instruction appropriate for small groups of children based on their performance, including children who struggled on the assessments, those in the middle range, those who demonstrated a high level of phonemic awareness and phonics skill, and English learners. In Integrated Curriculum and Instruction in the Elementary School (EDEL 429), candidates review children’s writing samples, identify needs of the children based on the samples, and develop lessons to address a particular need (such as misuse of commas, or lack of descriptive language) (**Writing Assessment and Instruction Plan**).

In Methods and Inquiry for Teaching English Learners (EDEL 434), after reading the chapter on oral language development in Peregoy & Boyle (2013, Chapter 4), the instructor models the Student Oral Language Observation Matrix (**Oral Language Assessment (SOLOM)**) in class with candidates who then interview an English Learner in their fieldwork classroom setting with the goal of collecting and interpreting data in the SOLOM. The SOLOM is a reliable measure widely used by teachers to gain information about levels of learner linguistic ability (e.g., fluency, comprehension, pronunciation). SOLOM data is collected in terms of responses to questions that
focus on language syntax and morphology. Candidates interpret the data in order to make an assessment of the student’s English Learner level as they would in their future classroom for planning purposes. This is part of the process of training candidates to collect and interpret data related to student language proficiency before they create their culminating lesson plan in the course (ELD/SDAIE Lesson Plan).

In the Assessing Mathematical Understanding assignment in Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435), candidates interview an elementary student who presents an instructional challenge. Candidates consider attitudes, background knowledge, and experiences with the mathematics content to gain a greater understanding of what the student knows and to identify misconceptions the student has regarding mathematics. Candidates then use the qualitative data gained from the interview in planning for mathematics instruction; the data aids in candidate understanding of the distinct variations in the ways students’ approach, tackle, and can best be taught to succeed in mathematics. In a more global sense, this connects to lesson planning for the whole group because it teaches the candidate how to study a student’s mathematics understanding and to modify instruction accordingly. For example, if the child is a low achiever, the candidate might suggest using visual aids to emphasize the mathematics concepts. Additionally, in Part 2 of the Assessing Mathematical Understanding assignment, candidates analyze a whole class summative assessment to identify students’ strengths and weaknesses and determine instructional responses to assure all students (including low-achievers, EL, SPED, and GATE students) understand the mathematics content. For example, if the majority of students misunderstand a particular mathematics problem, re-teaching (perhaps involving the use of manipulatives to reinforce conceptual development of the skills taught) must take place.

In EDEL 436 (Curriculum and Instruction in Elementary School Teaching – Science) candidates gather information from families and use that survey information to plan instructional activities that encourage science learning outside the classroom (Family Links Activity).

In Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates create a Resource Sketch to support the development of their Small Group Integrated Unit Plan. In addition to children’s literature, technology resources, and A/V sources, candidates are also required to select at least three additional resources that support English Learners’ access to the content. Examples of leveled texts, websites, and children’s literature to support struggling readers and ELs are discussed and modeled in class. Modifications and adaptations for EL, GATE, and SPED students are also a required component of the Timeline for Lesson Planning in the Small Group Integrated Unit Plan. Candidates are given numerous examples, along with multiple opportunities, to suggest sample modifications and adaptations for EL, GATE, and SPED students during in-class activities. Finally, after participating in the Civil Rights Centers, candidates are asked to create an extension menu for the Small Group Integrated Unit Plan (Matrix for Differentiated Instruction) as an independent contract or as a choice element for all students, to differentiate instruction for different learning styles (multiple intelligences) and levels of cognitive learning (Bloom’s taxonomy). The matrix looks like a tic-tac-toe board with 9 squares; candidates plan extension activities that address different learning styles and levels of cognitive learning for ELs, for SPED, and for GATE students (three extension activities for each group).
In Physical Education, Health, and Mainstreaming Seminar (EDEL 452), candidates participate in a variety of activities that support their capacity to respond to the individual needs of students. Candidates first read *Beyond ‘One Size Fits All’: Differentiated Instruction in Physical Education* (2008) before participating in an in-class mainstreaming seminar. Candidates are then taught instructional strategies and appropriate modifications for differentiated instruction during the *Special Education Adaptations Presentation PowerPoint*. Based on student assessment data, candidates also design Physical Education and Health lesson plans using the *Physical Education Health Data Lesson Plan* as a guide when planning. The *Physical Education Health Data Lesson Plan* includes actual data from “Let’s Get Healthy! Fair Data” (2014). The data include body mass index, body fat, blood pressure, sleep time, and fat consumption. Candidates also read and analyze data available from the California Department of Education including the *California Physical Fitness Report* (2013) from individual school districts. The fitness report includes student data about aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility. The analysis of assessment data helps candidates to make informed decisions about lesson planning and design lessons to meet the needs of students.

Additionally, in Teaching Performance Assessment Support: Subject-Specific Pedagogy & Designing Instruction (EDEL 453a) and Teaching Performance Assessment Support: Assessing Learning & Culminating Teaching Experience (453b), candidates are required to collect and analyze data used in the adaptation and creation of instructional plans.

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<td>430: <em>Digital Storytelling &amp; Community Snapshot; Class Profile; Lesson Plan; IRIS Modules</em></td>
</tr>
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<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Yopp &amp; Yopp (2014), Chapter 1; <em>Reading Case Study; Phonemic Awareness and Phonics Assessments; Gunning Chapter 3</em> (Assessing for Learning); IRIS Modules</td>
</tr>
<tr>
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<td>434: Perego &amp; Boyle (2013), Chapter 4; <em>Oral Language Assessment (SOLOM); Case Studies</em></td>
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<td>435: <em>Assessing Mathematical Understanding; IRIS Modules</em></td>
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<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: <em>Family Links Activity</em></td>
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<td>437: *Small Group Integrated Unit Plan; Matrix for Differentiated Instruction; Timeline for Lesson Planning; Resource Sketch; Civil Rights Centers</td>
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<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Beyond ‘One Size Fits All’: Differentiated Instruction in Physical Education (2008); The Physical Education Health Data Lesson Plan &amp; Fair Data (2014); California Physical Fitness Report (2013); Special Education Adaptations Presentation PowerPoint</td>
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Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks, (b) principles of human development and learning, (c) the observed effects of different practices, and (d) consultation with colleagues.

All candidates are required to design lesson plans in their content area courses (EDEL 430, 433, 434, 435, 436, 437, and 452) in which they select, assess, and make pedagogical decisions, as part of the program requirements. Every lesson plan is written in relation to California State Standards; objectives and assessments that reflect human development and learning are designed to assure California State Standards are met. In course work, candidates learn to reflect upon instructional practices, and engage in regular reflection in fieldwork observations (EDEL 438) and during student teaching (EDEL 439). The use of reflection structures and frames in content area courses support candidates’ capacity to identify specific dynamics during classroom observations, a process that strengthens their ability to distinguish the effects of different practices on student engagement and learning. Additionally, candidates regularly collaborate and consult with their instructors, Master Teachers, Supervisors and other candidates.

Candidates’ lesson plans are assessed based on their ability to align objectives, instructional strategies, and assessments with California State Standards across all content area courses. Candidates work individually and with others to make pedagogical decisions in their instructional plans (lesson plans and classroom management strategies) that reflect course readings, discussions, activities and assignments, as well as reflecting their observations and experiences in the field. Candidates regularly discuss what they have observed in the field in their content area courses. These discussions allow candidates to share observational discoveries with their peers and instructors, compare the effects of different practices on different types of learners, consider the relationship of particular strategies to assessment results, and identify best practices for a range of learners. As candidates design and develop lesson plans, they learn to select and use appropriate materials, plan presentations, design activities that generate enthusiasm for learning and support student comprehension, and monitor student learning through thoughtful assessment mechanisms (formative and summative). Every step of the lesson planning process requires comprehensive reflection on the principles of human learning and development, California State Standards, and effective ways of measuring learning. A digital Lesson Planning Presentation provided in Foundations in Elementary School Teaching (EDEL 430) assists candidates in learning to plan lessons using the department Lesson Plan Template,
guiding them through instructional decisions based on assessed student needs, and promoting critical reflections on their teaching using student learning as the core criterion.

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**Standard 7: Preparation to Teach Reading-Language Arts**

**Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction**

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.
The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The Multiple Subject Credential Program at Cal State Fullerton prepares candidates to deliver balanced, comprehensive, research-based instruction in reading, writing, listening, and speaking that is aligned with the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). As a result, candidates learn to teach comprehension, develop an appreciation for and make use of a strong literature component in their reading instructional programs, and teach writing. They also develop an understanding of and ability to teach vocabulary, build students' academic language and background knowledge, and increase students’ fluency and listening and speaking skills. An emphasis is also placed on the importance of explicit, systematic instruction in foundational skills such as phonemic awareness, phonics and other decoding strategies, and spelling. At the end of the program, candidates are able to implement instruction to meet the needs of the full range of learners in the classroom.

Candidates study reading and related language arts in two courses in the program, Language Arts and Reading Instruction in the Public Schools (EDEL 433) and Integrated Curriculum and Instruction in the Elementary School (EDEL 429). Additionally, Methods and Inquiry in Teaching English Learners (EDEL 434) includes an examination of (a) first and second language acquisition and the implications of these as the basis for early literacy development, and (b) strategies and approaches to help English Learners process text. These courses aid candidates in developing the competencies needed to provide reading instruction based on research and current knowledge of strong instruction for all students (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners). The following is a partial list of researchers and other experts in reading whose work has been used in developing the content of these courses.

**LEARNING:** The following scholars provide various theories on literacy processes that include phonological and lexical processes, vocabulary processes, learning from text, language and literacy learning, and responses to literature.


**INSTRUCTION: These scholars provide research on reading and language arts pedagogy.**


Because reading, writing, listening, and speaking support learning across the curriculum, the language arts are also woven throughout the following subject area methods courses. For example, in Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436), candidates participate in a wide range of course activities and complete assignments that focus on vocabulary development, speaking, reading, and writing. Specifically, candidates learn and demonstrate a Model Learning Cycle Lesson in class in which they integrate concept-based vocabulary instruction, read text to answer questions sparked by hands-on explorations, and utilize writing to synthesize their learning. Additionally, they experience the interactive use of text and hands-on explorations with the Seeds of Science and the Roots of Reading (Lawrence Hall of Science) materials (for a more elaborated description of these processes, see *Language Literacy in Science Methods*).

Similarly, in Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates create a Small Group Integrated Unit Plan that requires them to select children's literature, expository texts, and leveled reading materials to meet the needs of the variety of learners in the class, and develop original social studies lessons that are integrated with language arts standards.

Additionally, candidates have Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) field placements each semester of the program that provide them with opportunities to learn from experienced teachers in the schools, apply what they are learning at the university, and gain experience teaching a research-based, comprehensive, systematic program of reading, writing, listening, and speaking instruction.

In all program configurations, the course and fieldwork sequence allows for the initial study of reading methods supported by classroom experiences through fieldwork and student teaching in both lower and upper elementary grades. Lower-grade placements allow candidates to have extended experience with beginning reading instruction. Additionally, one of the placements must be in a diverse classroom. To ensure that all candidates are assigned to teachers whose instructional approaches and methods in reading are consistent with the *Reading/Language Arts Framework* (2007), the Credential Program Placement Coordinator emphasizes the requirement with the district placement coordinators and each Master Teacher completes a Master Teacher Language Arts Program Verification form.

The Placement Coordinator and Block Leaders carefully monitor candidates’ placements to ensure that candidates student teach in two grade levels (lower: K - 2 grades; and upper: 3- 5 grades or 6-8 grades) and that they work in at least one diverse classroom. In the very small number of cases where a candidate expresses an interest in middle school teaching and did not
have a lower grade placement (K-2), the candidate may be placed in a middle school setting for the second placement but only if the Block Leader identifies a first-grade classroom in which the candidate can gain a minimum of 15 hours of experience observing and providing beginning reading instruction in addition to the two student teaching experiences in upper grades. All candidates must complete a Reading/Language Arts Performance Objectives form, which lists the competencies candidates must demonstrate over the course of their two or three semesters in the program. This form requires signature confirmation from university instructors, supervisors, master teachers, and the candidates themselves verifying the achievement of these objectives.

<table>
<thead>
<tr>
<th>Instructional Planning/ Objectives/ Design</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
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<tbody>
<tr>
<td></td>
<td>• Strategically select and sequence of curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. • Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.</td>
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<tr>
<td><strong>Instructional Delivery</strong></td>
<td>Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: • word analysis • fluency • vocabulary, academic language, and background knowledge • reading comprehension • literary response and analysis</td>
<td>Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: • The systematic progression of instruction and application of foundational writing strategies, applications, and conventions • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision</td>
<td>Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing • Listening and speaking strategies that include listening comprehension, organization and delivery of oral</td>
</tr>
<tr>
<td>Reading</td>
<td>Writing</td>
<td>Listening and Speaking</td>
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<tr>
<td>demonstration)</td>
<td>• Writing applications according to genres (grade-level appropriate)</td>
<td>communication, analysis and evaluation</td>
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<td></td>
<td>• structured practice (e.g., reinforcement, questioning, feedback)</td>
<td>of oral and media communication (grade-</td>
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<td></td>
<td>• guided practice (e.g., questioning, feedback, corrections, peer-</td>
<td>level appropriate)</td>
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<td>.mediated instruction) independent practice and application</td>
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<td></td>
<td>• independent practice (e.g. opportunities for students to show level</td>
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<td></td>
<td>of mastery)</td>
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</table>

| **Assessment**               | Understand that assessment and instruction are linked within any        | Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards: |
|------------------------------| curriculum. Therefore, candidates must demonstrate knowledge and     | Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards: |
|                              | ability to use multiple monitoring measures within the three basic      |                                           |
|                              | types of assessments (as listed below) to determine students’ progress |                                           |
|                              | towards state adopted content standards, as referenced in Chapter Six |                                           |
|                              | of the Reading Language Arts Framework (2007). Candidates need to be  |                                           |
|                              | able to analyze and interpret results to plan effective and           |                                           |
|                              | differentiated instruction and interventions. Knowledge of the        |                                           |
|                              | following assessments is crucial to achieving the English Language     |                                           |
|                              | Arts Content Standards:                                               |                                           |
|                              | • entry level assessment for instructional planning                    |                                           |
|                              | • monitoring student progress                                          |                                           |
|                              | • post test or summative assessment                                    |                                           |

<p>| <strong>Universal Access/Differentiation</strong> | Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <em>full range of learners</em>, including recognizing that students should be grouped for interventions |</p>
<table>
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<tr>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
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<tbody>
<tr>
<td><strong>Tiered Instruction</strong></td>
<td>according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)</td>
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<td>For example:</td>
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<td>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</td>
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<td></td>
<td>• using flexible grouping, individualized instruction, and whole-class instruction as needed</td>
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<td></td>
<td>• using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve</td>
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</tbody>
</table>

**Instructional Planning/Objectives/Design (Reading, Writing, Listening and Speaking)**

*The Multiple Subject Credential Program prepares candidates to do the following:*

*Strategically select and sequence curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.*

All candidates are required to purchase or have online access to the *Reading/Language Arts Framework (2007)* for study and reference throughout the credential program. Course activities and assignments make use of the Framework, and field experiences include use of SBE-adopted core instructional materials for both instruction and intervention during fieldwork and student teaching. Master Teachers and candidates document use of the materials on the Reading/Language Arts Performance Objectives form.

As an example of the use of the Framework during coursework, faculty who use the text *Creating Literacy Instruction for All Students* (7th ed) by require candidates to complete the Gunning Chapter 4 (Fostering Emergent/Early Literacy) reading guide, which focuses on early literacy. One item on the reading guide asks candidates to:

Examine the California English-Language Arts content standards for kindergarten students found on pp 47-48 of the Framework (for an e-version, go to go to [http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf](http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf)). How do these standards reflect current understandings about emergent literacy?

At the next class meeting, candidates discuss the standards, including their organization and alignment with the ideas presented in the text. Those who are completing fieldwork in early childhood classrooms share their observations of the implementation of the standards in their settings. Another example of the use of the Framework involves candidates reading and discussing the introduction to the grade level standards in the Framework for the grades in which they are placed (for example, pages 51 - 60 for first grade), discuss the reading in small groups, and present key ideas to the entire class. Candidates utilize the Framework and Content Standards in all lesson plans they develop and implement with their students. With the guidance of their Master Teacher, candidates select and sequence curricula to be taught during their student teaching experiences and develop detailed plans that are approved by the Master Teacher and reviewed by the University Supervisor.
Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.

General instruction of instructional design and lesson planning is provided in Foundations in Elementary Classroom Teaching (EDEL 430). Candidates are supported in their understanding of features of instructional design of reading/language arts instruction through modeling by the faculty, course readings (such as pages 82-83 of the Framework for second grade) and discussions, and work with their Master Teachers and University Supervisors. The candidates also utilize SBE-adopted instructional materials in their field settings. These materials provide substantial guidance in the prioritizing and sequencing of essential language arts skills and strategies in a logical, coherent manner in instructional design (as required by the Framework). Master Teachers assist the candidates in working with materials and designing instruction.

Instructional Delivery (Reading)
The Multiple Subject credential program prepares candidates to do the following:
Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:
- word analysis
- fluency
- vocabulary, academic language, and background knowledge
- reading comprehension
- literary response and analysis

The program prepares candidates to demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007) through assigned readings, lectures, classroom discussions, modeling, observations, and assignments.

Assigned readings:
Specific information on assigned readings can be found in the sample EDEL 429 and 433 syllabi. Candidates read material from multiple sources, including textbooks, journals, professional books, curriculum guides, and state publications. These readings include topics of word analysis; fluency; vocabulary, academic language, and background knowledge; reading comprehension; and literary response and analysis.

All instructors use a comprehensive text to provide candidates with a broad understanding of current literacy approaches, methods, and materials. This text is supplemented with texts that deal with specific topics in reading instruction. In addition, candidates make extensive use of state frameworks and other publications in reading and reading related areas. These resources are coordinated with school district curriculum guides and reading programs.

It is also common for instructors to assign readings from journals such as The Reading Teacher and Language Arts. These articles serve two purposes: (1) they provide candidates with
research-based knowledge about current understandings, methods, and approaches in reading and literacy; and (2) they introduce students to professional organizations and resources that they can use to continue their professional development after they leave the program.

The table below displays sample readings that support candidates' learning of content related to the five reading strands.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sample Readings</th>
</tr>
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</table>
Lectures and discussions
An examination of the course syllabi for Language Arts and Reading Instruction in the Public Schools (EDEL 433) and Integrated Curriculum and Instruction in the Elementary School (EDEL 429) show the major topics addressed in these courses. Additionally, each syllabus illustrates comprehensive skill development for each candidate. Faculty generally present key information through lectures and readings in class to assure candidate comprehension, using small group discussions and cooperative learning groups to reinforce and refine important points. Other uses of cooperative learning strategies allow candidates to provide each other with crucial information from course readings and classroom applications, and develop candidates’ experience with the same types of reading and language arts participation and instructional strategies they will use in their classrooms. Out-of-class assignments typically provide an additional opportunity for candidates to apply and extend newly mastered information.

Modeling
Faculty in the Multiple Subject Credential Program consider modeling an essential element of the instructional program, and they use it in a variety of ways. First, the faculty view themselves as instructional models for candidates. Thus, they select instructional strategies that allow them to model critical techniques as they develop candidate comprehension of key concepts, constructs, and practices. Second, faculty model lessons on how to present explicit instruction in basic reading skills and comprehension, how to modify instruction to meet the needs of individual students (including English learners), and how to engage beginning and developing readers in reading and writing that supports their understanding and achievement. Candidates also witness and reflect upon the instructional practices and modeling of their Master Teachers in the field.

In this type of educational environment, candidates learn that they also serve as models. They demonstrate strong reading practices to their peers in the reading/language arts methods courses through the cooperative strategies discussed above. For example, many candidates are required to develop units that build comprehension skills, and they present a portion of those units to their peers during the class. Instructional faculty provide feedback on the quality of candidates’ modeling in class.

Assignments
There are a number of program assignments related to reading instruction that are required of all candidates. These assignments are used across the reading courses taught by different instructors. The table below displays these assignments.
<table>
<thead>
<tr>
<th>Strand</th>
<th>Required Assignments</th>
</tr>
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</table>
| Word Analysis                          | • [Phonemic Awareness and Phonics Assessments](#): Candidates administer two assessments to a first grade student. Individual and group results are analyzed, and candidates discuss instructional plans to meet the diverse needs of the students.  
• [Phonics/Structural Analysis Coaching](#): Candidates coach classmates on one chapter of the Heilman text.  
• [Phonics/Structural Exam](#): Candidates learn and are assessed on their knowledge of phonic and word structure elements.  
• [Reading Case Study](#): Candidates' knowledge of word analysis is reinforced through their administration of an informal reading inventory and analysis of oral reading miscues.  
• [Book Talk](#): Candidates select and present books such as alphabet books, predictable books, decodable books, and books with recurring spelling patterns that can be used to introduce and practice word recognition skills. |
| Fluency                                | • [Response to Reading Activity](#): Candidates read a journal article or other text on the topic of fluency and participate in a small group discussion, such as a literature circle, where they are responsible for responding from a particular perspective.                                                                                                                                                                                                                      |
| Vocabulary, Academic Language, and Background Knowledge | • [Literature Activities](#): Using a work of children's literature, candidates develop a plan for an activity that supports readers' vocabulary, academic language, and background knowledge.                                                                                                                                                                                                                                                                                                                                 |
| Reading Comprehension                  | • [Literature Activities](#): Using a work of children's literature, candidates develop a plan for an activity that promotes readers' construction of meaning.                                                                                                                                                                                                                                                                                                                                 |
| Literary Response and Analysis         | • [Literature Activities](#): Candidates develop a lesson series related to a work of children's literature. Required components are at least one pre, one during, and one post reading activity. Experiences must include the opportunity for readers to respond to and analyze the literature. One lesson is demonstrated for the class.                                                                                                                                                                                                 |

**Field experiences**

As stated above, all candidates must complete a Reading/Language Arts Performance Objectives form, which lists the competencies candidates must demonstrate over the course of their two or three semesters in the program. This form requires signature confirmation from university instructors, supervisors, master teachers, and the candidates themselves verifying the achievement of these objectives.

A detailed listing of RICA Content Specifications and sample readings, experiences, and assignments used by program faculty to ensure candidates' achievement of the content is provided in the department's RICA Analysis.

**Instructional Delivery (Reading)**
Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:

- **orientation** (e.g., engagement, teacher demonstration)
- **presentation** (e.g., explicit instruction, modeling, pacing)
- **structured practice** (e.g., reinforcement, questioning, feedback)
- **guided practice** (e.g., questioning, feedback, corrections, peer-mediated instruction), independent practice and application
- **independent practice** (e.g., opportunities for students to show level of mastery)

Candidates demonstrate knowledge of the components of effective instructional delivery in their lesson plans and their implementation of lessons in their field placements. University Supervisors and Master Teachers observe, evaluate, and provide feedback to ensure that candidates appropriately and successfully orient students to the desired skill or knowledge; present the material through explicit instruction and modeling; provide structured and guided practice through questioning, reinforcement, and feedback; and provide opportunities for independent practice and application. This instructional delivery model is introduced in Foundations of Elementary Classroom Teaching (EDEL 430), consistently reinforced throughout the program, and regularly implemented in the field.

**Instructional Delivery (Writing)**

The Multiple Subject credential program prepares candidates to do the following:

Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:

- **The systematic progression of instruction and application of foundational writing strategies, applications, and conventions**
- **Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision**
- **Writing applications according to genres (grade-level appropriate) and their characteristics**
- **Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)**

The importance of writing in the curriculum is included in Language Arts and Reading Instruction in the Public Schools (EDEL 433) and other content courses, but writing instruction is addressed most thoroughly in Integrated Curriculum and Instruction in the Elementary School (EDEL 429). Course required texts and other materials, including the Reading/Language Arts Framework (2007), stress the importance of the writing process and provide candidates with approaches and strategies for teaching writing (including conventions) in the elementary classroom. Candidates study the organization of the Content Standards, using materials adopted by the districts in which they are placed for fieldwork, in the development and implementation of plans to support students' writing (including narrative, expository, persuasive, and descriptive texts).
Class readings, assignments, and activities support candidates' knowledge of the components of effective instructional delivery in writing. In addition, candidates observe Master Teachers’ instruction, assessment, and planning in the area of writing and the integrated language arts. Using district-adopted materials, candidates plan and implement writing lessons based on the Content Standards (or Common Core State Standards) and the needs of the students. Candidates plan and implement writing lessons that demonstrate knowledge of the stages of the writing process from prewriting to effective assessment and feedback, writing conventions, and spelling. Candidates utilize writing experiences to support students' learning across the content areas.

The table below displays a list of experiences related to this aspect, common to all blocks.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
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</table>
| EDEL 429: Integrated Curriculum and Instruction in the Elementary School | 429: Modeling: The stages of the writing process are taught and modeled for candidates. Candidates reflect on their own writing process at each stage of a work of writing.  
Writing Workshop: Candidates are exposed to workshop approaches and participate in activities that are generally a part of those approaches, including peer editing and selecting pieces for publishing and sharing. Read-around groups also serve this purpose. The editing stage includes instructional strategies for teaching spelling and writing conventions.  
Content Standards (or Common Core State Standards): Candidates review writing standards and use them to guide planning and instruction.  
Writing Assessment and Instruction Plan: Candidates review samples of children's writing, identify areas of need, and plan and implement a lesson that addresses that need.  
Spelling Assessment and Instruction Activity: Candidates analyze student spelling samples and discuss and experience differentiated word study activities that support a range of developmental needs.  
Professional readings: Candidates read relevant chapters in their course texts (Gunning, Ch. 12; Tompkins, Ch. 2; Yopp & Yopp, Ch. 5).  
Journals and portfolios: Candidates regularly reflect on their own understanding of key course concepts in journals. Candidates collect the drafts of their writing in a portfolio and select one or more to revise and publish. |
<p>| EDEL 433: Language Arts | 433: Modeling: Instructors utilize the writing process in |</p>
<table>
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<tr>
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<tr>
<td>and Reading Instruction in the Public Schools</td>
<td>assignments that candidates complete.</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: <a href="#">ELD/SDAIE Lesson Plan</a> designed to promote development of language (reading, writing, listening, and speaking) and content knowledge, skills, and dispositions of English learners. Candidates identify ELD standards for 3 literacy skills at the beginning, intermediate, and advanced levels (9 ELD standards, total). One of the literacy skills must be <em>speaking</em>. Select at least two of the other four language processes (<em>listening, reading, or writing</em>), for a total of 3 literacy skills.</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: <a href="#">Science Learning Journals</a>: Candidates read about writing to learn in science and experience writing to learn as science writers themselves.</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: <a href="#">Small Group Integrated Unit Plan</a>: Integration of reading, writing, listening, and speaking into the content areas. Instructional planning that includes strategies that meet the needs of all learners, including English learners and students with identified needs such as giftedness and learning disabilities.</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Candidates observe Master Teachers’ instruction, assessment, planning in the area of writing and the integrated language arts</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Candidates observe Master Teachers and use district-adopted materials to plan and implement writing lessons.</td>
</tr>
</tbody>
</table>

**Instructional Delivery (Listening and Speaking)**

*The Multiple Subject credential program prepares candidates to do the following: Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:*

- **The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing**
- **Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate)**

Reading faculty use the *Reading/Language Arts Framework (2007)* in both Language Arts and Reading Instruction in the Public Schools (EDEL 433) and Integrated Curriculum and Instruction in the Elementary School (EDEL 429), as well as additional readings and experiences to ensure candidates are familiar with the components of effective instructional delivery in listening and speaking, and the standards related to listening and speaking strategies and speaking applications. Faculty scaffold course activities and assignments that prepare candidates to design
instruction in listening and speaking that reinforces instruction in reading and writing. Listening and speaking components are also addressed by faculty who teach Visual and Performing Arts Seminar (EDEL 450) in their discussions of listening and speaking in the context of the dramatic arts (see the Readers Theatre Rubric), and by faculty who teach Methods and Inquiry for Teaching English Learners (EDEL 434) in the development of candidates’ capacity to support English learners’ English Language Development (ELD).

In EDEL 434, candidates reflect upon and employ pedagogical strategies and options introduced in course readings (Peregoy & Boyle, 2013, Chapters 3 & 4; Vaughn, Bos, Schumm, 2007) that promote listening, speaking, reading, and writing opportunities for English Learners (e.g., cooperative learning, literature response groups, drama, poetry). Candidates also consider the relationship of oral language to comprehension when they complete the Foreign Film Activity. This assignment requires candidates to view a foreign film in a language they do not speak or understand. This activity, alongside a lesson provided in another language in class by the course instructor (Focus on Listening and Speaking), introduces candidates to the crucial roles listening and speaking have for students, and shows how difficult comprehension and classroom participation, are when you are not proficient in the language of instruction. Candidates demonstrate how they are able to design instruction that supports both content and English Language Development standards (e.g., using think-pair-shares or group work associated with the development of Basic Interpersonal Communication Skills as they meet content standards in the culminating ELD/SDAIE Lesson Plan.

In Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435), candidates read about the National Council of Teachers of Mathematics Process Standards (Reys et al. (2010), Chapter 5), which focuses on how students communicate mathematically. These process standards are then discussed during class, and candidates reflect on the chapter readings in weekly posts. Additionally, during the Assessing Mathematical Understanding assignment, candidates foster student communication regarding mathematics through an in-depth interview in which they use probing questions to encourage students to examine their mathematical thinking and thought processes. These questioning techniques are applied to future math lesson planning for all students.

In Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), Candidates read about discussion strategies that encourage multiple perspectives in The Butterfly Effect (Ponder and Lewis-Ferrell, 2008) and Classroom Discussion: Models for Leading Seminars and Deliberations (Parker, 2001). Instructors model and candidates then practice active listening and speaking skills in the Pay it Forward Project or Involved Citizens Assignment when selecting a topic for a service-learning project. A Discussion Skills Checklist is also provided in EDEL 437 to track growth in discussion skills.

Additionally, faculty across the program address listening and speaking in the contexts of their content areas and provide opportunities for candidates to develop lessons that include attention to listening and speaking standards. See, for example, Language Literacy in Science Methods.

Textbooks, assigned readings and other materials used in EDEL 433 and EDEL 429 present learning as socially constructed. In this view, opportunities for speaking and listening – in small
groups and large groups, in formal and informal settings – are essential. Textbooks, assigned readings and other materials also present a variety of approaches and activities that encourage the use of listening and speaking in classroom activities. Examples include cooperative learning; buddy learning; brainstorming; role-playing; predicting; questioning; and before, during, and after reading activities that promote conversations about text. Additionally, EDEL 429 includes a special focus on the interrelatedness of reading, writing, listening and speaking and the development of approaches and activities that promote the integration of the language arts. Several examples of class assignments and activities that provide experiences promoting the use of listening and speaking are provided in the table below.

A number of competency sheets provide documentation of candidates’ abilities related to instruction in listening and speaking. These include the Reading/Language Arts Performance Objectives and the Student Teaching Evaluation. The Reading/Language Arts Performance Objectives form requires assessment from university instructors and supervisors, Master Teachers, and the candidates themselves. The Student Teaching Evaluation is completed by the Master teachers and University supervisors.

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
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<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Modeling and Reflection: Instructors model the use of approaches that promote listening and speaking by having candidates participate in lessons that include discussion, brainstorming, and cooperative learning. Candidates are asked to reflect on the effectiveness of such approaches.</td>
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<td></td>
<td>Lesson Plans: Candidates develop lesson plans that include approaches and activities that include listening and speaking.</td>
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<td></td>
<td>Literature Activities: Candidates develop and implement lesson plans organized by before, during, and after reading activities that include a variety of strategies and techniques to develop listening and speaking skills.</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Instructional and organizational plan for a language arts program: Candidates are exposed to ways of organizing their classrooms that promote interaction among students, including cooperative learning, grouping methods, literature circles and</td>
</tr>
<tr>
<td>Course Number and Title</td>
<td>Sample Activities that Address this Element</td>
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<td>writing workshop approaches.</td>
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<td></td>
<td><strong>Process Writing</strong>: Candidates are exposed to ways of using listening and speaking to promote writing, including the Language Experience Approach, brainstorming, peer reviews, author’s chair, and others.</td>
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<tr>
<td></td>
<td><strong>Responding to Reading</strong>: Instructors and candidates develop and model lessons that ask students to respond to literature through oral language and the other language arts.</td>
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<td><strong>Modeling</strong>: Instructors model listening and speaking strategies to encourage discussion of students’ prior experiences and responses to the content. Examples include KWL charts, anticipation guides, and values line-ups.</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td><strong>Teaching the Content Standards/Common Core State Standards</strong>: Candidates examine the content standards related to listening and speaking.</td>
</tr>
<tr>
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<td>434: Perego &amp; Boyle, 2013, Chapters 3 &amp; 4; Vaughn, Bos, Schumm, 2007; <em>Focus on Listening and Speaking</em>: <em>Foreign Film Activity</em>; <em>ELD/SDAIE Lesson Plan</em> designed to promote development of language (reading, writing, listening, and speaking) and content knowledge, skills, and dispositions of English learners. Candidates identify ELD standards for 3 literacy skills at the beginning, intermediate, and advanced levels (9 ELD standards, total). One of the literacy skills must be <strong>speaking</strong>. Select at least two of the other four language processes (<strong>listening, reading, or writing</strong>), for a total of 3 literacy skills.</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Candidates read about assessing science learning via oral conversations (Koch, Chapter 13); <em>Science Learning Journals</em> in which candidates experience &quot;argumentation from evidence.&quot;</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: <em>The Butterfly Effect</em> (Ponder and Lewis-Ferrell, 2008 – see syllabus); <em>Classroom Discussion: Models for Leading Seminars and Deliberations</em> (Parker, 2001 – see syllabus); <em>Pay it Forward Project OR Involved Citizens Assignment</em>; <em>Discussion Skills Checklist</em></td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Candidates observe Master Teachers’ planning, instruction, and assessment of students’ listening and speaking. Candidates plan and implement lessons that address listening and speaking</td>
</tr>
<tr>
<td>Course Number and Title</td>
<td>Sample Activities that Address this Element</td>
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<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Candidates observe Master Teachers’ planning, instruction, and assessment of students’ listening and speaking. Candidates plan and implement lessons that address listening and speaking standards and are based on the needs of their students.</td>
</tr>
<tr>
<td>EDEL 450: Visual and Performing Arts</td>
<td>450: Readers Theatre activity: Candidates learn how students can modify a written text into a dialog script. They present these scripts and discuss elements of literature in relation the Common Core standards in listening and speaking. (<a href="#">Readers Theatre Rubric</a>)</td>
</tr>
</tbody>
</table>

**Assessment (Reading and Writing)**

*The Multiple Subject credential program prepares candidates to do the following:*

*Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards*

- entry level assessment for instructional planning
- monitoring student progress
- post test or summative assessment

Coursework and fieldwork in the Multiple Subject Credential Program support candidates’ understanding that assessment and instruction are linked within any curriculum and develop their capacity to use multiple monitoring measures to determine student progress toward the English Language Arts Content Standards/California Common Core State Standards. Candidates are introduced to the three basic types of assessments (entry level, progress monitoring, and summative assessments) in Foundations in Elementary School Teaching (EDEL 430), and their understanding of multiple purposes of assessment is reinforced and expanded throughout the program.

Literacy-specific measures are explored in Language Arts and Reading Instruction in the Public Schools (EDEL 433) and Integrated Curriculum and Instruction in the Elementary School (EDEL 429), and candidates develop skills in administering assessments, interpreting results, and planning differentiated instruction based on the results of assessments through class activities and assignments that require them to administer assessments in the field. For example, in EDEL 433, candidates learn about the purposes of the Yopp-Singer Test of Phoneme Segmentation in class, are taught how to conduct the assessment, and practice using the assessment with classmates, before they administer the assessment to a first grader ([Phonemic Awareness and Phonics Assessments](#)). Results of the assessment are shared at the next class meeting, and candidates analyze the data and work in small groups to plan differentiated instruction to meet the needs of the range of learners represented by the data and to support student achievement of
the Content Standards/Common Core State Standards related to phonological awareness. Candidates engage in a similar activity with a phonics assessment.

Candidates further develop their ability to plan instruction based on assessment through a case study assignment in EDEL 433 (Reading Case Study). After participating in class activities and completing course readings related to multiple measures of students' literacy skill (for example, Gunning Chapter 3), candidates are required to demonstrate their ability to use a variety of diagnostic measures to assess a student’s reading performance and plan instruction. In general, candidates use some combination of the following to assess their students:

- CST scores
- previous records
- observations
- informal reading inventories (or running records)
- retellings
- concepts about print assessments
- phonemic awareness measures
- phonics tests

Candidates analyze the data they have collected and develop a plan of instruction for their case study students. EDEL 433 instructors provide thorough corrective feedback to candidates as they practice assessing students and using assessment results to plan differentiated instruction.

EDEL 429 extends candidates' understanding of the role of ongoing assessment in planning instruction. Addressed in this course are a variety of assessment measures that can be used to guide writing and spelling development. Examples of writing assessments include the use of peer evaluations, portfolios, writing samples, journals, conferences, and the assessment components of lesson plans. Rubrics are examined and utilized to assess student writing. A spelling assessment used in many blocks is the Elementary Spelling Inventory (Bear, Invernizzi, Templeton, & Johnston, 2012). For each of these assessments (see, e.g., the Spelling Assessment and Instruction Activity), instructors provide information, model appropriate use of the instruments and guide candidates’ practice through the provision of written feedback. Related materials, including a description of an assignment in which candidates assess student writing and plan instruction to meet the needs of a small group of students, can be found on the course syllabi.

To emphasize the need for ongoing assessment of student performance, the program requires candidates to include an assessment component in all of their lesson plans. Candidates identify entry-level, progress monitoring, and summative assessment measures that include the following mechanisms: observations, conferences, work samples, formal and informal tests, journals, and check-sheets. EDEL 433 and EDEL 429 instructors teach and model ways that information from these assessments can be used to plan instruction. Master teachers also provide candidates with opportunities during student teaching to conduct assessments before, during, and after a lesson or lesson series, and to develop future learning experiences based on the results. The Reading/Language Arts Performance Objectives form provides documentation that candidates demonstrate competency in assessment in the field. Specifically, item 7 on the form requires
candidates to demonstrate the "ability to utilize entry-level, formative, and summative assessments, both informal and formal, to determine students' progress and plan appropriate instruction based on the results." Master teachers, supervisors, and the candidates themselves initial completion of this item.

Master Teachers and University Supervisors guide candidates’ use of various assessment instruments as they provide formal and informal feedback on the candidates' performance throughout the program (see, e.g., the evaluation forms completed by both of the candidate’s university supervisors and both master teachers as well as the Reading/Language Arts Performance Objectives form, referenced above).

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
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</thead>
<tbody>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Phonemic Awareness and Phonics Assessments of a first grade student; Reading Case Study</td>
</tr>
<tr>
<td></td>
<td>Readings: Course texts (e.g., Gunning Chapter 3, Roe/Burns Informal Reading Inventory, California Reading/Language Arts Framework); Journal articles (e.g., Yopp-Singer Test of Phoneme Segmentation, <em>The Reading Teacher</em>, 1995)</td>
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<td>Content Standards: Identify in practice, guide instruction</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Writing Assessment and Instruction Plan; Spelling Assessment and Instruction Activity</td>
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<td>Readings: Course texts (e.g., Gunning Chapter 3, <em>Reading/Language Arts Framework</em>)</td>
</tr>
<tr>
<td>EDEL 434: Method and Inquiry for Teaching English Learners</td>
<td>434: Oral Language Assessment (SOLOM)</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Observations of Master Teachers’ instruction, assessment, planning of reading and writing. Lesson implementation, including assessments</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Observations of Master Teachers’ instruction, assessment, planning of reading and writing. Full-time teaching experiences in multiple contexts</td>
</tr>
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</table>

**Assessment (Listening and Speaking)**

_The Multiple Subject credential program prepares candidates to do the following:_

_Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions._

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Course and fieldwork in the Multiple Subject Credential Program provide opportunities for candidates to understand that assessment and instruction are linked within any curriculum and to acquire the knowledge and ability to use multiple monitoring measures to determine student progress toward the English Language Arts Content Standards. Candidates are introduced to the three basic types of assessments (entry level, progress monitoring, and summative assessments) in Foundations in Elementary School Teaching (EDEL 430), and their understanding of multiple purposes of assessment is reinforced and expanded throughout the program.

Candidates participate in course and field activities to develop and extend their understanding of assessment of listening and speaking. In their courses, for example, candidates examine rubrics that can be used to assess students' oral presentations. They learn to assess children's ability to listen critically and respond appropriately through retellings. In the field, they work with their Master Teachers to assess students' listening and speaking and then design instruction to meet the needs of the students and support their progress toward state adopted content standards. Candidates are taught to use formal measures of listening and speaking in Methods and Inquiry for Teaching English Learners (EDEL 434) and must conduct assessments of English Learners.

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<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Readings: Course texts (e.g., Gunning chapters 3 &amp; 4; Reading/Language Arts Framework)</td>
</tr>
</tbody>
</table>
| EDEL 429: Integrated Curriculum and Instruction in the Elementary School | 429: Readers Theatre Rubric  
Readings: Course texts (e.g., Gunning chapter 3, Reading/Language Arts Framework, 2007); Journal articles (e.g., Boyce, J., Alber-Morgan, S. & Riley, J. (2007). Fearless public speaking: Oral presentation activities in the classroom. Childhood Education, 142-150.) |
| EDEL 434: Methods and Inquiry for Teaching English Learners | 434: Oral Language Assessment (SOLOM) |
| EDEL 438: Supervised Fieldwork | 438: Observations of Master Teachers’ instruction, assessment, and planning related to listening and speaking. Lesson implementation, including assessments |
| EDEL 439: Student Teaching | 439: Observations of Master Teachers’ instruction, assessment, planning related to listening and speaking. Full-time teaching experiences in multiple contexts |

Universal Access/Differentiated Instruction (Reading, Writing, Listening and Speaking)  
The Multiple Subject credential program prepares candidates to do the following:  

Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including recognizing that
students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups). For example:

- using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students
- using flexible grouping, individualized instruction, and whole-class instruction as needed
- using selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*

In their coursework, candidates engage with the topic of universal access/differentiated instruction in the language arts (reading, writing, listening, and speaking) in lectures, activities, assignments, and readings. For example, in EDEL 433, Language Arts and Reading in the Public Schools, candidates examine state, national, and international achievement data, both aggregated and disaggregated by gender, ethnicity, English language fluency and school lunch program eligibility (*Achievement Data Carousel*). They identify trends and discuss their role in advocating for and providing high quality instruction for all learners and reducing achievement gaps. They explore the concept of differentiation based on student needs and describe their experiences with differentiated instruction. Also in EDEL 433, after conducting two assessments of first-grade students, candidates identify the needs of the range of students and discuss instruction to meet the diverse needs (*Phonemic Awareness and Phonics Assessments*). Candidates read about differentiation in course texts and discuss how lessons modeled by the instructor or peers can be modified to meet the needs of diverse learners. They complete a *Reading Case Study* in which they identify specific needs of a student and plan instruction to target one of those needs. In EDEL 429, Integrated Curriculum and Instruction in the Public Schools, candidates further examine how to meet the needs of all students through additional readings, discussions, activities, and assignments, such as examining core texts to identify strategies appropriate for addressing different needs (*Differentiated Instruction Activity*) and preparing a Readers Theatre that focuses on teaching English learners (*Teaching English Learners Presentation*).

In the field, candidates observe and teach in classrooms where California SBE-adopted core instructional materials are used. Candidates are responsible for using all the components of these materials to teach standards-based lessons with the full range of learners. They conduct assessments that illuminate students’ pre, ongoing, and post-instruction understandings, and they write and implement lessons for whole and small groups based on their findings. They also plan and implement individualized instruction when appropriate. Candidates receive guidance and detailed feedback from both site-based master teachers and university supervisors. They engage in reflective conversations about their experiences with their Master Teachers, University Supervisors, and course instructors.

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
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<tbody>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public</td>
<td>433: Course readings on differentiation (e.g., Gunning, Chapter 13)</td>
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<tr>
<td>Course Number and Title</td>
<td>Sample Activities that Address this Element</td>
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<tr>
<td><strong>Schools</strong></td>
<td>Modeling and Reflection: Instructor and candidates model lessons and reflect on how the lessons meet the range of learners in the classroom or can be modified for special populations.</td>
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<td>Class activity: <strong>Achievement Data Carousel</strong></td>
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<td><strong>Phonemic Awareness and Phonics Assessments:</strong> Exploration of the range of performance on an assessment of first graders’ phonemic awareness and discussion of appropriate and differentiated instruction to meet diverse needs; exploration of the range of performance on an assessment of first graders’ phonics skills and discussion of appropriate and differentiated instruction to meet diverse needs;</td>
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<td><strong>Reading Case Study</strong> and development of an instructional plan to meet the needs of the learner;</td>
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<td><strong>Literature Activities:</strong> including attention to differentiation and universal access, with reference to Recommended Literature, Pre-Kindergarten Through Grade Twelve</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>EDEL 429: Course readings and discussions about RTI and differentiation (e.g. Gunning, Chapter 2)</td>
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<td></td>
<td>Course readings and discussion about grouping and management of the language arts program (e.g., Gunning, Chapter 13; Reading/Language Arts Framework [2007], Chapter 7)</td>
</tr>
<tr>
<td></td>
<td>Modeling and Reflection: Instructor and candidates model lessons and reflect on how the lessons meet the range of learners in the classroom or can be modified for special populations.</td>
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<td></td>
<td>Assignments: <strong>Teaching English Learners Presentation</strong></td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>EDEL 438: Observations of use of SBE-adopted core instructional materials with the full range of learners. Observations of a variety of grouping patterns, including flexible grouping, individualized instruction, and whole-class instruction. Observations of diagnostic teaching with the full range of learners</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>EDEL 439: Use of SBE-adopted core instructional materials. Implementation of a variety of grouping patterns. Lesson planning and implementation with benchmark, strategic,</td>
</tr>
</tbody>
</table>
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the preliminary teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) teaching credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, visual and performing arts, physical education, and health. In the program, MS candidates apply the appropriate Teaching Performance Expectations (TPEs) to the teaching of each major subject area. They learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for multiple subject candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

At California State University, Fullerton, candidates entering the Multiple Subject Credential Program (MSCP) are introduced to all of the Teacher Performance Expectations (TPEs) when they complete the Teacher Graphic Mini Novel (TGMN) in the prerequisite course, Introduction to Elementary Classroom Teaching (EDEL 315). The TGMN is built around providing credential candidates with exposure to all of the TPEs in practice; to complete the graphic novel, candidates must look for examples of each TPE in their fieldwork. This comprehensive assignment is purposefully designed to support candidate comprehension of the ways in which working teachers meet the TPEs in contemporary classrooms. This assures candidates recognize the ways in which our program reflects the aims of the State of California, and forms the basis for every course they will encounter in the MSCP.

Indeed, upon entering the credential program, it becomes immediately clear that our work is structured around meeting the TPEs; every syllabus includes a matrix that aligns course objectives and assignments with the corresponding TPEs. Thus, candidates can see at a glance how our objectives relate and support the TPEs in both theoretical and practical ways. In addition, assignments across the content areas require candidates to apply pedagogical knowledge and skills to demonstrate their understanding of high quality instruction that reflects mastery of the TPEs. Candidates are required to summarize their content knowledge, select a variety of resources to meet the needs of the diverse learners in our schools, and develop original lessons that depend upon and build interrelated knowledge across subject areas.

8A(a) **Mathematics.**
During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols; to use these tools and processes to solve common problems; and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Candidates in the Multiple Subject Credential Program learn mathematics methods through coursework Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435), which is interrelated with fieldwork (EDEL 438) and strengthened in student teaching (EDEL 439). The methods instruction is tightly constructed to maximize candidates’ engagement with mathematics content and to develop their knowledge and skills related to basic mathematical computations, concepts, and symbols so that they can support students’ understanding of these tools and processes as they progress to higher levels of mathematics. Further, they learn to support the development of children’s use of procedural skills, to help children self-assess and monitor their understanding in mathematics, as well as to provide insights that allow adjustment of instruction on a daily basis. Course activities (e.g., Assessing Mathematical Understanding, Math Content Standards Review and Small Group Math Lesson) call for candidates to assure instructional objectives, strategies, and assessments align with and teach the California State Standards and Common Core Standards.

Methods instruction is organized around mathematics program outcomes of content knowledge, skills, and attitudes, specifically in the three areas of conceptual understanding, procedural proficiency, and problem solving. From the methods that are first modeled in their university coursework, candidates develop ownership in their lesson planning, field application lessons, and in some cases microteaching at the university and/or elementary site. For example, in the Small Group Math Lesson, candidates plan, teach and reflect on a mathematics lesson. The methods course provides them with the understanding of the role of concrete, verbal, symbolic and graphic representations of mathematics for children across content strands (see, e.g., Reys et al. (2010), Chapter 2). It also emphasizes the differences between constructing understanding through the use of multiple representations and discourse, and simple algorithmic demonstrations. Candidates learn the value of constructing comprehension through the practical application of mathematics skills in increasingly complex problem solving (Reys et al. (2010), Chapters 5 and 6).

For example, in EDEL 435, mathematical problem solving builds upon the relationship between mathematics and real world problems. Candidates also learn to embed mathematics experiences in personally relevant contexts for their learners, monitoring to sensitively adjust the complexity and challenge level of the children’s tasks. Candidates support students’ capacity to explore
mathematics concepts by examining problems in real contexts, providing concrete examples using hands-on materials and pictorial representation, and explaining abstract thoughts through symbolic representation. Candidates are asked to reflect on their own lived experience through the Mathematics Journey/Personal Mathematics History assignment. In this assignment, candidates reflect on people and experiences that have had an impact on their view of mathematics as well as their mathematical understanding. In EDEL 435, the instructor discusses the implications of autobiographical information and how to obtain this information from students. For example, interest surveys and other forms of questioning are shared with candidates as important mechanisms for developing an understanding of how students understand mathematics. In the Assessing Mathematical Understanding assignment, candidates interview students about the relationship of mathematics to their lived experiences to better understand how students approach and understand mathematics, conceptually and practically. In this assignment, candidates also suggest instructional strategies to support mathematical understanding. For example, if a student is interested in sports, as determined in the interview, the candidate might choose to use statistics from sports games to teach a particular math concept. Here the candidates are connecting the mathematics content to real world contexts and to the personal interests of the child.

EDEL 435 course instructors select readings and design instruction that: present candidates with a variety of pedagogical practices, support articulating mathematical processing (orally and graphically/visually), and reflect an awareness of the distinct experiences students have with math (e.g., considering gender differences in mathematics). Assignments clearly specify the attributes candidates are to exemplify and candidates are held accountable for matching their chosen methods to the California Content Standards and Common Core Standards. They learn that effective teaching strategies – whether they are addressing the needs of English learners, special needs students, or gifted children – depends upon their capacity to select the most appropriate strategies from a pool of possibilities presented in the course. They then gain experience using these strategies in the course.

In the Small Group Math Lesson for example, candidates plan lessons based on the California Mathematics Content and Common Core Standards, teach and model these lessons to peers or elementary students, and reflect on their teaching of mathematics. In this assignment, candidates learn strategies for grouping students to maximize engagement, and they learn to manage the use of manipulatives and models so that such materials support the growth of understanding without delaying the child’s development of automatic skills. Studying the standards for mathematical practice that are central to California’s Common Core State Standards includes attention to precision. A learning journal sample page that addresses the standards for mathematical practice is found in Common Core Standards Mathematics Journal Page. They also study text chapters and participate in class activities on methods of computation, including estimation, mental computation, and electronic calculation. Thus, early in their preparation, candidates explore the role of precision in measurement and calculation.

Additionally, when candidates interview individual students to determine the child’s attitude towards mathematics during the Assessing Mathematical Understanding assignment, they encourage students to problem solve and demonstrate knowledge through multiple modalities: concrete, pictorial and symbolic reasoning. The experience allows candidates to explore
student’s burgeoning mathematics curiosity, flexibility, and persistence in solving problems. The candidates provide a secure environment for students by working one-on-one with students to get to know student’s interests, attitudes and background knowledge. This deepens’ our candidate’s capacity to support students’ willingness to take intellectual risks and engage in multiple ways of problem solving in mathematics because our candidates build upon students’ understanding and experiences to secure their mathematics success.

Candidates are given multiple experiences to demonstrate knowledge of planning for instruction based on students who present challenges. In the Assessing Mathematical Understanding assignment, candidates select a student who presents an instructional challenge to interview to gain a greater understanding of what the student knows and to identify misconceptions about mathematics. The candidate must state why the student is an instructional challenge and consider issues related to the student’s nativity, language proficiency, ethnicity, social class, gender, ability, religion, and/or gender identity. During the interview, candidates consider the student’s attitude, background knowledge, and experiences with the content. Based on the information gained during the interview, candidates suggest and provide a rationale to using specific instructional strategies to increase student understanding of the mathematics content. Additionally, in both the Math Content Standards Review and the Math Website and App Review, candidates are asked to consider modifications made or needed to accommodate diverse learners, including second language learners, low achieving and gifted students.

In EDEL 435, technology is stressed as an important aspect of classroom learning. Candidates demonstrate knowledge of worthwhile websites and apps that support mathematics instruction through the Math Website and App Review assignment. The purpose of the assignment is to develop candidates’ capacity to search for references on the Internet and to aid them in discerning what constitutes good information, viable websites, or useful Apps.

Candidates emerge from the program with a vision of quality mathematics education and the cognitive knowledge and skills to promote solid student learning of concepts, procedures, and attitudes.

The following table lists the courses and sample activities related to this element.

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<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching – Mathematics</td>
<td>435: Reys et al. (2010); Assessing Mathematical Understanding; Math Content Standards Review; Small Group Math Lesson; Math Website and App Review; Mathematics Journey/Personal Mathematics History</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Observe mathematics lessons as well as assessment practices</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Observe and teach mathematics lessons as well as assessment practices</td>
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</tbody>
</table>

8A(b) Science.
During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Candidates gain knowledge and skills in science instruction via experiences in their methods coursework (EDEL 436), fieldwork experiences (EDEL 438), and student teaching (EDEL 439). As reflected in the course objectives for the science methods course, candidates’ experiences help them to develop instructional skills required to encourage conceptual learning and investigation skills for all students. Methods instruction focuses candidates on the standards for investigation including life, earth, and physical science. The course is characterized by the use of hands-on experiences modeling techniques for investigations, inquiry, and the learning cycle. Candidates develop an integrated science instructional plan, perform hands-on instruction and explore and analyze field sites. They plan a lesson that focuses on standards-based learning (including the processes of investigation) and addresses various student needs that are relevant to participation and science learning. The Instructional Plan Rubric requires inquiry methods, careful sequencing of experiences, integration of literacy and technology skills, and adaptations for English learners, students with special needs, and gifted children. The instructional plan thus builds (and requires demonstration of) candidates’ ability to interrelate science content within science and across other disciplines such as literacy.

During their field-based experiences, candidates are required to teach science and demonstrate their knowledge and skills. In their assignments candidates are accountable for developing and demonstrating content understanding for a subset of the science curriculum when planning standards-based instruction, and for developing site-based learning experiences that correspond with the standards. The Student Teaching Evaluation, completed by master teachers and supervisors in every placement, verifies candidate competence in standards-based science instruction.

Candidates experience instruction that models the balance among science information, concepts, and investigations. They capture their learning through the Knowledge Exploration assignment. They are required to conduct individual research to learn scientific information and concepts related to a shared topic, as indicated in the Knowledge Exploration Assignment Rubric. In-class activities support shared investigation into the topic. As an example, one block supports the knowledge exploration with integrated study (field-based, exploratory, and cross curricular approaches of a local site, the Upper Newport Bay. This example is documented in Integrated Science Exploration.

After experiencing instruction and modeling in balanced science instruction, candidates prepare and teach a Model Learning Cycle Lesson, documented in the instructional plan. The learning cycle must address both content and investigation standards in science. The instructional plan rubric documents that the model lesson is assessed to include instruction that meets both content and investigation standards.
In their learning journals, candidates explore the nature of science as a way of knowing—that is an empirical field where explanations are generated through experimentations—and their developing notions of scientific concepts and principles. The assignment is described, and the rubric is presented in Science Learning Journals Assignment.

With its focus on the learning cycle model of instruction, EDEL 436 ensures that candidates can, during every science lesson, ensure that students investigate scientific phenomena through experimentation (during the “explore” phase of the lesson) and then formalize the scientific concepts and principles during the “develop” phase of the lesson.

The model learning cycle lesson that candidates prepare, teach, and peer evaluate is required to identify core vocabulary terms, as illustrated in both the model learning cycle lesson description and the rubric used to assess it, the Instructional Plan Rubric.

Their work with precision and exactitude is later addressed in EDEL 436 on the model lessons they teach as part of the course. These lessons equip candidates with the knowledge and skills required to help their future students improve observations to include more detail, more senses, and quantification, as well as to improve data management, organizational skills, accuracy levels, presentation clarity, and the effectiveness of their interpretations.

Additionally, in EDEL 436 explore technologies that enhance the precision of scientific observations and thus explanation. Examples include handheld microscopes, probeware, and web-based resources that employ techniques such as time-lapse photography. In studying the enterprise of science, candidates reinforce the nature of scientific communication as objective and precise. And, in examining the nature of scientific knowledge as tentative, candidates come to conclude that, as human data collection and computation tools improve, so does the accuracy of our scientific explanations. A course presentation on models in science serves as an example of candidates’ study of precision in science.

In many blocks, candidates complete a scale and structure assignment (Scale and Structure Assignment Description) through which they learn that different levels of observation provide for different conclusions based on the structures and details observable at differing levels. Via these types of experiences in EDEL 436, candidates in the Multiple Subject Credential Program learn to make science comprehensible and accessible to all learners.

The following table lists the courses and sample activities related to this element.

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
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EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science

436: Read and discuss textbooks and other sources (such as professional articles) with a focus on inquiry-based science experiences that build both content knowledge and investigative process skills; Model Learning Cycle Lesson; Family Links Activity; Science Learning Journals; Science Community Resource Analysis; Instructional Plan Rubric; Modeling in Science Course Presentation; Scale and Structure Assignment Description

EDEL 438: Supervised Fieldwork

438: Observe science lessons, including assessment

EDEL 439: Student Teaching

439: Observe and teach science lessons, including assessment

8A(c) History-Social Science.

During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Candidates learn to provide rich instruction in history-social science via interrelated experiences in their methods coursework (EDEL 437), fieldwork (EDEL 438) and student teaching (EDEL 439). The Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437) methods course is structured to emphasize history-social studies standards and the methodology for learning in history as it is informed by civics, geography, politics, economics, anthropology, sociology, philosophy, and psychology. The roles and responsibilities of engaged and active citizenship are also explored in the course.

The pedagogical emphasis of the course is on the planning and provision of instruction that makes content accessible and comprehensible and builds connections to support student learning. The course requires candidates to develop a standards-based unit plan (Small Group Integrated Unit Plan) that introduces children to the big ideas linked to the academic content standards (Concept Mapping), utilizes active teaching strategies (Timeline for Lesson Planning), and includes the use of high-quality materials such as primary source documents, cultural artifacts, works of art, music, literature, and technological resources (Resource Sketch). Before developing the unit plan, candidates conduct content area research about the selected standard to build their own scholarly knowledge, analyze the content standards, and use concept mapping to find connections within the standards. Strategies developed in Foundations in Elementary School Teaching (EDEL 430), such as concept attainment and concept formation are used in EDEL 437
to help candidates identify big ideas. Historical photographs and song lyrics are also used to help develop generalizations. Candidates learn to differentiate instruction for English learners and students with special needs by developing extension menus to encourage higher-level thinking and to remediate instruction (Matrix for Differentiated Instruction).

Since civic competence is one of the primary goals of social studies, service-learning is also used in the EDEL 437 methods course to help candidates practice active citizenship, consider their roles and responsibilities as global citizens of this world, use critical thinking skills to solve problems, and make meaningful connections in a real world context. EDEL 437 instructors choose between two service-learning projects in this course: (1) the Involved Citizens Assignment. This project fosters candidates’ ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual well being of all students. Each candidate works with a small group to select an activity that will broaden his/her understanding of people, the teaching profession, and the social world. Or (2) the Pay it Forward Project. The goal of this service-learning project is to encourage candidates to examine their own civic knowledge, skills, and dispositions through experiential learning, facilitate and connect emerging curriculum to the standards, as well as to learn how to effectively integrate social studies with other areas of the curriculum. A five-step model is used to help candidates identify, explore, and address a local, national, or world issue selected by the class. The candidates then identify and work with community partners and other organizations to raise awareness for an issue and take action. Structured reflection takes place before, during, and after the project to help candidates make connections to the goals and objectives associated with the service-learning experience.

Course experiences, the unit assignment, and the service-learning project help candidates support student learning of chronology, spatial thinking, research techniques, deliberation, interpretation of evidence and points of view, as well as historical interpretation. Analytical thinking skills, such as inductive reasoning, are practiced through the development and creation of generalizations and themes connected to the standards. In the EDEL 437 methods course, candidates also learn about a historical time period and are required to research the historical figures, analyze the geographic significance, and explore the civic action associated with the Civil Rights Movement in the United States. Candidates are asked to examine a variety of both primary and secondary sources, evaluate and question the sources, identify and include multiple perspectives, and distinguish fact from fiction by comparing and contrasting biographies and historical fiction. Primary source documents, biographies, historical fiction, textbooks, art, music, film, simulations, and role-playing are all used to help students analyze and interpret history from multiple perspectives and consider how the past is linked to the present day (Civil Rights Centers, Shadows and Children’s Literature, & Analyzing Lyrics).

Through coursework and fieldwork, candidates learn how to use timelines and maps to reinforce students’ sense of temporal scale, chronology and change over time. Working collaboratively, candidates create a timeline of their curriculum unit to help them develop and connect lessons throughout the unit plan (Timeline for Lesson Planning). While planning the curriculum units, candidates also identify themes and generalizations and teach students how these concepts and themes provide insights into historical periods and cultures. An analysis and discussion of textbooks, children’s literature, websites, and other resources help candidates find evidence and
insight into the social science themes throughout history including the present. Current Events are also examined to help candidates make connections to global themes throughout history.

Additional course components include the use of simulations and case studies, critical thinking experiences that allow for perspective taking, and high engagement methods such as role-playing, debates, and research. For example, one of the class activities includes a role-playing activity associated with the Civil Rights Movement. Candidates act out different scenes from the historic bus ride when Rosa Parks refused to give up her seat on a Montgomery bus during the 1950’s. During the role-playing activity, candidates are asked to consider the perspective of each person involved in this incident. This activity serves as a springboard for a class discussion where students begin to examine and explore the root causes of racism, intolerance, and segregation in the United States.

Candidates also explore the connections between the arts and the social sciences through activities that include analysis of art pieces, photographs, and song lyrics. Multiple perspectives are explored through children’s literature, primary source documents, art, music, film, textbooks, Internet searches, reader’s theater, and grand conversations (Analyzing Lyrics, Shadows and Children’s Literature, and Civil Rights Centers).

Course assignments are presented and evaluated in terms of specific priorities of instruction in the social sciences, as demonstrated in the EDEL 437 course syllabus, sample assignments, and unit planning components. The unit and its rubric list these priorities: specification of generalizations and concepts to develop insights into cultures and persons, including multiple perspectives; inclusion of planning maps and timelines; and the inclusion of research, assessment and accommodations.

Cooperative learning strategies, including rationale and management, are integral to the candidates’ coursework and are applied in their lesson planning and field experiences. As indicated in their reflections for the unit they prepare, as well as before, during, and after they participate in the class service-learning project, candidates reflect on pedagogical decision-making, considering options that support the outcomes of quality history and social studies education.

Through their coursework, candidates learn to plan, implement, and assess content-based instruction that addresses the richness of history-social science content and its concomitant investigation skills. Field experiences provide opportunities for candidates to observe, plan, teach, and assess history-social science instruction and to continue building, applying, and demonstrating their pedagogical knowledge and skills.

The following table lists the courses and sample activities related to this element.
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Scholarly Knowledge, Concept Mapping, Resource Sketch, Timeline for Lesson Planning, Matrix for Differentiated Instruction; Making Adaptations, Analyzing Lyrics; Civil Rights Centers; Shadows and Children’s Literature; Service-Learning Project (Candidates select one: Pay it Forward Project OR Involved Citizens Assignment); Brown v. Board of Education Analysis; Artifact Activity; Current Events</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Observe standards-based social studies lessons, including assessment</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Observe, plan, and teach standards-based social studies lessons, including assessment</td>
</tr>
</tbody>
</table>

8A(d) Visual and Performing Arts.

During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in visual and performing arts. They guide students in achieving the goals of artistic perception; creative expression, understanding the cultural and historical origins of the arts; pursuing meaning in the arts, and making informed judgements about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.

In the Visual and Performing Arts Seminar (EDEL 450), candidates learn to value and direct experiences for children in the areas identified in the California content standards (artistic perception, creative expression, historical and cultural contexts, aesthetic valuing, and connections and applications). Candidates develop skills in guiding children’s growing understanding of concepts in visual arts, music, dance and theater. Candidates observe instruction in the visual and performing arts in their fieldwork and student teaching, and they are required to provide instruction in the visual and performing arts during their student teaching.

In EDEL 450, candidates read and discuss the state Visual and Performing Arts (VPA) framework, and critique arts lessons authored by publishing companies, teacher resource organizations, and other teachers. Students analyze the VPA standards, course readings and web-based arts instructional resources, relating these standards and resources to instruction they observe in their field placement contexts.

Sample course activities that support artistic perception and creative expression include drawing and painting opportunities that integrate with other content standards. For example, candidates integrate science and art by creating animals out of painted papers. Mathematics content standards are addressed through activities that include grid drawing, tessellations, and reading and notating music. Language arts and historical and cultural contexts are supported when candidates perform reader’s theater, script puppet shows, and learn cultural songs and dances.
Cultural dances, in particular, are used as a medium to engage children in artistic perception and creative expression. Candidates also learn to analyze art pieces as a means of aesthetic valuing, as well as to support children’s interpretations of their arts’ experiences related to aesthetic valuing.

In coursework, EDEL 450 guides students through a variety of in-class arts experiences, course readings and discussions to culminate in the writing and presentation of one integrated arts-based lesson plan at the end of the course. This lesson integrates an arts discipline with another subject area (science, social studies, mathematics, language arts). EDEL 450 provides resources for students to write and teach visual and performing arts lessons sometime within their first or second semester student teaching. In these lesson plans, candidates apply their earlier learning of instructional methods, such as creating a safe learning environment, connecting to prior knowledge, making life connections, and utilizing time management for concept learning in the arts. They discuss connections between the arts and other subjects and the role of arts in a diversity of careers.

As part of the coursework, students complete a portion of their coursework with resident teaching artists in a partnership formed between California State University, Fullerton and the Segerstrom Center for the Arts. Teacher candidates are instructed in and participate in the areas of origami, music, puppetry, theater skills, dances and creative movement during two workshop days. One cohort participates in two additional days with their master teachers, where they are able to co-plan the implementation of the arts training with their students. During the 2012-2013 academic year, 3 cohorts and master teachers from 9 local elementary schools participated in the fall, 3 cohorts and master teachers from 3 elementary schools participated in the spring. In the 2013-2014 academic year, 3 cohorts will participate in the fall along with master teachers from one cohort, and all credential candidates will be invited to participate in the spring. This partnership is dedicated to long-term implementation and will continue to serve as many credential candidates as possible.

The following table lists the courses and sample activities related to this element.

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<thead>
<tr>
<th>Course Number and Title</th>
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</thead>
<tbody>
<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: Grid Drawing; Painted Papers; Tessellations; Reading and Notating Music; Cultural Dance; Origami; Puppetry; Social Justice Article Analysis; Art and Child Development Chart</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Observe visual and performing arts lessons</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Observe and teach visual and performing arts lessons</td>
</tr>
</tbody>
</table>

8A(e) Physical Education.

During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. They guide students in achieving the goals of the development of a variety of motor skills and abilities in students,
developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

The physical education content is addressed during the Physical Education (PE), Health, and Mainstreaming Seminar (EDEL 452), reinforced during Supervised Fieldwork (EDEL 438), and implemented and developed in Student Teaching (EDEL 439) when candidates observe PE lessons and plan, implement, and assess instruction in PE.

In the PE component of the PE, Health, and Mainstreaming Seminar (EDEL 452) candidates in the Multiple Subject Credential Program learn to design instruction and teach PE skills, games, strategies, and fitness with an intentional, comprehensive approach. For example, in the Analyze Physical Education Framework, candidates are directed to synthesize the physical education framework and state-adopted academic content standards. This activity scaffolds their capacity to complete a Physical Education Lesson Plan that addresses specific state-adopted academic content standards. In this lesson plan, candidates write and teach a physical education lesson during their student teaching placement, and reflect upon their instruction and the design of the lesson after doing so. The lesson plan must represent: (a) the use of a variety of motor skills (to promote students’ understanding of human movement); (b) knowledge of rules and strategies for games and sports with children; and (c) a development of student self-confidence and self-worth in relation to PE and recreation.

Candidates learn instructional strategies to engage children in movements that focus on strength, flexibility, and agility. During EDEL 452 course meetings, candidates participate in direct instruction and group work that enables them to learn through active participation and engagement. One activity that candidates engage in during their PE seminar is to participate with an expert in PE - a personal trainer - who leads a class discussion session about the relevance of strength, flexibility and agility and teaches candidates effective warm-up activities.

Candidates also examine approaches that build student’s confidence and sportsmanship, as well as their knowledge of games, sports, and their physical abilities. In an examination of internet resources, candidates evaluate a series of websites related to PE (Evaluate PE Websites). These types of activities are designed to ensure that candidates are aware of the range of high quality resources that are available related to physical fitness.

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<tr>
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</thead>
<tbody>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Analyze Physical Education Framework; Evaluate PE Websites; Physical Education Lesson Plan</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Observe lessons that incorporate physical education</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Observe, plan, teach, and assess lessons that incorporate physical education</td>
</tr>
</tbody>
</table>
8A(f) **Health.**

*During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health. They guide students in achieving the goals of the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of the process of growth and development, and informed use of health-related information, products, and services. In the program, candidates learn how to interrelate ideas and information within and across health science and other subject areas.*

Health content is mainly addressed in the P.E., Health and Mainstreaming Seminar (EDEL 452), reinforced in Supervised Fieldwork (EDEL 438), and implemented in Student Teaching (EDEL 439), as candidates observe health-related lessons and then plan, implement, and assess instruction in health. Candidates in the Multiple Subject Credential Program explore themes related to the promotion of health so that they are prepared for planned and spontaneous opportunities to teach the state-adopted academic health standards.

To support their understanding of how to interrelate ideas and information within and across health science, candidates locate and evaluate health related websites that reinforce the importance of cultivating students’ lifelong health, growth, and development (*Evaluation of Web Based Health Resources*).

Candidates are also required to design and teach a health lesson that focuses on state adopted content standards, which they then teach during their fieldwork (EDEL 438). After teaching their health lesson, submit a written reflection about their instructional experiences (*Health Lesson Plan and Reflection*).

Candidates complete EDEL 452 during the second semester of their program. They apply their previous semester’s knowledge of instructional methods for the affective domain as they guide children to see themselves as informed, capable, and responsible when it comes to making healthy life choices. After taking EDEL 452, candidates are able to locate health related resources and information as needed to support instructional practices.

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<tbody>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Read health framework; <em>Evaluation of Web Based Health Resources</em>; <em>Health Lesson Plan and Reflection</em>; <em>Mainstreaming Seminar Law Online Learning Module</em></td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Observe health lessons</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Observe, plan, teach, and assess lessons that incorporate health</td>
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</tbody>
</table>
**Intern Program Delivery Model:**
The intern preservice component includes introductory preparation relative to Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates.
Not Applicable.

**Category C: Preparation to Teach All Students in California Schools**

**Standard 9: Equity, Diversity and Access to the Curriculum for All Children**

*Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:*
*Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students.*

A core element of the theme of the Department of Elementary and Bilingual Education is a commitment to equity and excellence. At both the prerequisite and credential levels, we assure candidates examine principles of educational equity and diversity as they relate to educational processes and practices, and curricular content and contexts. In the prerequisite courses, Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325), candidates examine current situations by considering policies and practices at the federal, state, and school level. In the Multiple Subject Credential Program, candidates continue to examine these principles in course-specific ways before implementing instruction that reflects what they have learned in the field (with supervisor and master teacher support and feedback). Once admitted into the program, readings in every course address aspects of diversity and equity, and candidates are required to complete at least one student teaching assignment in a classroom in which 25% or more of the learners are from diverse backgrounds.

Cultural Pluralism in Elementary Schools (EDEL 325), a prerequisite course for the credential program, focuses on developing student understanding of diversity and equity. This course ensures that the candidates entering our credential program recognize that issues related to diversity and equity are first and foremost in our program. Candidates cannot enter into the credential program until they have successfully completed EDEL 325 with a grade of B- or better.

A key objective in EDEL 325 is for candidates to “identify classroom practices, instructional materials, and approaches which promote equity and unity relative to multiple perspectives, equality vs. equity, and interaction styles.” This objective is met through discussions of course readings (of both the primary course text and supplemental articles), in class activities (see, e.g., the [Culturally Relevant Pedagogy Powerpoint]), film viewings, and fieldwork in a classroom with learners from diverse cultural and linguistic backgrounds (the K-8 Classroom Observation assignment). In each of these activities, candidates are responsible for identifying and examining the ways in which students from diverse backgrounds are differentially impacted by mainstream schooling processes. In course readings, discussions and assignments, candidates consider the ways in which race, social class, gender and gender identity, sexual orientation, language, nativity, and ability differentially influence educational access and achievement, and how
because of this, “equality” is not enough (see, e.g., Self-Other Dialogue; Privilege Online; Classroom Observation; Prejudice & Children’s Literature Online). The table below identifies the aspects of diversity addressed in particular readings culled from EDEL 325.

<table>
<thead>
<tr>
<th>EDEL 325: Cultural Pluralism in Elementary Schools Course Topics</th>
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<tbody>
<tr>
<td>Course Overview Drawing on Diversity</td>
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<tr>
<td>DemographicShifts &amp; Multicultural Education</td>
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<tr>
<td>Culture &amp; “culture”</td>
</tr>
<tr>
<td>Assimilation &amp; Pluralism</td>
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<tr>
<td>Equity &amp; Equality</td>
</tr>
<tr>
<td>Prejudice &amp; Predilection</td>
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<tr>
<td>Gender &amp; Identity</td>
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<tr>
<td>Race &amp; Ethnicity</td>
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<tr>
<td>Social Class</td>
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<tr>
<td>Religion &amp; Sexual Orientation</td>
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<tr>
<td>Privilege</td>
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<tr>
<td>Learning Styles, Ability &amp; Tracking</td>
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<tr>
<td>Linguistic Diversity</td>
</tr>
<tr>
<td>Culturally Relevant Pedagogy</td>
</tr>
</tbody>
</table>

Another prerequisite course, Introduction to Elementary Classroom Teaching (EDEL 315), also provides candidates with opportunities to examine principles of equity and diversity within educational settings. These opportunities are: (1) developed through course readings, discussion, film and video viewings, and fieldwork; (2) identified and described by candidates in course assignments (e.g., the Teacher Graphic Mini Novel (TGMN)); and, (3) assessed in assignments (like the aforementioned Teacher Graphic Mini Novel (TGMN)) and exams.

In their first semester in the Multiple Subject Credential Program, candidates take Methods and Inquiry for Teaching English Learners (EDEL 434). The decision to locate this course at the beginning of our program once again reflects our commitment to assuring our candidates understand and develop instruction that meets all students’ needs throughout their experiences in the program. Objectives and activities in EDEL 434 are designed to introduce and develop candidates’ understanding of: specific instructional approaches for English learners, why such approaches are needed, and how they work to support student achievement. For example, in
EDEL 434, candidates analyze contemporary bilingual program models in the America’s Next Top Program Model (ANTpM) Poster activity to identify: how policies impact practice; how language acquisition theories shape bilingual program models; and, the relationship of state and federal laws to instruction. Collaboratively in small groups, candidates work together to determine the strengths and weaknesses of particular bilingual programs, as well as which populations each program helps most.

Candidates also work collaboratively in Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437) to create a small group interdisciplinary unit plan (Small Group Integrated Unit Plan) that requires candidates to locate and defend the use of three resources that support EL access to the content, create modifications for EL, SPED, and GATE students, and design activities for that are differentiated to meet these students’ needs. In EDEL 450, candidates design an Arts Lesson Plan (450 Lesson Plan) with considerations of equity and inclusion for English learners and students with special needs. The principles guiding this design will be reflected on during student teaching after candidates have implemented this lesson plan (EDEL 438/9).

In addition to the aforementioned courses that specifically focus on issues related to diversity and equity, fieldwork experiences include opportunities for candidates to further their understanding of diversity and learn how to provide all students with equitable access to the core curriculum. For example, before entering the Multiple Subject Credential Program, candidates in EDEL 315 are required to conduct fieldwork in a classroom with at least five English Learners. Once in the MSCP, candidates are placed in fieldwork classrooms with master teachers who have the appropriate professional training (e.g., CLAD) to ensure that CSUF candidates can observe instructional practices that reflect the inclusive and responsive aims of the State of California. University field supervisors attend professional development workshops to ensure that they also have the knowledge and skills to provide guidance and feedback to candidates.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>315: Teacher Graphic Mini Novel (TGMN); Exceptional Learners &amp; English Learners Online Assignment (ELEL); Film viewings (e.g., The Societal Context of The First Year Graphic Organizer); Young Adult Literature Assignment (YALA)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Self-Other Dialogue; Classroom Observation; Prejudice &amp; Children’s Literature Online; Midterm Paper; Culturally Relevant Pedagogy Powerpoint</td>
</tr>
<tr>
<td>EDEL: 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Organizing and Managing a Literacy Program Activity</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot</td>
</tr>
<tr>
<td>Course Number and Title</td>
<td>Sample Activities that Address this Element</td>
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<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Achievement Data Carousel; Access to Books Activity</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; America’s Next Top Program Model (ANTpM) Poster; Bilingual Periods Chart; ELSPED Online Reading Task</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan: Resource Sketch, Matrix for Differentiated Instruction, and Timeline for Lesson Planning; Service-Learning Project (Candidates select one: Pay it Forward Project OR Involved Citizens Assignment); Making Adaptations</td>
</tr>
<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: 450 Lesson Plan</td>
</tr>
</tbody>
</table>

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Beginning in our prerequisite courses, Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325), engaged observations and discussions in and about today’s schools introduce candidates to the concept that there is no “one-size-fits-all” policy for good teaching; instructional practices must be adjusted to meet the varied needs, backgrounds, and experiences of learners. Upon entering the MSCP, candidates have opportunities to develop concepts introduced in the prerequisite courses that they then apply when they enter the field in their student teaching placements.

In Introduction to Elementary Classroom Teaching (EDEL 315) candidates read Chapters 4, 5, 6, 8, and 9 in Koch (2013) which cover aspects of diversity, pedagogy, current trends in education, and 21st century teaching as they participate in class discussions and complete assignments that support their understanding of the relationship of diversity to academic achievement. For example, the Exceptional Learners & English Learners Online Assignment (ELEL) depends upon candidates conducting online research on exceptional or English learners, before comparing their group with the findings of another student’s group. In the first stage, candidates must describe their selected group, identify educational challenges for their group, and determine appropriate modifications or accommodations. Then, all of the candidates in the class must review their peers’ work before comparing educational challenges, reflecting on how they will meet these distinct challenges, and identifying their biggest concerns about assuring they reach
these students. Candidates in EDEL 315 also complete the Teacher Graphic Mini Novel (TGMN) and the Young Adult Literature Assignment (YALA), both of which require attention to issues of diversity. The TGMN, for example, asks candidates to identify classroom and school demographics (i.e., student ethnicity and numbers of English Learners, SPED, GATE, and students who qualify for free/reduced lunch, as well as test scores) for the schools in which they conduct their fieldwork. It also requires candidates to look at grouping strategies in relation to ethnicity, language, and gender; instructional strategies that aim to make instruction accessible for all learners; and participation practices that assure equitable opportunities for student oral participation in class. The YALA requires candidates to read a young adult literature selection that deals with aspects of diversity. Upon completing the book, candidates consider the influence of the environment (i.e., the family, school, or community) on the student and her/his wellbeing, identify biases in the book and describe how they would counter such biases in their future classrooms, compare the student’s experience with their own, and, after determining which aspects of the character’s life seem to influence her/his academic progress most, must outline what they will do in their future classrooms – instructionally and socially – to assure the student has an equitable chance at academic success.

In Cultural Pluralism in Elementary Schools EDEL 325, candidates are exposed to an even broader range of inequities and prompted to think about how these inequities shape schooling processes. In the Self-Other Dialogue, for example, candidates interview someone different from themselves in two ways (ethnicity and either sexual orientation or gender), and compare their experiences with diversity and inequities in their educational histories before collaborating to determine ways in which school personnel could better respond to assure all students have equitable access to a quality education. Throughout this course, candidates are regularly required to consider and reflect upon difference as it relates to schooling. For example, to better understand the ways in which tracking can shape educational experiences for students, candidates in EDEL 325 participate in Tracktivity: Eagles, Foxes, and Turtles. This activity is followed with a discussion of meaningful alternatives (including multiple approaches to grouping practices) that promote a positive learning environment and support equal access to learning (Bennett, 2007). Candidates also have readings outside of the primary text (Koppleman, 2011) in which they consider the lived experiences of ethnic minorities, the role of social class in education, the relationship of nativity to schooling, and how gender and gender identity influence how we perceive one another (see EDEL 325 syllabus for a complete list of readings). Through readings, in class discussions, and assignments in the course, candidates develop an understanding of the role of assimilation in the United States, the ways in which prejudice and discrimination diminish educational opportunity, and how ableism, racism, classism, heterosexism, sexism, linguistic biases, and ethnocentrism inhibit our educational development. For example, candidates must critically think about what the “women” sign on the bathroom means, in relation to what they think “women” are (in terms of gender identity and transgender students, for example). These critical thinking skills are used to prepare them for the shifting socio-cultural domain of California schools. They are introduced to legislation, like AB 537 and the more recent Senate Bill 48, before listening to a radio broadcast of “Tom Girls” from This American Life, and must think about their roles as teachers in assuring no student is bullied or harassed – overtly or covertly – for what they look, act, or sound like.
The exposure to inequities in EDEL 315 and EDEL 325 prepares candidates for their work as candidates in the MSCP. Building upon our prerequisite courses, in the credential program candidates must identify and analyze the distinct ways in which diverse students experience schooling processes, in order to design and implement effective instruction for maximizing student achievement in the field. This attention to principles of educational equity is in evidence in both semesters in our content area courses. For example, in Foundations in Elementary School Teaching (EDEL 430), one of the required readings “Transforming Myself to Transform My School” by Paul Gorski, encourages candidates to reflect and investigate their values and the impact these values have on their approach to teaching diverse populations. Candidates are then asked to review their philosophy statement in class and to discuss evidence of their values and beliefs that align with principles of just and equitable education. For example, in the science methods course (EDEL 436), candidates build upon their knowledge of linguistic diversity and meeting EL needs cultivated in the first semester (e.g., in EDEL 434, student teaching, and the DI TPA task) and create and model a Project Learning Tree Lesson that explicitly makes use of EL strategies appropriate for students’ developing English levels. Candidates draw from their Class Profile on special needs (generated their first semester) and refresh their memories of Universal Design for learning. Faculty model a learning cycle lesson that meets these various criteria and coach candidates in small groups as they create and prepare their lessons. Each lesson is rated by a subset of observing students using an instructor-created rating sheet. Ratings and observations are discussed in class.

In Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates complete a Book Talk assignment. One group is charged with sharing books that authentically depict the diversity of humankind, including individuals from a variety of cultural groups; persons with disabilities; lesbian, gay, bisexual, and transgender families; and families representing a range of social classes, including those who are homeless. The chart on pages 11-12 of the course text Literature-based Reading Activities provides several resources and sample titles. Another group is tasked with sharing books that are supportive of English Learners. Candidates gather books from the university or public library, read them, and bring them to class to formally share with their classmates in a rotational Book Talk activity. In Language Arts and Reading Instruction in the Public Schools (EDEL 433) and Integrated Curriculum and Instruction in the Elementary School (EDEL 429), candidates learn how to teach students the comprehension strategies needed to assist them in understanding literature and content textbooks.

In Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435), candidates read Peterson (2012) which addresses using percentages as a tool for social justice. One class activity based on this reading is a class discussion regarding information (percentages) gathered from UNICEF (www.unicef.org) to compare our lives with those of children around the world. Candidates examine root cause and ask why social class inequities exist. Additionally, in the Assessing Mathematical Understanding assignment, candidates interview a student who presents an instructional challenge based on issues related to nativity, language proficiency, ethnicity, social class, gender, ability, religion, and/or gender identity. Candidates share what was learned about the student’s learning needs and background, including descriptions of specific strengths and weaknesses.
In Curriculum and Instruction in Elementary School Teaching - Social Studies (EDEL 437), candidates view a video titled “The Shadow of Hate” and participate in a whole group discussion about our country’s ongoing struggle to ensure liberty, equality, and justice for all citizens (Shadows and Children’s Literature). Candidates are also asked to reflect on their roles and responsibilities as classroom teachers to ensure justice and equity for all students. An exploration of children’s literature supports small and whole group discussions related to stereotypes and diversity issues that include gender, sexual orientation, race, disabilities, and socio-economic status. The following titles are examples of books that are examined in class: Paper Bag Princess by Robert Munch (gender), Metropolitan Cow by Tim Egan (socioeconomic status), All the Colors of the Earth by Sheila Hamanaka (diversity), Let’s Talk About Race by Julius Lester (race), The Name Jar by Yangsook Choi (culture), The Table Where Rich People Sit by Byrd Baylor (socioeconomic status), Jose! Born to Dance by Susanna Reich (gender and stereotypes). The root causes of hate and intolerance are also examined and connected to current issues in our society through the weekly Current Events assignment. To demonstrate their knowledge, candidates are asked to develop a Small Group Integrated Unit Plan that ensures equitable education for a variety of learners through their selection of resources, learning activities, and assessments.

In Community, School and Classroom Issues (EDEL 451), candidates learn about the principles of culturally responsive teaching, including culturally and linguistically diverse students, developing cultural sensitivity, considerations when working with lesbian, gay, bisexual, and transgender (LGBT) students, and communicating effectively with parents. Prior to meeting, candidates read related literature (e.g., Addressing Diversity in Schools: Culturally Responsive Pedagogy, created by The National Center for Culturally Responsive Educational Systems and Some Considerations When Working with LGBT Students of Color). During the meeting, EDEL 451 faculty guide a discussion using a PowerPoint titled Culturally Responsible Teaching. Afterwards, scenarios are presented and candidates discuss how they would respond to the scenarios presented in a culturally sensitive and responsive manner in their own classrooms. Candidates conclude the activity with a reflection in their journals that focuses on the identification of specific strategies they will use to improve communication between home and schools.

The successful implementation of these strategies is bolstered in Methods and Inquiry for Teaching English Learners (EDEL 434) as candidates learn how to modify their instruction, adapting strategies learned in the content courses so that their instruction is comprehensible to English learners. The creation of a viable and effective ELD/SDAIE Lesson Plan in EDEL 434 depends upon the inclusion of multiple SDAIE strategies; candidates must determine strategies that will make their instruction in English accessible and comprehensible to students who neither speak nor understand English. In Foundations in Elementary School Teaching (EDEL 430), Mathematics Curriculum and Instruction in Elementary School Teaching (EDEL 435), Science Curriculum and Instruction in Elementary School Teaching (EDEL 436), and Social Studies Curriculum and Instruction in Elementary School Teaching (EDEL 437), candidates also learn how to guide students in the use of computer technology and how to adapt instructional practice through the use of technology, visual organizers and concrete manipulative material so that all children have equal access to resources for learning.
The following table lists the course number and a sample activity where this element is addressed.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
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</thead>
<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>315: Teacher Graphic Mini Novel (TGMN); Exceptional Learners &amp; English Learners Online Assignment (EEL); Young Adult Literature Assignment (YALA)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: (Koppleman, 2011 and readings listed on syllabus); Self-Other Dialogue; Classroom Observation; Tracktivity: Eagles, Foxes, and Turtles</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Differentiated Instruction Activity; Organizing and Managing a Literacy Program Activity</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Book Talk; English Learners (EDEL 433 syllabus); Diverse Populations (EDEL 433 syllabus); IRIS Module RtI, Parts 1 &amp; 2</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; America’s Next Top Program Model (ANTpM) Poster; Newcomer Welcome Kit; ELSPED Online Reading Task; Case Studies</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson; Family Links Activity</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan: Resource Sketch; Shadows and Children’s Literature; Current Events</td>
</tr>
<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: 450 Lesson Plan</td>
</tr>
</tbody>
</table>

Candidates are prepared to effectively teach diverse students by increasing candidates’ knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
Candidates are introduced to the importance of considering students’ experiences, culture, skills, and abilities in the prerequisite courses Introduction to Elementary Classroom Teaching (EDEL 315) and Cultural Pluralism in Elementary Schools (EDEL 325), before being taught to apply what they learned using relevant pedagogical practices in courses and fieldwork in the Multiple Subject Credential Program. In EDEL 315 candidates gain exposure to the distinct experience of diverse students by reading about and discussing ways of improving school conditions to better serve the needs of diverse students. For example, after reading a Young Adult book from a provided list (which includes stories that focus on a range of diversities), candidates in EDEL 315 must identify biases, reflect upon the experiences of the primary characters in relation to their own, and detail what they will do in their own classrooms to assure students in similar circumstances have an equitable chance at academic success (see, e.g., the Young Adult Literature Assignment (YALA)). Fieldwork observations in EDEL 315 also assure exposure to diversity because 20 of the required 45 hours of observation must occur in classrooms with at least five ELs. Due to the diverse student population in our service area, the required fieldwork for this course also provides candidates with first-hand experiences working with students of varying ethnicities, native languages, and abilities.

EDEL 325 provides candidates with an essential foundation for understanding how culture in its many forms (e.g., ethnicity, gender, sexual orientation, ability, language, religion, and social class) shape student experiences and influence the learning process in school. Throughout this course, readings, lecture, and classroom activities focus on historical, social and political forces that affect the experiences of learners, and assignments prompt candidates to think about their own experiences with diversity, as well as how diversity impacts educational access and achievement. One of the assignments, the Self-Other Dialogue, requires candidates to conduct an interview with someone different from them in at least two ways in order to compare experiences with diversity in school settings in the United States. The course also requires candidates to engage in fieldwork observations in a public school classroom (e.g., the Classroom Observation) to identify how their selected classroom students’ ethnicities, gender, and/or abilities (linguistic and academic) influence grouping, interaction, and communication in schools.

Candidates have opportunities throughout the Multiple Subject Credential Program to learn about and use relevant and appropriate pedagogical practices that support core curriculum access and achievement. For example, in Methods and Inquiry for Teaching English Learners (EDEL 434) candidates develop an understanding of instructional strategies that support the educational access and achievement of English language learners through the design of an English Language Development (ELD) lesson that includes Specially Designed Academic Instruction in English (SDAIE) modifications in an ELD/SDAIE Lesson Plan. In Language Arts and Reading Instruction in the Public Schools (EDEL 433) candidates learn about specific strategies for developing literacy skills with English learners and become familiar with multicultural children’s literature to promote understanding of diverse groups. For example, they participate in class Book Talk about multicultural literature.

All of the core Multiple Subject Credential Program (MSCP) courses such as Language Arts and Reading Instruction in the Public Schools (EDEL 433), Integrated Curriculum and Instruction in the Elementary School (EDEL 429), Mathematics Curriculum and Instruction in Elementary
School Teaching (EDEL 435), Science Curriculum and Instruction in Elementary School Teaching (EDEL 436), and Social Studies Curriculum and Instruction in Elementary School Teaching (EDEL 437), emphasize the importance of adapting instruction to different learning styles, cognitive levels, and using cooperative learning and different grouping structures to provide support for all types of learners. These courses require that candidates design lessons that reflect appropriate use of these instructional procedures. In Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) these understandings are reinforced as candidates observe, plan and deliver instruction in classrooms with English learners and children from a variety of backgrounds. Classroom evaluations used by supervisors include mechanisms to assure candidates are designing and implementing instruction that includes appropriate pedagogical practices for their particular classrooms. Regular feedback from master teachers and supervisors over the semester provides candidates with up-to-the-minute information on the ways in which they are meeting all students’ needs, and identifies what they must do to develop.

The following table lists the courses and sample activities related to this element.

<table>
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<tr>
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<td>315: Young Adult Literature Assignment (YALA); Exceptional Learners &amp; English Learners Online Assignment (ELEL)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Self-Other Dialogue; Classroom Observation; Cultural Event Poster</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Book Talk</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); America’s Next Top Program Model (ANTpM) Poster; Foreign Film Activity; Bilingual Periods Chart; ELSPED Online Reading Task; Case Studies</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson; Family Links Activity</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Timeline for Lesson Planning, Resource Sketch, and Matrix for Differentiated Instruction</td>
</tr>
<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: 450 Lesson Plan</td>
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</table>

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
Primary responsibility for addressing these issues resides within the prerequisite course Cultural Pluralism in Elementary Schools (EDEL 325). Through readings, lecture and discussion, candidates gain knowledge about key concepts in multicultural education as well as the contributions and perspectives of different ethnic groups. In one required assignment, candidates form cooperative groups to research a major ethnic group and develop a class presentation that includes historical background, cultural traditions, family structure, preferred learning styles and language issues. The class then engages in discussion about implications for teachers. Candidates also read and discuss examples of how teachers can incorporate community culture into the instructional program and design multicultural lessons that present multiple perspectives and develop awareness of cultural differences.

In all of the courses, instructors stress the importance of gathering information about students and their communities in order to incorporate their cultures and values into the classroom program. For example, in Mathematics Curriculum and Instruction in Elementary School Teaching (EDEL 435), candidates complete a Mathematics Autobiography and Personal Mathematics History assignment, which helps them examine the relationship of their own personal background to their learning. They reflect upon their experiences and discuss the implications of this information in relation to their teaching developing teacher practice, and determine how to obtain similar information from their own students to inform curriculum design and differentiate instruction. In Methods and Inquiry for Teaching English Learners (EDEL 434), candidates read and analyze classroom situations that reflect cultural conflict and make recommendations for incorporating community values within the learning environment (Case Studies). For example, in the Visual and Performing Arts Seminar (EDEL 450), candidates do class projects to address this standard: 1) Analysis of Multicultural Music Traditions, 2) create a Shadow Puppetry Presentation telling the narrative of an historical event of oppression of one or more cultural groups. With each activity, candidates reflect on the implications of these traditions and events for the community life of students of cultural and linguistic diversity in K-8 classrooms.

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<tbody>
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<td>325: Cultural Event Poster; Ethnicity History</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: America’s Next Top Program Model (ANTpM) Poster; Case Studies; Foreign Film Activity</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Civil Rights Centers; Shadows and Children’s Literature</td>
</tr>
<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: Analysis of Multicultural Music Traditions; Puppetry</td>
</tr>
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</table>

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual
safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

In Cultural Pluralism in Elementary Schools (EDEL 325) candidates have multiple opportunities to read and discuss examples of bias and discriminatory practices in schools and society. In a variety of assignments in the course candidates also reflect upon their own biases and assumptions as they discuss readings and write their reflections in journals. Following fieldwork observations in a diverse setting (Classroom Observation), candidates must write an essay that requires them to reflect on how the learning environment is or is not equitable for all students.

As candidates progress through the MSCP there are additional opportunities to address issues of bias. For example, in Foundations of Elementary School Teaching (EDEL 430) they are involved in reflecting upon fieldwork observations, and reading and discussing selections by Lisa Delpit, Jonathon Kozol, and others who focus on inequalities that exist within schooling. Fieldwork assignments in Introduction to Elementary Classroom Teaching (EDEL 315) (the Teacher Graphic Mini Novel (TGMN)) and Foundations in Elementary School Teaching (EDEL 430) (Parenting an Exceptional Child) require candidates to observe a child who does not immediately attract notice in the classroom and then analyze how their instructional programs can better accommodate this child’s learning needs. In Methods and Inquiry for Teaching English Learners (EDEL 434) candidates read and analyze classroom situations that reflect teacher bias and misconceptions about English learners and make recommendations for improving the learning environment (Case Studies). In the social studies methods course (EDEL 437) candidates view a video about the history of intolerance in America and then reflect on their roles and responsibilities as classroom teachers to ensure justice and equity for all students.

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</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Prejudice &amp; Children’s Literature Online; Privilege Online; Classroom Observation; Midterm Paper</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: Foreign Film Activity; Case Studies</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Shadows and Children’s Literature; Analyzing Lyrics; Service-Learning Project (Candidates select one: Pay it Forward Project OR Involved Citizens Assignment)</td>
</tr>
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</table>

Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to
apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Candidates’ initial experience with examining their belief systems and assumptions about diverse student populations occurs in Cultural Pluralism in Elementary Schools (EDEL 325). In this course, they are required to engage in critical reflection about their assumptions regarding race, culture and privilege as they write thoughtful responses to articles by such authors as Peggy MacIntosh, Enid Lee, and Christine Sleeter (Prejudice & Children’s Literature Online; Privilege Online). They must also examine their assumptions when they reflect on and write about their fieldwork observations in diverse settings and interviews with individuals from different cultural backgrounds (Classroom Observation; Self-Other Dialogue).

As candidates progress through the MSCP they are afforded more opportunities to continue to examine and re-evaluate their perspectives. For example, in Foundations in Elementary School Teaching (EDEL 430) candidates conduct a community walk that provides them an opportunity to observe conditions of the neighborhoods of urban schools in which they are student teaching (Digital Storytelling & Community Snapshot). Candidates reflect upon their attitudes and expectations before and after the community walk and discuss issues related to working within diverse classroom settings. Candidates also learn to apply specific strategies to accommodate or modify instruction (such as using visuals, adapting text materials, varying learning activities, and using cooperative learning) in Foundations in Elementary School Teaching (EDEL 430) (Lesson Plan) and Methods and Inquiry for Teaching English Learners (EDEL 434) (ELD/SDAIE Lesson Plan) in the creation of lesson plans that support the academic achievement of all students. In both Language Arts and Reading Instruction in the Public Schools (EDEL 433) and the Mathematics Curriculum and Instruction in Elementary School Teaching (EDEL 435), candidates examine their beliefs and expectations about students from diverse backgrounds as they conduct case studies with children in their field assignments and consider the impact of factors such as home language and culture on learning.

Methods and Inquiry for Teaching English Learners (EDEL 434) specifically focuses on the needs of English learners. Candidates read and discuss case studies of students from diverse backgrounds to gain insight into the impact of culture, language, family and teacher expectations. They engage in small group discussion and quick writes to reflect on their own assumptions and expectations about working within diverse communities. In EDEL 434 candidates also become familiar with appropriate teaching strategies for each of the different stages of second language acquisition and design subject area specific lessons that are linked to stat standards, support multiple levels of English Language Development, and include Specially Designed Academic Instruction in English (SDAIE) strategies (ELD/SDAIE Lesson Plan).

In Student Teaching (EDEL 439) candidates must apply and demonstrate the ability to use a full range of instructional strategies for teaching grade appropriate content curriculum to all children, regardless of home language, culture, or socioeconomic status.

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</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Prejudice &amp; Children’s Literature Online; Privilege Online; Self-Other Dialogue; Classroom Observation; Midterm Paper</td>
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</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Motivating All Students to Read Activity</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; Foreign Film Activity</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Artifact Activity; Small Group Integrated Unit Plan</td>
</tr>
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</table>

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

*Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:*

_Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students’ academic, physical, emotional, and social wellbeing. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities._

In Introduction to Elementary School Teaching (EDEL 315), Cultural Pluralism in Elementary Schools (325), and Foundations in Elementary School Teaching (EDEL 430), candidates read about and discuss the role of the family and the potential it has to influence student achievement. This includes an examination of individual and family beliefs, attitudes, and values, as well as diverse family structures that affect a student's performance in school. For example, in EDEL 325 (Cultural Pluralism), each candidate conducts an interview with an individual of a culture that is different from that of the candidate (Self-Other Dialogue) to better understand the relationship of individual, familial, and social experiences to education. In this same course, candidates also read about and discuss the academic benefits of positive school-family-community relationships. For example, candidates read about and discuss the academic benefits of culturally relevant teaching and community/cultural funds of knowledge as ways to connect...
with students' backgrounds that also enhance learning and school achievement (see, e.g., Bennett, 2007). Additionally, in EDEL 430 when learning to plan lessons, candidates consider student background knowledge and/or experience as they develop and design responsive and engaging instruction.

Before entering and throughout the Multiple Subject Credential Program, candidates also learn about the many roles that families assume in promoting success, including academic and non-academic support. For example, in the prerequisite course, EDEL 325 students discuss the various support roles in many cultures of the extended family and the broader religious community. Once in the program, in EDEL 430, the Digital Storytelling & Community Snapshot assignment supports candidates’ understanding that a teacher’s knowledge of their students’ neighborhood and community is necessary for effective and meaningful teaching.

Our work in the program aims to be both representative and inclusive of the diverse types of families in California. The “Exceptional Child” assignment in EDEL 430, for example, requires candidates to research a student with special needs from the viewpoint of a parent. Goals for this assignment include helping candidates develop empathy for their child, locate resources, and consider ways to involve parents in the students’ education. In EDEL 434, candidates examine and respond to English Learner case studies that help them understand the role of linguistic, economic, health, and social status in promoting or eroding student academic success. In Curriculum and Instruction in Elementary School Teaching – Social Studies – Social Studies (EDEL 437) candidates examine ways to involve families in support of student academic success and write a letter to parents as part of the requirements for the Small Group Integrated Unit Plan: Home/ School Connections. Additionally, candidates participate in a “hands on” training in the Family Links Activity in Curriculum and Instruction in Elementary School Teaching - Science (EDEL 436) in which they learn and practice how to facilitate a multi-centered “Science Circus” for parents and students with the objective of encouraging a deeper interest in science for families from different cultural, ethnic, and linguistic backgrounds.

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<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Self-Other Dialogue; Cultural Event Poster</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot; Parenting an Exceptional Child</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: Case Studies</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Family Links Activity</td>
</tr>
<tr>
<td>Course Number and Title</td>
<td>Sample Activities that Address this Element</td>
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<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: [Small Group Integrated Unit Plan: Home/School Connections]</td>
</tr>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: [Evaluation of Web Based Health Resources]</td>
</tr>
</tbody>
</table>

Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

Candidates learn about key legislation and principles that address student placement throughout the Multiple Subject Credential Program. For example, in Introduction to Elementary Classroom Teaching (EDEL 315), a prerequisite course for the MSCP, students learn about legislation governing the rights of students who are eligible for special education services. Students read about, watch videos, conduct internet research on, and discuss the educational effects of legislation for English learners and laws that govern parents' rights to select educational options for English Learners. In Cultural Pluralism in Elementary Schools (EDEL 325), another prerequisite course for the MSCP, students read and learn about tracking and the negative effects of this practice. Candidates in this course can participate in [Tractivity: Eagles, Foxes, and Turtles](#), a simulation of tracking in a classroom. This activity is designed to increase candidates' awareness of the force of tracking in classrooms, and supports a discussion of meaningful alternatives (including multiple approaches to grouping practices) that promote a positive learning environment and support equal access to learning (Bennett, 2007).

Once in the program, in Foundations in Elementary School Teaching (EDEL 430) candidates also read about and discuss legislation and student and parent rights regarding the education of students with special needs. In Methods and Inquiry for Teaching English Learners (EDEL 434) candidates read about and discuss legislation that specifically governs types of programs available to English Learners. They also learn about parents' rights and procedures to place their students in the program of their choice. Additionally, integrated throughout the MSCP courses, including the PE, Health, and Mainstreaming Seminar (EDEL 452), candidates read about and discuss laws including the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, in relation to Individualized Education Programs (IEPs) and focusing particularly on student and parent rights. During Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439), candidates participate in parent/teacher conferences, and either an Individual Education Plan (IEP) or Student Study Team (SST) meeting. Candidates are introduced to IEPs in EDEL 315, the prerequisite course.

Student safety is addressed in readings across the courses, beginning in EDEL 315, when candidates are introduced to issues of student and teacher safety. These issues are taken up in increasingly specific ways in courses in the MSCP. For example, in Curriculum and Instruction...
in Elementary School Teaching – Science (EDEL 436), the in Koch textbook lists resources including “Learning About Safety Policies,” “Preparing for Classroom Safety,” and accident prevention as related to teaching science.

Candidates also study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect. In their Community, School, and Classroom Issues Seminar (EDEL 451), candidates participate in professional seminars related to child abuse, school law, classroom management, and school achievement. They complete online modules directly related to school law and child protection reporting procedures, including the completion of a sample state child protection report form. Additionally, all university faculty are required to review and sign an Acknowledgement of Mandated Reporter Status and Legal Duty to Report Child Abuse and Neglect form every year. Although our candidates are not officially considered mandated reporters we make sure that our candidates understand their responsibilities as volunteers in the classroom. A mandated reporter policy in the MSCP Handbook is reviewed with candidates by faculty to ensure awareness of the mandated reporter policy and other department policies and expectations.

Additionally, in Physical Education, Health, and Mainstreaming (EDEL 452), candidates are required to complete the Understanding Health Choices PowerPoint that includes a review of the California Health Framework and the Health Challenge standards. The Understanding Health Choices PowerPoint is designed to ensure that candidates become familiar with teaching strategies related to promoting children’s recognition of a healthy life style, understanding the growth and development process, and the informed use of health related information, products and services. Candidates then use this information to write and teach a health lesson plan during student teaching (EDEL 439).

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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</thead>
<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary School Teaching</td>
<td>315: Exceptional Learners &amp; English Learners Online Assignment (ELEL)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Tracktivity: Eagles, Foxes, and Turtles</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Special Education Law Presentation</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: America’s Next Top Program Model (ANTpM) Poster</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching – Science</td>
<td>436: Modeling of Safety and Accident Prevention</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork EDEL 439: Student Teaching</td>
<td>Participate in parent/teacher conferences; Attend an IEP or SST meeting; Review Mandated Reporter Policy</td>
</tr>
<tr>
<td>EDEL 451: Community School and Classroom Issues</td>
<td>451: Child Abuse Module; Activity Evaluating Anti-bullying Resources</td>
</tr>
</tbody>
</table>
Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.

Mediation and conflict management provide ways to diffuse tension, disagreement and discord that can lead to conflict and violence. In three different courses, candidates have opportunities to develop their capacity to recognize and anticipate potentially divisive situations and ways to mediate these. In Foundations in Elementary School Teaching (EDEL 430), for example, candidates examine the difference between discipline and mediation, and conflict and violence. They learn about ways to promote class harmony and discuss and resolve student differences (e.g., through means such as weekly class meetings). Strategies related to creating a classroom community that is a respectful, safe, and effective learning environment are integrated into their Classroom Management and Discipline Plan assignments in EDEL 430. Candidates then have opportunities in the field during Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) to question and reflect on how they can implement these techniques with students.

Additionally, in their Community, School, and Classroom Issues Seminar (EDEL 451), candidates attend seminars that provide a variety of anti-bullying resources and lesson plans and practical hands-on experience with case study scenarios. These seminars focus on issues like “The Art of Classroom Ethics” and Classroom Management “Tools and Toys” by Rick Morris, and address developing effective strategies for crisis prevention, conflict management, and respectful resolution.

Candidates learn about the effects of bullying and California Education Code 234 during Community School and Classroom Issues (EDEL 451). Candidates participate in a discussion during class about bullying and read and discuss several pertinent documents related to bullying. First, candidates read Ready Set Respect! (2012), created by the Gay Lesbian Straight Education Network that features topics such as inclusion, respectful learning lesson plans, preventing bullying and bias in the classroom. After reading the document, candidates evaluate lesson plans and hold small group discussions to explore implementation strategies in teaching. To guide the discussion, candidates also read two volumes by Times for Kids that focus on Stop Bullying Now! (2011). The volumes are comics designed for elementary-aged children that provide scenarios related to bullying and its prevention. Candidates discuss how these resources may be included in their instruction to promote understanding among students. Finally, to solidify candidates’ understanding of Education Code 234 and anti-bullying strategies, they read and discuss the Preventing Bullying a Manual for Schools and Communities (1998), created by the Department of Education, Washington DC.

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</thead>
<tbody>
<tr>
<td>EDEL 452: Physical Education, Health and Mainstreaming Seminar</td>
<td>452: Mainstreaming Seminar Law Online Learning Module; Understanding Health Choices PowerPoint</td>
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</table>
Courses and Sample Activities that Address this Element

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<tbody>
<tr>
<td>EDEL 430: Foundations in Elementary Teaching</td>
<td>430: Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 451: Community School and Classroom Issues</td>
<td>451: Preventing Bullying: A Manual for School and Communities (1998); Time for Kids: Stop Bullying Now! Volumes 1 and 2 (2011); and Ready, Set, Respect! (2012); Child Abuse Module; Activity Evaluating Anti-bullying Resources</td>
</tr>
</tbody>
</table>

Candidates understand the effects of family involvement on teaching, learning and academic achievement, and candidates learn and apply skills for communicating and working constructively with students, their families and community members.

Throughout the Multiple Subject Credential Program, candidates read and learn about the many roles that families assume in promoting success, including academic and non-academic support. Many of the readings in EDEL 430 support candidates’ understanding of the importance of family involvement in fostering student success in schools and candidates are taught skills for communicating and working constructively with families. For example, in the Guillaume textbook: chapter 1 discusses “teaching tips” that encourage candidates to consider ideas for “Getting to Know Families and Communities; chapter 3 examines sample prompts for student and family questionnaires; and chapter 10 discusses the importance of “Working with Families” and considering how to involve them in the educational process.

Establishing productive relationships and open communication with families from diverse backgrounds is also emphasized in the program. In EDEL 325, candidates read about the ways in which distinct cultural groups interact and communicate with others (Bennett, 2007). Then in EDEL 434, they build upon these readings as they examine and respond to case studies that emphasize the role of economic, health, and social status in promoting or eroding student academic success. Candidates also have an opportunity to participate in hands-on training and facilitation of a school-based Family Links Activity in EDEL 436, in which they work with students and families from their school communities to foster increased interest in science education across distinct ethnic, linguistic, and socio-economic backgrounds. These skills are further developed in EDEL 437, in which candidates are required to write a letter to parents to encourage family involvement and participation in social studies (Small Group Integrated Unit Plan: Home/ School Connections), and in EDEL 435, when candidates interview students to find out more about how the student’s background and past experience affect the teaching and learning of mathematics (Assessing Mathematical Understanding). Finally, in Community, School, and Classroom Issues Seminar (EDEL 451) candidates learn about appropriate and effective elements to include in back-to-school night, open house, and parent conferences. All of these strategies are then implemented in Student Teaching (EDEL 439), as candidates participate in parent conferences and/or after-school events that include parents or families.

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</thead>
<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>315: <a href="#">Young Adult Literature Assignment (YALA)</a></td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: <a href="#">Teaching English Learners Presentation</a></td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: <a href="#">Parenting an Exceptional Child; Digital Storytelling &amp; Community Snapshot; Classroom Management and Discipline Plan</a></td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: <a href="#">Case Studies</a></td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: <a href="#">Assessing Mathematical Understanding</a></td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: <a href="#">Family Links Activity</a></td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: <a href="#">Small Group Integrated Unit Plan: Home/School Connections</a></td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: <a href="#">NCR forms; Fieldwork Evaluation</a></td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: <a href="#">NCR forms; Student Teaching Evaluation</a></td>
</tr>
</tbody>
</table>

**Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.**

Beginning in EDEL 315 and EDEL 325, the prerequisite courses, candidates must familiarize themselves with community resources and agencies that serve the needs of California’s diverse learners. In the [Exceptional Learners & English Learners Online Assignment (EEL)](#) in EDEL 315, candidates must conduct internet research on issues related to exceptional and English learners in schools using government, educational, or non-governmental organization (NGOs) websites. In EDEL 325, candidates participate in a cultural event with a community diverse from their own. Beyond engaging with people at the event, candidates must also research the history and traditions of the culture, as well as locating a restaurant in the area that might serve as a resource for maintaining cultural ties. These introductions are further developed in the program. For example, in Foundations in Elementary School Teaching (EDEL 430), as candidates complete the [Parenting the Exceptional Child](#) assignment, they “adopt” an exceptional learner and locate high-quality websites that describe site-based and community resources and agencies that support a variety of learners with individual needs. Also, a major objective of the [Digital Storytelling & Community Snapshot](#) assignment in EDEL 430 is to help candidates realize that a teacher’s knowledge of site based and community resources and agencies is important for
providing integrated support for families. In EDEL 434, candidates research various bilingual programs for the America’s Next Top Program Model (ANTpM) Poster, and search for local and regional community resources for non-English speaking or ethnically diverse students and their families when they complete the Newcomer Welcome Kit.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.

During EDEL 452, candidates complete a module focusing on health and safety issues, prevention principles, and instructional strategies related to effective decision making to enhance the quality of life. Candidates learn about specific health related practices that will promote healthy lifestyle choices when candidates complete the Healthy Lifestyles Module.

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

During the P.E., Health & Mainstreaming Seminar (EDEL 452) candidates complete online modules where they learn the major concepts, principles and instructional strategies related to student health and nutrition (Healthy Lifestyles Module; Understanding Health Choices PowerPoint). They learn about the effects of alcohol, narcotics, drugs, and tobacco, child protection and reporting procedures and strategies for supporting students and families who may be at risk for these problems. Candidates plan and implement lessons that help students understand how to foster good health and nutrition, and develop a comprehensive health education plan which includes a list of health learning goals for a particular grade level. In addition, they learn from their master teachers the school procedures for referring students with communicable diseases.

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Support this Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 452: Physical Education, Health &amp; Mainstreaming Seminar</td>
<td>452: Healthy Lifestyles Module; Understanding Health Choices PowerPoint</td>
</tr>
</tbody>
</table>

Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

Verification of completion of an approved CPR course is required for all candidates who apply to the Multiple Subject Credential Program. Item #15 of the listed Multiple Subject Credential Program Admission Requirements (http://ed.fullerton.edu/EDEL/MSCP_additional.html) states:
“Proof of CPR (Infant, Child, Adult) Certification. The course must be taken from the approved site and cannot be an online course.”

Standard 11: Using Technology in the Classroom

Each element for Standard 11 has been integrated into the prerequisite and professional preparation courses in the Multiple Subject Credential Program (MSCP). All elements are not evident in specific courses, but can be identified throughout the entire program as a whole. The overall goal is to ensure that each candidate begins learning about and using appropriate computer-based technology to facilitate the teaching and learning process, which is the focus of Standard 11.

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are familiar with basic principles of operation of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

Candidates meet this standard through a variety of activities provided throughout the program. Since 2006, we have had an increase in the access of educational technology provided to candidates throughout our program. As an example, the College has provided access to Discovery Streaming—an online video resource—for candidate use. In addition, the department, College and University have purchased interactive white boards, and our candidates participate in lessons on how to integrate this technology into the classroom. The university also provides all candidates with access to Lynda.com, an online database of technology tutorials ranging from navigating a smart phone, to how to use specific technology programs and applications. Another example is the development of a technology cohort in the Multiple Subject Credential Program in which candidates are provided with a laptop to use as their own for the duration of the program. Finally, all cohorts are encouraged to bring their own mobile devices to class and to use these devices to complete assignments. Candidates in EDEL 436 (Curriculum and Instruction in Elementary School Teaching – Science) are required to plan and lead a Model Learning Cycle Lesson that must incorporate technology for student learning. Because they must implement the technology, candidates must become thoroughly familiar with their selected digital tools and troubleshoot both the hardware and software required for student success.

The Department also has a range of technologies available for instructor checkout. Technology available for checkout includes:

- Flip cameras (class set)
- digital cameras (class set)
- iPod touches (33)
- portable document cameras (4)
- Pasco probeware (6 handheld USB digital microscopes, each with probes for temperature, sound, light, ph)
- Turning Point audience response systems (2 sets)
- portable projectors (5)
In addition to the Department technology resources and computer lab, faculty have the option of reserving the PAC (Professional Activity Center) for conducting a class session. Within the PAC, faculty and candidates have access to an interactive whiteboard, a laptop cart (20 Mac laptops), and 6 ProScopes (hand held USB digital microscopes).

All incoming multiple subject credential candidates are also required to attend a two-hour technology boot camp session before starting the program. The goals of this session are to provide candidates with: an appreciation of the scope of the world of educational technology and its rapid evolution, an opportunity to use problem solving and critical thinking skills, and an introduction to a few new technology tools to add to their teaching toolbox. During the session candidates are instructed on basic computer operations and introduced to 21st century skills, digital citizenship, Web 2.0 and technology tools such as document cameras, interactive white boards, and audience response systems. Candidates are also instructed on trouble-shooting techniques for computer systems and peripheral devices (e.g. document cameras, laptops, interactive white boards). An emphasis is placed on the integration of technology in the classroom to enhance academic instruction by actively engaging all learners with the content (see, e.g. Tech Boot Camp Passport).

Additionally, all course syllabi include a statement like the following which directs candidates to appropriate avenues of technical support, should their basic troubleshooting techniques for computer systems and related peripheral devices require additional attention or assistance:

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title, Professional Development Program or Special Seminar</th>
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</thead>
<tbody>
<tr>
<td>Technology Boot Camp</td>
<td>Candidates learn how to use Interactive Whiteboards, document cameras, and a range of classroom technologies as part of a professional development session (Tech Boot Camp Passport)</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum &amp; Instruction in the Elementary School</td>
<td>429: Book Trailers Candidates use video cameras to produce Book Trailers to promote reading of an informational book. They work in teams to plan, film, edit, and troubleshoot their production.</td>
</tr>
</tbody>
</table>
### Course Number and Title, Professional Development Program or Special Seminar | Sample Activities that Address this Element
---|---
EDEL 435: Curriculum and Instruction in Elementary School Teaching – Mathematics | 435: Math Website and App Review
EDEL 436: Curriculum and Instruction in Elementary School Teaching – Science | 436: Model Learning Cycle Lesson
EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies | 437: Flat Stanley: Candidates upload digital images and write a post describing Flat Stanley’s adventures on a class blog.

**Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.**

Throughout the credential program, candidates facilitate learning through the use of technology by developing lessons and units that integrate technology aligned with state-adopted academic content standards as part of their required coursework. Many of these lessons are then implemented in the K-8 classrooms in which candidates student teach. For example, in the methods course, Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates develop the Small Group Integrated Unit Plan: Resource Sketch and Timeline for Lesson Planning. During this unit, candidates must identify resources and develop lessons that include technology components with which their students will be engaged. The types of technology components will vary. Most, however, include a Web-based element where Web sites are incorporated into lessons. An example is having students take “virtual field trips” on the Internet by visiting museums and other geographic location Web sites.

In Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436) candidates also develop an integrated science unit that includes a technology-based lesson. For example, candidates in some blocks incorporate technology for their Model Learning Cycle Lesson. Additionally, candidates in EDEL 436 use: digital cameras and reflect on their instructional effectiveness (See Scale and Structure Assignment); Web 2.0 tools such as Slide Rocket via Science Learning Journals; QR codes; and Animoto (see, e.g., Integrated Science Exploration). After experiencing technology tools as learners at CSUF, candidates employ, as they deem appropriate, the tools in their student teaching settings.

Faculty in the department also model Web 2.0 tools, interactive whiteboards, audience response systems, and document cameras on a regular basis to actively engage students and enhance instruction in the classroom. Additionally, candidates are expected to use multimedia or other technology (document camera, Internet) to present their projects in their coursework and are given opportunities to request the use of Department technology to support technology integration in practice. This allows candidates to demonstrate they are able to select the most appropriate educational technology for their intended outcome. For example, candidates explore
iPod Touch apps and discuss how these apps can be used to support literacy learning as part of the Choice Sheet activity in Language Arts and Reading Instruction in the Public Schools (EDEL 433). Based on interests and self-identified needs, candidates select experiences from the Choice Sheet to complete. Several of the choices are, however, required ("must do's"), including the apps exploration.

Candidates examine a variety of current educational technologies using selection criteria to evaluate computer-based resources (e.g., the use of the Internet, multimedia materials, computer-assisted instruction, productivity, and presentation tools). For example, in Foundations of Elementary School Teaching (EDEL 430), candidates use presentation software such as iMovie and web-based presentation tools such as Wordle and Glogster and bookmarking tools such as PortaPortal in order to share information with colleagues (in the context of the Parenting an Exceptional Child). Additionally, in Methods and Inquiry for Teaching English Learners (EDEL 434), candidates use established criteria to determine the accuracy, reliability, and biases of information on the Internet, in the creation of Newcomer Welcome Kits for English Learners.

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<tr>
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<td>429: Candidates use video cameras to produce Book Trailers to promote reading of an informational book. They work in teams to plan, film, edit, and troubleshoot their production.</td>
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<tr>
<td>EDEL 430: Foundations of Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot; Parenting an Exceptional Child</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Candidates explore iPod Touch apps and discuss how these apps can be used to support literacy learning as part of the Choice Sheet activity. Candidates identify software that targets a student need identified in the case study (Reading Case Study). Candidates identify and share with small groups a website that supports their Book Talk and post a link and information about the website on the class portaportal.</td>
</tr>
<tr>
<td>EDEL 434: Methods of Inquiry for Teaching English Learners</td>
<td>434: Newcomer Welcome Kit</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching – Mathematics</td>
<td>435: Math Website and App Review</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson; Integrated Science Exploration; Scale and Structure Assignment; Science Learning Journals</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching - Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Resource Sketch; Timeline for Lesson Planning</td>
</tr>
<tr>
<td>Course Number and Title</td>
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<tr>
<td>EDEL 451: Community School and Classroom Issues</td>
<td>451: Copyright Law Module</td>
</tr>
<tr>
<td>EDEL 452: Physical Education, Health and Mainstreaming Education</td>
<td>452: Evaluation of Web Based Health Resources; Evaluate Physical Education Websites</td>
</tr>
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</table>

*Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.*

With the increased access to educational technology in society, issues related to copyright, privacy, security, and safety are discussed throughout the program. Beginning in Introduction to Elementary Classroom Teaching (EDEL 315), candidates are introduced to the Acceptable Use Policies in place at their fieldwork sites. Course instructors also discuss Acceptable Use Policies (AUP) with the candidates (in order to check out the iPod cart faculty must attend professional development sessions that include a discussion of AUP), and are required to have candidates sign an AUP prior to using any Department equipment. Integral to this is a discussion of what an AUP is and why it is important. In the technology cohort, candidates sign and agree to an AUP before receiving their department-issued laptop.

In the mandatory technology boot camp session that all candidates attend before the program begins, digital citizenship and netiquette are also examined. Instructors discuss legal and ethical issues such as downloading music and images illegally, posting inappropriate content on social media sites (Facebook, blogs, Twitter, etc.), and the responsibility that candidates have as teachers to model digital citizenship for their future elementary students. Candidates view a short video clip (http://youtu.be/XU0vFsaTzyk) about how rapidly the world of technology is changing and discuss the impacts of these changes on their role as teachers. As a cautionary note, they are also provided with a link to an article (http://it-lex.org/teacher-slams-first-graders-in-facebook-status-updates-gets-fired/) about a teacher who was fired for posting inappropriate content on her Facebook page.

Candidates are expected to act in accordance with their knowledge in this area for all course and field experiences. Issues of copyright law are also addressed through an online module (Copyright Law Module) in the Community, School and Classroom Issues Seminar (EDEL 451), and revisited across courses as faculty discuss candidate responsibilities in completing assignments.

Integrated into coursework are regular demonstrations using technology for information collection, analysis, and management in the instructional setting. For example, in EDEL 430, candidates learn about and show proficiency with using electronic grade books to both collect information on students and analyze it for instructional development and communicating with parents about areas for improvement. Candidates also use Taskstream, a web-based software application, to create lesson plans, units, and rubrics in courses, and to submit their TPAs.
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<table>
<thead>
<tr>
<th>Course Number and Title, Program or Seminar</th>
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</tr>
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<tbody>
<tr>
<td>Technology Boot Camp Session</td>
<td>Candidates view a short video clip about how quickly technology is changing (<a href="http://youtu.be/XU0vFsaTZYk">http://youtu.be/XU0vFsaTZYk</a>), are provided with a link to an article about a teacher who was fired for posting inappropriate content on her Facebook page (<a href="http://it-lex.org/teacher-slams-first-graders-in-facebook-status-updates-gets-fired/">http://it-lex.org/teacher-slams-first-graders-in-facebook-status-updates-gets-fired/</a>), and then discuss The 9 Elements of Digital Citizenship and their responsibilities as teachers.</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching - Social Studies</td>
<td>437: Small Group Integrated Unit Plan: Resource Sketch</td>
</tr>
<tr>
<td>EDEL 451: Community, School and Classroom Issues Seminar</td>
<td>451: Copyright Law Module</td>
</tr>
</tbody>
</table>

Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.

Candidates are provided opportunities to explore best practices and the most effective uses of research findings via technology in teaching and learning through readings assigned throughout each credential course. The information presented in the readings are analyzed by the candidates and discussed in class (and in some cases in online threaded discussion forums facilitated by the use of Titanium/Moodle, a Web-based course management system used to augment in-class course sessions). Candidates use the analysis of the research findings to design and develop lessons that incorporate technology best practices to enhance the teaching and learning process. An example can be found in Introduction to Elementary Classroom Teaching (EDEL 315), a prerequisite course for the Multiple Subject Credential Program, in which candidates conduct Internet research on one type of learner using a government, academic, or nonprofit Internet site to find information about meeting the needs of diverse students in the classroom (Exceptional Learners & English Learners Online Assignment (ELEL)). Candidates describe two instructional modifications or accommodations that can be made for these students, and one technology resource that can be used. Based on their readings and discussions, candidates apply what they have learned in their content method courses by designing lessons and activities that incorporate best practices in the use of technology.

Throughout various courses, candidates use electronic research tools to gather and assess the authenticity, reliability, and bias of data. Candidates are provided opportunities to use the Internet to search for websites they would use in the classroom. Using a checklist of criteria
provided in the course, they evaluate the websites they have gathered. Candidates continue using and refining their skills to assess authenticity, reliability, and bias of data throughout the credential program as they gather information on the Internet, including information for use in the EDEL 437 Small Group Integrated Unit Plan: Scholarly Knowledge and Resource Sketch. As another example, in EDEL 436, candidates are required to deepen their own scientific knowledge using web-based resources (Knowledge Exploration). They must select only high quality websites and triangulate among sources to ensure that they select accurate and objective information in drawing their conclusions. The Knowledge Exploration Rubric assesses candidates’ selection of high quality digital content.

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<tr>
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<td>315: Exceptional Learners &amp; English Learners Online Assignment (EEL)</td>
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<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Reading Case Study</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: Newcomer Welcome Kit</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Math Website and App Review</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Knowledge Exploration; Knowledge Exploration Rubric</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan: Scholarly Knowledge; Resource Sketch</td>
</tr>
</tbody>
</table>

Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations.

Much of this standard is addressed during the Supervised Field Experiences (EDEL 438) and Student Teaching (EDEL 439). During student teaching, candidates are required to plan and implement a range of lessons integrating technology. During coursework, specifically Curriculum and Instruction in Elementary School Teaching: Science (EDEL 436), candidates create a lesson or unit that includes technology-based lessons that are developed with the intent of implementation during the field experiences (see Model Learning Cycle Lesson). This is also the case in Methods and Inquiry for Teaching English Learners (EDEL 434) when candidates must identify at least 2 resources that utilize technology (e.g., instructional CDs on tape, an EL-appropriate computer learning games, websites) that they will include in their Newcomer
Welcome Kit (designed to aid in the integration of recently arrived EL students into their future classrooms).

**Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.**

Candidates are introduced to varying computer-based methods to manage and communicate records, including Microsoft Excel, grade-book software, and web-based grade-book sites. For example, candidates in Foundations of Elementary School Teaching (EDEL 430) review software related to grade management and recordkeeping and analyze grade distribution over time and subject areas in the Assessment and Evaluation Analysis assignment. This assignment also requires candidates to interview their Master Teachers about the ways in which they manage student records, the uses of student records, and how grading processes and results are communicated with students and their parents.

**Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.**

According to the Department initial technology survey taken by all candidates entering the program (n=720 as of March, 2012), over 90% of our candidates already feel proficient at using technology to communicate with other professionals and 100% reported entered our program with experience using email, searching the Internet, and using the World Wide Web on a daily or weekly basis. Given the current level of technological fluency of our candidates, we do not focus on teaching the use of technology, but promote its use during all coursework.

With the surge of Smartphones, social networking and Web 2.0 tools such as shared documents, wikis, twitter, and blogs, candidates in our program are consistently given opportunities to use these technologies for collaborating and communicating with each other, other professionals, and the families of their students. The Multiple Subject Credential Program has a Twitter account (#CSUFteachk8) and Facebook (https://www.facebook.com/#!/CSUFTeacherEducation). Cohorts additionally often create their own Facebook communities for candidate collaboration and community building (e.g., https://www.facebook.com/#!/groups/277681818735/ or https://www.facebook.com/#!/groups/147410968612906/). Additionally, through our Learning Management System (now Moodle/Titanium, formerly BlackBoard) all candidates are members of the MSCP Professional Development community. This site provides announcements for professional development opportunities for multiple subject credential candidates, such as free workshops, conferences, volunteer opportunities, adding credential authorizations, and job fairs.

All candidates at California State University, Fullerton are provided with a campus email and access to Google Docs (Called Titan Apps). Candidates use these to communicate with faculty, Supervisors, Master Teachers, and each other.

As a Department, we have been promoting the use of a learning management system to supplement on-campus coursework. Examples of this include threaded discussions, wikis, and
submitting assignments electronically. Candidates also collaborate on lesson planning and unit planning through the use of TaskStream (web-based software program that supports online lesson planning and design). Activities related to these educational technology tools vary among instructors.

Additionally, candidates are exposed to other collaboration tools in Foundations of Elementary School Teaching (EDEL 430; they are introduced to educational listservs, blogs, and discussion forums for enhancing their professional growth and for gathering ideas and resources that can be integrated into teaching and learning.

**Standard 12: Preparation to Teach English Learners**

One of the biggest challenges for teachers in California today is supporting the academic achievement of English Learners (ELs). In the Elementary and Bilingual Department’s Multiple Subject Credential Program (MSCP), we take meeting this challenge seriously by developing candidates’ understandings of, attention to, and experiences with instruction that recognizes the role of language and culture in student learning. Across the MSCP classes, candidates are taught to identify and develop EL language proficiency levels (across all four language domains) in standards-based instruction that is both engaging and meaningful. Building on current state and federal policies, MSCP candidates investigate the ways in which bilingual programs shape educational access, recognize the value of students’ native language and culture, and influence student development. They then use their understandings of current practices and policies to effectively select and create instructional materials, methods, and strategies so that their students acquire listening, speaking, reading and writing skills in English that allow them to flourish in schools.

Below we detail the specific ways in which the EDEL MSCP meets standard 12. Each subcategory of standard 12 is elaborated with a table that identifies key activities across the program (beyond course readings) that focus on the issue identified in the subcategory. In each of the strands below, we draw your attention to EDEL 434 (Methods and Inquiry for Teaching English Learners). Although every course in our MSCP supports candidates’ capacity to modify instruction and demonstrate knowledge and application of pedagogical theories, principles, and practices for English Language Development, EDEL 434 is the course in which we introduce, establish, and cultivate these capacities. Offered the first semester because it will shape everything candidates do in the field, EDEL 434 provides candidates with the theoretical and practical foundation for successfully designing, modifying, and integrating EL instruction in general education classrooms. We do this in an intensive two-unit class that not only focuses on the use of particular skills or strategies, but more importantly for our current educational and demographic situation here in California, builds on developing candidates’ abilities to critically recognize and develop instruction that fits their particular students’ needs.

*Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:* Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English Learners; and candidates understand the local and
school organizational structures and resources designed to meet English Learner students’ needs.

Beginning with the prerequisite course, EDEL 325 (Cultural Pluralism in Elementary Schools) and continuing through EDEL 434 (Methods and Inquiry for Teaching English Learners), candidates are introduced to the theoretical foundations and practical aims of a range of transitional and maintenance bilingual and ELD instructional programs in use in California. Through readings, activities, and fieldwork observations, candidates learn about the impact of various programs for the effective teaching and support of English Learners.

Before entering the MSCP, students are introduced to the various periods of bilingual education and the range of programs implemented in classrooms in California, in EDEL 325 (Bilingual Periods Chart). This introduction is then developed substantively and practically in EDEL 434. The primary responsibility for ensuring that candidates understand the purpose, goals and content of the adopted instructional program for the effective teaching and support of English Learners, as well as understanding the local and school organization structures and resources for English Learners needs, resides in EDEL 434. Through readings, activities and fieldwork in this course, candidates develop an in-depth understanding of structured English immersion, newcomer programs, pull out programs, various models of bilingual education including early/late exit and dual immersion programs, as well as how school structures are designed to meet the needs of English Learners. For example, in EDEL 434, students analyze contemporary bilingual program models (in the America’s Next Top Program Model (ANTpM) Poster activity) to identify: how policies impact practice; how language acquisition theories shape bilingual program models; and, the relationship of state and federal laws to instruction. Collaboratively, candidates work to determine the strengths and weaknesses of particular bilingual programs, as well as which populations each program helps most.

In EDEL 434 candidates further develop an understanding of the role of local and school organizational structures and resources designed to meet English Learner students’ needs in relation to language development in the acquisition of literacy. They learn, for example, how bilingual education programs can help English Learners achieve the reading and language arts academic content standards, as well as how teachers can build on native language literacy skills in transitioning to English literacy. Thus, candidates develop an understanding of how different instructional program models support English Learner achievement that they apply in lesson development (ELD/SDAIE Lesson Plan).

In Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) candidates observe, plan and deliver instruction in schools with different organizational structures such as structured English immersion classes with pull-out English language programs, leveled English language development team teaching, bilingual education programs including early/late exit and dual immersion programs.

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Candidates learn about state and federal legal requirements for the placement and instruction of English Learners, and ethical obligations for teaching English Learners.

In the MSCP prerequisite courses EDEL 315 (Introduction to Elementary Classroom Teaching) and EDEL 325 (Cultural Pluralism in Elementary Schools), candidates read and discuss legal issues, and consider state and federal laws that have shaped and currently govern programs designed to meet the educational needs of English Learners.

EDEL 434 (Methods and Inquiry for Teaching English Learners) builds upon and elaborates this initial exposure by developing candidates’ understanding of these programs and policies while underscoring candidates’ ethical obligations to students who are linguistically diverse. Specifically, candidates examine the relationship of state and federal mandates to the day-to-day policies that impact student placements and instructional programs in the America’s Next Top Program Model (ANTpM) Poster and the ELSPED Online Reading Task. Then, after a class session focused on the California English Language Development Test, candidates independently consider the relationship of state assessment requirements to EL identification and placement in the Oral Language Assessment (SOLOM) assignment.

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<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: <a href="#">Bilingual Periods Chart</a></td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: <a href="#">ELD/SDAIE Lesson Plan</a>; <a href="#">America’s Next Top Program Model (ANTpM) Poster</a>; <a href="#">ELSPED Online Reading Task</a>; <a href="#">Case Studies</a></td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: <a href="#">NCR forms</a>; <a href="#">Fieldwork Evaluation</a></td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: <a href="#">NCR forms</a>; <a href="#">Student Teaching Evaluation</a></td>
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**Course Number and Title**

- **EDEL 325: Cultural Pluralism in Elementary Schools**
  - 325: [Bilingual Periods Chart](#)

- **EDEL 429: Integrated Curriculum and Instruction in the Elementary School**
  - 429: [Teaching English Learners Presentation](#)

- **EDEL 430: Foundations in Elementary School Teaching**
  - 430: [Lesson Plan](#)

- **EDEL 434: Methods and Inquiry for Teaching English Learners**
  - 434: [ELD/SDAIE Lesson Plan](#); [Oral Language Assessment (SOLOM)](#); [America’s Next Top Program Model (ANTpM) Poster](#); [ELSPED Online Reading Task](#)

- **EDEL 438: Supervised Fieldwork**
  - 438: [NCR forms](#); [Fieldwork Evaluation](#)

- **EDEL 439: Student Teaching**
  - 439: [NCR forms](#); [Student Teaching Evaluation](#)
Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English Learners.

Our MSCP is designed so that candidates are provided with opportunities in every course to apply pedagogical theories, principles, and practices that simultaneously develop students’ content comprehension and English proficiency. There is no content area course, for example, that does not require the modification of lesson plans for ELs. This is in evidence in our use of a Lesson Plan Template across the courses for the last 10 years that requires the inclusion of EL modifications. This template can be tailored to particular courses, but EL modifications – modifications introduced, developed, and practiced in EDEL 434 (Methods and Inquiry for Teaching English Learners) – must be integrated into every lesson plan.

In EDEL 434, candidates learn to identify, develop, and use a range of instructional strategies for teaching grade appropriate curriculum in comprehensible and engaging ways to English Learners at all levels of language proficiency (see, e.g., Case Studies; ELD/SDAIE Lesson Plan; Weach-In). For example, in EDEL 434, candidates develop and present Specially Designed Academic Instruction in English (SDAIE) strategies in lessons that attend to different levels of English language proficiency based on the state English Language Development standards and content standards for a particular grade level (ELD/SDAIE Lesson Plan). They further address how these strategies might be used differently at different grade levels in the Weach-In. In this activity, candidates work in small groups to develop their capacity to use particular SDAIE strategies (e.g., Pictorial Input; Graphic Organizers; Hands-on; Realia; Vocabulary Book/Board; Total Physical Response (TPR); Questioning Techniques; Four corners; Story Board; and, Chants) with multiple English Level Development (ELD) and grade levels, in more than one subject area, and in support of both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

In Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates read about and discuss practices that support English learners' literacy participation and development. Chapter 1 in the core text Literature-based Reading Activities, for example, outlines principles for teaching English learners. Candidates read the chapter and participate in class discussions about the key concepts. Their reading and discussion reinforces material addressed in EDEL 434 and also lays important groundwork for their Literature Activities assignment in which they develop, present, and analyze activities for their appropriateness for the full range of learners, including English learners. Candidates also participate in Book Talks. One focus of the Book Talks is how to select literature that can facilitate the language development and comprehension of English learners.

In Integrated Curriculum and Instruction in the Elementary School (EDEL 429), candidates build on and extend their knowledge of teaching English learners by participating in a variety of experiences in which they identify or modify instructional activities to meet the needs of learners with various needs (Differentiated Instruction Activity) and by reviewing and discussing professional material presented in various sources (including articles posted on
www.colorincolorado.org, a bilingual site for families and educators of English language learners). Candidates work in small groups to develop a Readers’ Theater script on an assigned topic – e.g., content-area (mathematics, science); literacy (vocabulary, emergent literacy); or working with families of English learners – they then present in class in the Teaching English Learners Presentation.

In 450, candidates learn to identify, develop and use a range of instructional strategies for teaching in comprehensible and engaging ways for ELs through the arts. For example, they use drawing, painting and sculptural skills to support understanding in mathematics and science (Painted Papers; Grid Drawing; Tessellations; Reading and Notating Music); music and movement processes to support social studies understanding (Reading and Notating Music; 450 Lesson Plan). Candidates apply these SDAIE strategies as they write a lesson plan integrating visual and performing arts with another core academic subject, indicating differentiation of instruction for ELs in the lesson plan.

During Student Teaching (EDEL 439), candidates must apply and demonstrate knowledge, skills and abilities in teaching grade appropriate content to English Learners. University supervisors use lesson observation forms that include specific instructional considerations for English Learners. These observation forms require supervisors to assess candidates on their use of appropriate instructional strategies and vocabulary for English Learners.

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<td>429: Differentiated Instruction Activity; Teaching English Learners Presentation</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Lesson Plan; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Literature Activities; Book Talk</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); ELSPED Online Reading Task; Case Studies; Weach-In</td>
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<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Math Content Standards Review; Small Group Math Lesson</td>
</tr>
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<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
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<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Resource Sketch; Matrix for Differentiated Instruction; Timeline for Lesson Planning</td>
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<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: 450 Lesson Plan; Origami; Tessellations; Grid Drawing; Cultural Dance; Painted Papers; Reading and Notating Music</td>
</tr>
<tr>
<td>EDEL 452: PE, Health, and Mainstreaming Seminar</td>
<td>452: Physical Education Lesson Plan; Health Lesson Plan and Reflection</td>
</tr>
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</table>

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

Given the prerequisite course requirements for fieldwork in our MSCP (classrooms must contain at least four designated English learners), students considering teaching are exposed to instructional programs that support EL language acquisition and content comprehension in EDEL 315 (Introduction to Elementary Classroom Teaching) before entering our MSCP as credential candidates.

Specific knowledge about English Language Development instruction is acquired in EDEL 434 (Methods and Inquiry for Teaching English Learners), as candidates use English Language Development standards to design instruction that attends to multiple levels of English language proficiency as it supports content comprehension. Candidates develop the ability to create lessons that are engaging and accessible to all learners by modifying instruction in every content area, and as a matter of course. Instructional modification for ELs is the rule, not the exception in our MSCP.

Beginning with an interactive review of Case Studies and continuing through the individual use of the Oral Language Assessment (SOLOM) in EDEL 434, candidates learn to distinguish levels of academic English proficiency as well as how to support English Language Development across these levels. Candidates then design an ELD/SDAIE Lesson Plan in EDEL 434 in which they explicitly detail how they will meet ELD standards across the language domains (listening, speaking, reading and writing) at two levels of English language proficiency and assure connections to the content standards are evident. Candidates examine the uses of the CELDT in class in EDEL 434 and practice using an EL proficiency assessment (unobtrusively) in the field (Oral Language Assessment (SOLOM)).

In Integrated Curriculum and Instruction in the Elementary School (EDEL 429) candidates focus on writing and the integrated language arts. This course further expands upon the literacy needs of English Learners and develops understanding of materials, methods, and strategies for different stages of English language development. Candidates learn to use structured writing lessons, vocabulary activities, content area reading and other instructional strategies to facilitate English language literacy development for all students, including English.

In 450, candidates learn how language and literacy occurs through art-making and discussion of art process and products. Candidates discuss these language and literacy processes in relation to the development of vocabulary about math, science and social studies (Reading and Notating
Music; Puppetry; Cultural Dance; Painted Papers). When designing an integrated arts lesson plan, students identify the use of key texts of varying textual complexity to support student language and literacy learning through the arts.

In Supervised Fieldwork (EDEL 438), Bilingual Authorization (EDEL 446), and Student Teaching (EDEL 439) candidates must demonstrate competency in the implementation of instruction for English Learners. Master teachers and university supervisors use evaluation checklists to ensure that candidates understand how to make modifications for English Learners and use primary and secondary language appropriately.

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Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.
The primary source of candidates’ understanding of first and second language acquisition and development occurs in EDEL 434 (Methods and Inquiry for Teaching English Learners). In this course, candidates have opportunities to investigate theories of first and second language acquisition through course readings (e.g., Peregoy & Boyle, 2008, pp. 33-71) and apply this knowledge in the Case Studies assignment. Across our courses, the design of lesson plans in which ELD standards build upon students’ varying proficiency levels as they support accessing content standards assures candidates are prepared for entering the field as student teachers.

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<td>434: ELD/SDAIE Lesson Plan; Second Language Acquisition Quiz; ELSPED Online Reading Task; Case Studies</td>
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Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.

The bulk of the development of our candidates’ capacity to assess students’ language abilities occurs in EDEL 434, but their capacity to design lesson plans using this assessment information happens across courses. Candidates are introduced to formative and summative assessments with readings like those in in Peregoy & Boyle (2008, pp. 104-113 (Assessment) and 137-150 (SOLOM)), and build upon these readings through the viewing of a video about the California English Language Development Test (CELDT), and the completion of some in-class Case Studies, before applying what they learn in the completion of the Student Oral Language Observation Matrix (Oral Language Assessment (SOLOM)) conducted with a student in their placement. The observations and evaluation required on the Oral Language Assessment (SOLOM) provide candidates with the opportunity to view firsthand how complex EL designations can be, and how important it is that their lesson plans are designed to reflect these complexities. This importance extends to recognizing that students who test at “beginning” or “early” levels of fluency are unlikely to be able to complete assessments that are dependent solely on reading and writing. Candidates compare their selected student’s previous test scores (including CELDT test results) in their completion of the Oral Language Assessment (SOLOM). This assures candidates have practical experience reviewing multiple forms of assessment before designing instruction to meet students’ diverse needs.

The successful creation of the ELD/SDAIE Lesson Plan in EDEL 434 depends upon candidates’ using their knowledge of students’ summative assessments (and commensurate EL levels of proficiency) to select appropriate ELD standards (across the four language domains, and across at least two ELD levels) as well as to design the mechanisms to meet these ELD standards as they support content comprehension. The ELD/SDAIE Lesson Plan goes further than just building upon summative assessments, however, because it depend upon candidate design of a content-specific assessment that connects again to the stated ELD standards and reflects specific content knowledge and/or behaviors.
Candidates also learn about assessment issues relevant to English Learners in other MSCP courses. In EDEL 429 (Integrated Curriculum and Instruction in the Elementary School) candidates learn to analyze writing samples from all students including English Learners. Candidates identify strengths and prescribe appropriate instruction based on the students’ developing knowledge of English. (Writing Assessment and Instruction Plan). Candidates read and discuss strategies for supporting English Learners in all content areas and especially in the areas of listening, speaking and writing. Candidates then design lessons with appropriate standards and objectives for English Learners.

Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) both provide candidates with direct experiences in observing and conducting assessments with English Learners, as well as with designing instruction that builds upon assessment results. At least one student teaching placement occurs in a classroom that includes English Learners. During the spring semester candidates also have the opportunity to observe and/or be involved in CELDT testing at their student teaching sites.

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<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); Case Studies</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: NCR forms; Fieldwork Evaluation</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: NCR forms; Student Teaching Evaluation</td>
</tr>
</tbody>
</table>

**Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.**

In EDEL 434 (Methods and Inquiry for Teaching English Learners) candidates first learn how disparate factors affect students’ language acquisition, before learning to build on this knowledge in the design of instruction that supports students’ English language development and content comprehension. They learn about these relationships from readings in Peregoy & Boyle (2013): cognitive factors in Chapter 2; pedagogical factors in Chapter 3; and cultural and individual factors in Chapter 1. Then, they consider the relationships between these factors in assignments and activities in the course. For example, in the America’s Next Top Program Model (ANTpM) Poster, candidates diagram bilingual programs in relation to language acquisition theories, outline strengths and weaknesses of bilingual programs, and determine which processes (e.g., cognitive, social, or emotional) each program privileges. This assignment is followed with the Newcomer Welcome Kit, in which candidates plan for integrating a new non-English speaking student into their future classroom. This assignment depends upon their consideration of cognitive, pedagogical, and individual factors in the creation of what is effectively a management protocol for supporting new non-English speaking students’ inclusion in their class.
In EDEL 434, candidates also review a series of Case Studies that support their capacity to recognize and distinguish the ways in which distinct factors shape students’ language acquisition and content comprehension. The Oral Language Assessment (SOLOM) also aids in supporting our candidates’ capacity to distinguish linguistic factors (the focus of the assessment) from non-linguistic factors as candidates use assessment results to plan instructional responses. Additionally, some EDEL 434 instructors use the viewing of foreign films to prompt candidates’ consideration of the ways in which language proficiency influences comprehension (Foreign Film Activity). Watching films in a language they do not speak, candidates viscerally experience the confusion and frustration that many of their non-English speaking students encounter in English-only classrooms. Finally, during a cloze activity and discussion of Factors Affecting Language Use, candidates consider how cognitive factors affect the transfer of knowledge to the second language.

Cross-course connections help candidates better understand these concepts. For example, in the first semester of the Multiple Subject Credential Program (MSCP), all students take EDEL 434 and EDEL 433 (Language Arts and Reading Instruction in the Public Schools). In the first few weeks of instruction, readings in both courses address language development, systems of language, and the English Language Arts content standards (see syllabi for both courses). This parallel content in two simultaneous courses gives candidates opportunities to examine the relationship of English Language Arts and English Language Development standards, acquire knowledge of language development, and make cognitive connections across course content. Additionally, in EDEL 433, candidates focus on early literacy development, including literacy development for English learners. Through course readings, lecture and discussion, candidates examine the English orthographic system, contrast English with other linguistic structures (to develop conceptual understanding), and discuss the implications for English learners. During Supervised Fieldwork (EDEL 438) candidates observe how English Learners in K-8 classrooms use and develop oral and written English. During Student Teaching (EDEL 439), candidates are required to develop and teach English Language Development lessons that help students acquire English.

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<tr>
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<td>434: Perego &amp; Boyle (2013), Chapters 2, 3, &amp; 8; Oral Language Assessment (SOLOM); America’s Next Top Program Model (ANTpM) Poster; Second Language Acquisition Quiz; Newcomer Welcome Kit; Foreign Film Activity; ELSPED Online Reading Task; Case Studies; Factors Affecting Language Use</td>
</tr>
<tr>
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</tbody>
</table>

Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
Candidates analyze observations of classroom management practices in the field and use these observations to design grouping practices and specific instructional strategies to meet first and second language needs of students in EDEL 430 (Classroom Management and Discipline Plan). They also complete multiple assignments (Case Studies; Newcomer Welcome Kit; Weach-In; ELD/SDAIE Lesson Plan) in EDEL 434 designed to develop their capacity to design, manage, and organize classrooms in which all students can learn. For example, in the Weach-In, candidates determine how to use particular Specially Designed Academic Instruction in English (SDAIE) strategies (e.g., Pictorial Input; Graphic Organizers; Hands-on; Realia; Vocabulary Book/Board; Total Physical Response (TPR); Questioning Techniques; Four corners; Story Board; and, Chants) with multiple ELD and grade levels, and in more than one subject area, to assure ELs are integrated into general academic and social processes (i.e., in the support of both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)).

The Newcomer Welcome Kit also supports candidates’ capacity to include and support a new non-English speaking student into their future classroom. This assignment depends upon candidates’ consideration of cognitive, pedagogical, and individual factors in the creation of what is effectively a management protocol for supporting new non-English speaking students’ inclusion in their class. In the process of preparing the Newcomer Welcome Kit, candidates rapidly acquire the understanding that the inclusion of non-English speaking students depends upon the provision of instruction and information in ways that are visual and accessible.

These experiences culminate in the creation of the ELD/SDAIE Lesson Plan in EDEL 434. This assignment (the creation of a lesson plan with multiple EL modifications to meet multiple ELD levels) supports candidates’ application of the skills needed for managing and organizing a classroom with first- and second-language learners.

EDEL 429 (Integrated Curriculum and Instruction in the Elementary School) and Curriculum and Instruction in Elementary School Teaching Methods Courses – EDEL 435 (Mathematics); EDEL 436 (Science); and EDEL 437 (Social Studies) – emphasize a variety of grouping and classroom organizational structures (e.g., small group, heterogeneous, homogeneous and cooperative learning) to promote active participation for all students, including English Learners. These courses require that candidates design lessons that reflect appropriate use of classroom organizational structures while making modifications to address needs of English Learners (see sample activities in the chart below).

In Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL439) these understandings are reinforced as candidates observe, plan and deliver instruction in classrooms with English Only students and English Learners. Master teachers and university supervisors assess candidates on the implementation of instruction for English Learners. The student teaching evaluation form indicates that candidates must include appropriate modifications for English Learners.

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<td>430: <a href="#">Classroom Management and Discipline Plan</a></td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: <a href="#">ELD/SDAIE Lesson Plan; Newcomer Welcome Kit; Case Studies; Weach-In</a></td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: <a href="#">Math Content Standards Review; Small Group Math Lesson</a></td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: <a href="#">Model Learning Cycle Lesson</a></td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: <a href="#">Small Group Integrated Unit Plan: Resource Sketch; Matrix for Differentiated Instruction; Timeline for Lesson Planning</a></td>
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<td>EDEL 438: Supervised Fieldwork</td>
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</table>

**Candidates acquire skills to collaborate with specialists and paraprofessionals.**

Candidates read about and discuss how to work with support personnel such as resource teachers, bilingual tutors, and paraprofessionals to support English Learners in EDEL 434 (Methods and Inquiry for Teaching English Learners). Given the conditions of contemporary classrooms (in which teachers infrequently have bilingual paraprofessionals), we currently emphasize the following in readings linked to online and class discussions: distinguishing EL issues from SPED issues (Litt, 2008); recognizing the roles and responsibilities of teachers and specialists, as well as the need for attentive and open communication with specialists and paraprofessional (Law & Eckes, 2000; [Working with Paraprofessionals & Specialists](#)). In Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) candidates observe and practice how to utilize the skills of bilingual resource teachers, paraprofessionals, parents/community volunteers, and bilingual tutors to build upon students’ native language proficiency.

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<tr>
<td>EDEL 438: Supervised Fieldwork</td>
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</table>
Candidates learn and understand the importance of students’ family and cultural backgrounds and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.

We introduce the importance of students’ families, backgrounds, and experiences in the two prerequisite classes, EDEL 315 (Introduction to Elementary Classroom Teaching) and EDEL 325 (Cultural Pluralism in Elementary Schools), before developing candidates’ recognition of the value of students’ families’ “funds of knowledge” in relation to instructional planning in EDEL 434 (Methods and Inquiry for Teaching English Learners). In EDEL 315, for example, after reading a Young Adult book from a provided list (which includes stories that focus on a range of diversities), students in EDEL 315 must identify biases, reflect upon the experiences of the primary characters in relation to their own, and detail what they will do in their own classrooms to assure students in similar circumstances have an equitable chance at academic success (Young Adult Literature Assignment (YALA)). Fieldwork observations in EDEL 315 also assure exposure to diversity because 20 of the required 45 hours of observation must occur in classrooms with at least five ELs.

In EDEL 325, one of the assignments, the Self-Other Dialogue, requires candidates to conduct an interview with someone different from them in at least two ways in order to compare experiences with diversity in school settings in the United States. The course also requires candidates to engage in fieldwork observations in a public school classroom (e.g., the Classroom Observation) to identify how their selected classroom students’ ethnicities, gender, and/or abilities (linguistic and academic) influence grouping, interaction, and communication in schools, and to participate in a cultural event (Cultural Event Poster). These types of activities support candidates’ recognition and valuing of students’ distinct family and cultural backgrounds and experiences.

We build upon these introductions in the MSCP. As candidates progress through the MSCP and develop as teachers, opportunities to gain further knowledge related to the significance of student background experiences and culturally responsive pedagogy is scaffolded in course assignments and fieldwork responsibilities. Instructors stress the importance of gathering information about students in order to teach effectively and meet individual needs. Throughout all of the courses in the MSCP candidates are also required to design and implement lessons that are responsive to the needs of all students and their different background experiences, including culture, ethnicity, language, socio-economic class, gender, and ability.

For example, in EDEL 430 (Foundations in Elementary School Teaching) candidates are required to complete an assignment in the community where they do their Supervised Fieldwork (EDEL 438). In this assignment (Digital Storytelling & Community Snapshot) they research the demographics, culture, strengths, languages, knowledge, and values of the respective community in a small group. They present their findings to their classmates in class presentations and discuss instructional implications for the students at the respective school site.
As part of Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436) candidates survey families in their fieldwork and student teaching assignment to learn more about their interests in science. Candidates use this information to provide opportunities for home involvement in science.

In EDEL 434 (Methods and Inquiry for Teaching English Learners) candidates read and analyze Case Studies that reflect cultural and linguistic conflicts in order to make recommendations for improving the learning environment. In EDEL 429 (Integrated Curriculum and Instruction in the Elementary School) candidates study the ways in which family and cultural background can influence learning and how to build upon students’ home experiences within the school setting (Teaching English Learners Presentation).

In EDEL 450, candidates examine how culturally responsive curriculum and instruction can be developed through cultural arts lessons (e.g., Cultural Dance, Reading and Notating Music). In their lesson plan, candidates are required to build on students’ background knowledge, prior experiences, and family and community cultural traditions and languages.

In Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439) candidates observe and learn about the important role of parents and community in students’ learning. Candidates participate in parent conferences and school events such as Open House, and learn about effective ways to collaborate with the home and communicate with parents of various backgrounds.

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<tbody>
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<td>315: Young Adult Literature Assignment (YALA); Exceptional Learners &amp; English Learners Online Assignment (ELEL)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Self-Other Dialogue; Bilingual Periods Chart; Classroom Observation</td>
</tr>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Teaching English Learners Presentation</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Digital Storytelling &amp; Community Snapshot</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Book Talk</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: Newcomer Welcome Kit; Foreign Film Activity; Case Studies</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding</td>
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<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Family Links Activity</td>
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</table>
Course Number and Title | Sample Activities that Address this Element
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EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies | 437: Small Group Integrated Unit Plan: Home/ School Connections
EDEL 438: Supervised Fieldwork | 438: NCR forms; Fieldwork Evaluation
EDEL 439: Student Teaching | 439: NCR forms; Student Teaching Evaluation
EDEL 450: Visual and Performing Arts Seminar | 450: Reading and Notating Music; Cultural Dance; 450 Lesson Plan
EDEL 451: Community School and Classroom Issues | 451: Parent Communication Seminar

Candidates learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.

This aspect of standard 12 is the motivating force within our EDEL 434 (Methods and Inquiry for Teaching English Learners). Every reading, activity, and assignment in this course is designed to introduce, develop, or assess candidates’ capacity to differentiate instruction for ELs. Beginning with the Bilingual Periods Chart that is introduced in EDEL 325 (Cultural Pluralism in Schools) and examined more substantively in EDEL 434, candidates learn that not only do different strategies result in different types of access for students, but the selection of these very strategies is often determined at policy and/or program levels. Our students learn early on that good teaching depends upon active and broad reading in relation to both the theory and practice on teaching ELs.

To this end, candidates discuss a variety of course readings about cultural and linguistic differences and orientations that affect student learning as well as focusing on pedagogically appropriate and culturally responsive teaching approaches (Peregoy & Boyle, 2013, Chapters 1 and 3; Vaughn, Bos, and Schumm, 2007; Macedo, 2000). Instructors expand upon these topics and have students engage in a cloze (fill-in-the-blank) activity based on the Factors Affecting Language Use document. Candidates participate in small group discussions about how and why prior schooling can affect language learning and acquisition.

The influence of policy is considered in the America’s Next Top Program Model (ANTpM) Poster, as candidates learn that different bilingual programs emphasize different strategies, make different connections, and have different goals. They learn further, that distinctions in working bilingual programs are based on different theoretical foundations and beliefs of language acquisition and development.

These understandings are then developed in candidates’ review and recommendations in a set of Case Studies they complete in class. This activity supports their capacity to prepare a Newcomer Welcome Kit for use in their fieldwork and future classrooms. These kits are ostensibly designed to prepare a new non-English language proficient student’s inclusion in the class, but they are really designed to prepare our candidates for these new students’ inclusion and integration. Examining and creating resources to welcome and integrate non-English speaking students in the...
classroom depends upon recognizing that materials and resources that are language-based will not work; preparing for teaching ELs means modifying instruction and developing materials that show as much as they tell.

The subsequent completion of the Oral Language Assessment (SOLOM) provides our students with a learning experience in which they develop their capacity to recognize distinct levels of English proficiency and determine recommendations for instruction based upon these assessment results. Instructional and organizational recommendations are then developed in the ELD/SDAIE Lesson Plan and the Weach-In. Candidates’ selection and use of materials, ELD and content focused strategies, and assessments must reflect an awareness of a hypothetical classroom of students from diverse cultures, levels of acculturation and familiarity with schooling.

All candidates complete Foundations in Elementary School Teaching (EDEL 430) concomitantly with EDEL 434 and learn in 430 to plan lessons that consider students’ English proficiency levels. Specifically, in EDEL 430, candidates complete course readings (Guillaume, 2012) on providing inclusive and responsive instruction (including differentiation for English proficiency) and on sheltering instruction. Each candidate is required to write their first formal lesson plan in EDEL 430, and the CSUF Lesson Plan format requires differentiation for English learners. Thus, candidates receive formative feedback on their differentiation through the EDEL 430 lesson plan assignment. Further, in Teaching Performance Assessment Support (EDEL 453B), candidates read a chapter on differentiating instruction based on English proficiency and are required to apply that knowledge in each of their CalTPA tasks.

In Integrated Curriculum and Instruction in the Elementary School (EDEL 429) candidates focus on writing and the integrated language arts. This course further expands upon the literacy needs of English Learners and further develops understanding of materials, methods, and strategies for teaching English learners (see e.g., Teaching English Learners Presentation). Candidates read a variety of materials to learn how to differentiate instruction based on students’ language and considering students’ culture, level of acculturation, and prior schooling. These readings include Chapter 2 of Creating Literacy Instruction for all Students (Gunning, 2010), Chapter 1 of Literature-based Reading Activities (Yopp & Yopp, 2014), and articles posted on www.colorincolorado.org (a bilingual site for families and educators of English learners), and those published in professional journals. For example, students read “Helping All Families Participate in School Life” (http://www.colorincolorado.org/article/35698/), “Math Instruction for English Language Learners” (http://www.colorincolorado.org/article/30570/), and “Differentiated Instruction for English Language Learners” (http://www.colorincolorado.org/article/41025/) in preparation for their Teaching English Learners Presentation.

In Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435), candidates read about how to support diverse learners in the mathematics classroom in Reys et al. (2010), Chapter 2, and Chapter 3 discusses planning for and teaching diverse learners. Candidates use knowledge gained from these readings in the Assessing Mathematical Understanding assignment in which they consider issues of language proficiency and ethnicity when selecting an instructionally challenged student to interview. Findings from the Assessing
Mathematical Understanding interview are then analyzed by the candidates to determine instructional strategies appropriate for the specific student’s needs.

In Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436), candidates plan and implement a Model Learning Cycle Lesson that requires them to differentiate science instruction for a number of learner factors, including language proficiency. They receive peer and instructor feedback through a post-lesson discussion on the effectiveness of their differentiation. Also in EDEL 436, candidates modify a fieldtrip experience for English learner needs (see Science Community Resource Analysis). Finally, in EDEL 436, candidates survey actual families in their fieldwork placements to build a Family Links document (Family Links Activity) that provides science learning opportunities in the home setting, responsive to families’ cultures, languages, preferences, and expertise.

In Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates participate in an activity titled, “Everyone is from Somewhere.” In this activity, after examining a variety of children’s literature related to migration and immigration, candidates identify common themes. Next, they share their own family histories by tracing the routes of their ancestors on a map. Instructors lead a whole group discussion on the push and pull factors for migration/immigration and discuss how these factors influence acculturation. Attention is also given to groups who were forced to leave their location against their will. Finally, candidates are asked to consider how language, culture, level of acculturation and prior schooling will impact the students they will teach in their classrooms. More specifically, they are asked to identify strategies for gathering this information and provide examples of how they might differentiate instruction accordingly.

In Visual and Performing Arts (EDEL 450), candidates read an article specifically related to developing social justice in the arts (see, e.g., Polster, 2010; Greene, 1995), before determining the kinds of equity schools need to create to assure they support bilingual children’s educational advance (Social Justice Article Analysis).

In Community, School and Classroom Issues (EDEL 451), candidates read and discuss Addressing Diversity in Schools: Culturally Responsive Pedagogy (2006). The instructor highlights the importance of developing an understanding of students’ cultural and familial experiences and validating students’ cultural identities in classroom practices and instructional materials.

In Physical Education, Health and Mainstreaming (EDEL 452), candidates read Differentiated Instruction in Physical Education (2008) before participating in a discussion about considering the needs of all students in instructional decision making.

Due to the large population of linguistically diverse students in our service area, candidates have multiple opportunities to observe and implement instruction with English Learners in both Supervised Fieldwork (EDEL 438) and Student Teaching (EDEL 439). Their master teachers and university supervisors assess them on the implementation of instruction for English Learners.
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<td>429: Gunning (2010), Chapter 2; Yopp &amp; Yopp, (2014), Chapter 1; Teaching English Learners Presentation</td>
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<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Guillaume (2012), Chapter 4, Providing Inclusive and Responsive Instruction; Lesson Plan</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Reys et al. (2010), Chapter 2 and Chapter 3; Assessing Mathematical Understanding</td>
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<tr>
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<td>436: Model Learning Cycle Lesson; Science Community Resource Analysis; Family Links Activity</td>
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<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Resource Sketch; Matrix for Differentiated Instruction; Timeline for Lesson Planning; Everyone is from Somewhere</td>
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<tr>
<td>EDEL 453B: Teaching Performance Assessment Support</td>
<td>453: Williams, Guillaume, &amp; Ponder (2013), Chapter 5, Making Adaptations for English Learners</td>
</tr>
</tbody>
</table>

### Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

California State University Fullerton’s Multiple Subject Credential Program integrates the knowledge and skills related to Standard 13: Preparation to Teach Special Populations throughout our courses and field experiences to support candidates’ competence in meeting the full range of learner needs. In addition to course-specific readings, we also draw upon IDEA ’04 and Research in Inclusive Settings (IRIS) modules for input that supports candidates’ competence in working in inclusive settings (see, e.g., IRIS Modules). The response to this standard is divided into sections below.

**Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:**

_Candidates demonstrate a basic level of knowledge and skills in:_

_a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs._

General education teachers often have students with learning disabilities included in their classrooms, and most of these are identified in the area of Reading. In EDEL 433, Language Arts and Reading Instruction in the Public Schools, candidates are instructed on best practices in reading assessment used to identify and teach children who struggle with reading. Examples include the use of a variety of assessment instruments including classroom observations of literacy behaviors, tests of phonemic awareness, and reading inventories. To support their learning, candidates participate in two IRIS Modules: RTI Parts 1 and RTI Part 2. RTI Part 1 outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention model and provides a brief overview of each tier in the RTI module. RTI Part 2 explores the assessment procedures integral to RTI and outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.

Students who are gifted and talented are not often challenged in the general education classroom. In Science (EDEL 436), candidates learn about classroom-based identification and assessment of gifted and talented students and program options for instruction of these students. This information is presented through instructor presentations and explored through discussion of candidates’ field-based experiences with students working at advanced levels.

In Foundations in Elementary School Teaching (EDEL 430), candidates learn about qualitative and quantitative assessment measures to identify students with special needs. Multiple resources are available, including an online IRIS Module: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom, and PowerPoint lectures designed in
collaboration with Special Education faculty. Additionally, in the Parenting an Exceptional Child assignment, candidates examine information related to specific special needs, including assessments and the identification of those needs.

In Methods and Inquiry for Teaching English Learners (EDEL 434), candidates learn about the key differences between children who are learning English and those who have language disabilities. More importantly, candidates learn to watch for indications that children learning English may also have a speech or language disorder, and require specialized assistance in their native language in order to remediate these difficulties and assist their learning of English.

Beginning fall 2012, the Physical Education, Health, and Mainstreaming Seminar (EDEL 452) requires candidates to meet with a speech and language specialist, special education teacher, and/or the school psychologist during one Student Teaching (EDEL 439) experience to determine how students are assessed for disabilities, giftedness, and/or talents, and to identify which program options are available for students who qualify. Additionally, in collaboration with special education school personnel, candidates observe students with special needs and a Student Study Team’s work during on Student Teaching (EDEL 439) experience.

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<td>429: Writing Assessment and Instruction Plan; Spelling Assessment and Instruction Activity</td>
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<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Parenting an Exceptional Child</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Phonemic Awareness and Phonics Assessments; Reading Case Study; IRIS Modules: RTI Parts 1 and 2</td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELSPED Online Reading Task</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Gifted Presentation</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching in the Elementary School</td>
<td>439: Student Teaching Evaluation; Final Paperwork Signature Sheet</td>
</tr>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Participate in the elementary school Student Study Team process (see, EDEL 452 syllabus); Student Study Team Role Play (in-class activity)</td>
</tr>
</tbody>
</table>

Candidates demonstrate a basic level of knowledge and skills in b) providing appropriate differentiated instruction that ensures all students access to the core curriculum.

A prevalent theme of the Multiple Subject Credential Program is the provision of differentiated instruction driven by standards-based assessment. Candidates learn to assess students’
performance in relation to the core curriculum and provide instruction appropriate for the needs of each student utilizing a range of strategies.

In Foundations in Elementary School Teaching (EDEL 430), students learn the meaning of inclusive and responsive education in order to plan and implement curriculum that meets individual needs in line with the core curriculum. They suggest likely modifications appropriate for particular student needs in the Parenting an Exceptional Child Assignment. As they participate in Supervised Fieldwork (EDEL 438) simultaneously with EDEL 430, candidates complete a Class Profile, recording information about the language, learning, physical, and behavioral needs of their actual students. They are required to write a Lesson Plan in EDEL 430 that includes appropriate instruction for the needs identified in the Class Profile or the needs of their virtual child from the Parenting an Exceptional Child Assignment. They learn to plan standards-based lessons that are differentiated for identified special needs (as demonstrated in the MSCP Lesson Plan Template). The needs included in the Class Profile must be met through candidates’ lesson plans, both during EDEL 430 and Student Teaching (EDEL 439). Similarly, in Curriculum and Instruction in Elementary School Teaching: Mathematics (EDEL 435), candidates assess the mathematics performance of both an entire class and an individual student. They provide instructional recommendations based on assessment results that are tailored to student needs and designed to help them progress in their mastery of the core curriculum. Instructional recommendations include suggestions for flexible groupings, manipulatives, technological resources, and instructional approaches. The reading case study in Language Arts and Reading Instruction in the Public Schools (EDEL 433) serves a similar purpose, requiring candidates to recommend appropriate instruction based on students’ assessed reading needs.

In other methods courses, candidates are required to plan and teach a model lesson that demonstrates modifications for a student with a special need. For example, in Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436), modifications are assessed using the EDEL 436 Instructional Plan Rubric. Further, in the Science Community Resource Analysis, candidates are required to visit a science-learning site and consider appropriate modifications for students with relevant special needs. Candidates in the Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437) course create and modify individual lessons in their unit plan to meet the needs of all learners (e.g., Small Group Integrated Unit Plan: Timeline for Lesson Planning, as well as creating extension menus with activities to specifically address the needs of students with special needs, GATE, and English learners (e.g., Small Group Integrated Unit Plan: Matrix for Differentiated Instruction). Candidates also design lesson plans that differentiate instruction for students with special needs, and those identified as GATE, and/or English learners in the Visual and Performing Arts Methods (EDEL 450) and the Physical Education, Health, and Mainstreaming Seminar (EDEL 452) (450 Lesson Plan; Physical Education Lesson Plan; Health Lesson Plan and Reflection). In EDEL 452, candidates also complete an online learning module about laws related to mainstreaming and the requirements that all teachers must uphold in their classrooms to assure equity and inclusion of all students (Mainstreaming Seminar Law Online Learning Module). Candidates demonstrate their ability to differentiate instruction by responding to a series of questions related to the module during a follow up in-class discussion. Finally, in part one of the Assessing Mathematical Understanding assignment, candidates in Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435) choose a student in the class who
presents an instructional challenge. The candidate suggests instructional strategies that will be utilized to help the identified student learner.

The above course assignments, modules, presentations, discussions, and role play experiences support our candidates’ capacity to design and deliver effective, coordinated instruction during Student Teaching (EDEL 439). Candidates assure they build differentiated teaching and the selection of appropriate instructional materials and technologies (including assistive technologies where needed) into their instructional planning to ensure that each of their students has access to the core curriculum (Lesson Plan Template).

The following table lists the courses and sample activities related to this element.

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<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson; Instructional Plan Rubric; Science Community Resource Analysis</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan: Matrix for Differentiated Instruction; Timeline for Lesson Planning</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: NCR forms; Fieldwork Evaluation</td>
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<td>EDEL 439: Student Teaching</td>
<td>439: NCR forms; Student Teaching Evaluation</td>
</tr>
<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: 450 Lesson Plan</td>
</tr>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: Physical Education Lesson Plan; Health Lesson Plan and Reflection; Mainstreaming Seminar Law Online Learning Module</td>
</tr>
</tbody>
</table>

Candidates demonstrate a basic level of knowledge and skills in: c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom.

Candidates learn to match materials and technologies to student needs in the first days of the program. For example, each candidate attends a Technology Boot Camp, a two-hour orientation of technologies that can enhance learning for all students. In the Technology Boot Camp,
candidates explore interactive white boards, audience response systems, and web-based applications. Each tool has a strong research base for meeting the needs of students in special populations. In Foundations in Elementary School Teaching (EDEL 430), candidates examine the IRIS Module on Assistive Technology for further support as candidates become familiar with technological resources for their students with special needs. Also in EDEL 430, candidates complete the Parenting an Exceptional Child Assignment, wherein they “adopt” a student with a special need. They research materials and technologies appropriate for meeting the student’s need and they share their work through an electronic collection of resources. Finally, the required EDEL 430 text includes a field-based activity that asks candidates to conduct a field Site Scavenger Hunt for inclusive and responsive teaching resources.

Instructors in Curriculum and Instruction for Elementary School Teaching in Mathematics (EDEL 435), Science (EDEL 436), and Social Studies (EDEL 437) use resources such as the online IRIS Modules to pull material relevant to students with special needs for their courses. Other resources include United Streaming videos and PowerPoint presentations. In Visual and Performing Arts Methods (EDEL 450), candidates design a lesson plan (450 Lesson Plan) including the selection and modification of curricula and other materials appropriate for students with special needs. In Physical Education, Health, and Mainstreaming Seminar (EDEL 452) instructors revisit supporting students with special needs in the general education classroom, using a PowerPoint to guide their instruction.

In Student Teaching (EDEL 439), candidates design and deliver effective, coordinated instruction that includes differentiated teaching and appropriate instructional materials and technologies, including assistive technologies, to meet the needs of special populations included in their classrooms.

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<td>434: ELD/SDAIE Lesson Plan</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Math Website and App Review</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson (and Instructional Plan Rubric); Science Community Resource Analysis; Gifted Presentation</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Matrix for Differentiated Instruction; Timeline for Lesson Planning</td>
</tr>
<tr>
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</tr>
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<td>450: 450 Lesson Plan</td>
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<td>452: IEP Reflection Assignment; IEP Seminar</td>
</tr>
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</table>

Candidates demonstrate a basic level of knowledge and skills in d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

In Foundations in Elementary School Teaching (EDEL 430), candidates learn how to design behavior management plans to maximize pro-social and on-task behaviors and to defuse and extinguish biases. This includes training peers to support students with disabilities (for example, by answering questions about how to complete a task, or by serving as a 'buddy' on the playground). Candidates explore two IRIS Modules to build these competencies: What Do You See? Perceptions of Disability and The Pre-referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns, to build competence. They also complete a Classroom Management Plan that requires consideration of social integration for all students (Classroom Management and Discipline Plan). In other methods courses candidates extend their management plans in ways that are appropriate for the content. For example, in the science methods course (EDEL 436), candidates are required to consider elements of a fieldtrip that need to be modified to ensure that students with special needs are included in general education (Science Community Resource Analysis). Additionally, in the Curriculum and Instruction in Elementary School Teaching - Mathematics (EDEL 435) course, as candidates learn how to use manipulatives in the Assessing Mathematical Understanding assignment, they learn about the importance of providing explicit and comprehensible instruction to assist students with special needs in maintaining on-task behaviors. They also learn to modify assignments in response to student needs to enhance student motivation and on-task behaviors.

In Methods and Inquiry for Teaching English Learners (EDEL 434), candidates discuss issues related to second language learners. Namely, they complete an assignment in which they learn to differentiate between special education needs and needs associated with language acquisition. In this assignment, they find web-related materials that ensure increased access to the schooling experience for all learners—including students acquiring English and those with special needs. In the P.E., Health, and Mainstreaming Seminar (EDEL 452), candidates learn a variety of methods to socially include students with disabilities. Namely, candidates learn about a functional behavioral assessment and subsequent Behavior Intervention Plans, and the teacher's roles and responsibilities in implementing these plans. Additionally, candidates debrief IRIS Modules with their instructors and classmates and participate in a question and answer session to demonstrate their proficiencies and knowledge of the content matter. In Visual and Performing Arts Methods (EDEL 450), candidates design a lesson plan (450 Lesson Plan) including the social integration of students with special needs in collaborative and cooperative art-making projects. Candidates in 452 complete the IRIS Module: Addressing Disruptive and Noncompliant Behaviors (Part 1) and Understanding the Acting-Out Cycle and Behavioral Interventions (Part 2).
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<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Science Community Resource Analysis</td>
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<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan: Matrix for Differentiated Instruction</td>
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</tr>
<tr>
<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: IRIS Modules: Addressing Disruptive and Noncompliant Behaviors (Part 1) and Understanding the Acting-Out Cycle and Behavioral Interventions (Part 2)</td>
</tr>
</tbody>
</table>

Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.

In Foundations in Elementary School Teaching (EDEL 430), candidates are instructed on lesson planning for diversity through its approach to inclusive and responsive instruction. Candidates learn to view all students in terms of their strengths and to normalize differences. In part, this instruction comes from the IRIS Module: What Do You See? Perceptions of Disability. Further, they are introduced to Universal Design for Learning, which encourages them to build instruction “from the ground up” to accommodate diverse learning needs and to provide students with multiple avenues for learning and demonstrating what they know.

Regardless of the instructional model, candidates learn to structure their lessons to develop knowledge for all students. They integrate into their lesson openings techniques for gaining and maintaining attention, reviewing previous concepts and setting and stating goals. They learn how to make instruction more responsive to all of their students’ needs. Candidates demonstrate their growing knowledge by developing a Lesson Plan in EDEL 430 that is responsive to the needs found in their fieldwork class, as reflected in the Class Profile. They develop their students’
abilities to use metacognitive strategies to help them maintain attention and access the content (e.g., the model, prompt, check sequence) and to internalize and generalize these strategies across the curriculum (e.g., EDEL 429 Integrated Curriculum, EDEL 433 Language Arts and Reading in the Public Schools, EDEL 435 Mathematics, EDEL 436 Science, and EDEL 437 Social Studies) and in a variety of settings throughout the school day. Finally, every candidate learns the importance of closure, and why children with disabilities (particularly those with processing challenges) need to have a final review in order to process the lesson appropriately. The EDEL Multiple Subject Credential Program Lesson Plan Template format requires that candidates’ lessons reflect this open-body-close structure.

In EDEL 433, Language Arts and Reading Instruction in the Public Schools, candidates learn about teaching students with learning disabilities and attention deficit hyperactivity disorder and participate in discussions and experiences that support their understanding of how to differentiate instruction for these students (Learning Disabilities and ADHD Activity). In EDEL 429, Integrated Curriculum and Instruction in the Elementary School, they identify or modify literature-based reading activities that are appropriate for students with a range of special needs (Differentiated Instruction).

Candidates learn about students who are classified as Gifted and Talented in the science methods course (EDEL 436) by examining giftedness in the context of science and examining the construct of “giftedness” in science education, as demonstrated in the Gifted Presentation. Also in EDEL 436, candidates plan and teach a demonstration lesson in which they are required to include the full range of learners, including a student with a special need such as giftedness, ADHD, or a learning disability (Model Learning Cycle Lesson). In Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates develop instructional activities to address the struggling reader's area of need in the Reading Case Study.

As part of a Physical Education, Health, and Mainstreaming Seminar (EDEL 452) assignment, in collaboration with special education school personnel, candidates observe students with special needs and a Student Study Team’s work during their Student Teaching (EDEL 439) experience. Candidates regularly include differentiated teaching strategies in their lesson plans, and seek out assistive technologies appropriate for the students with disabilities and students who are gifted and talented if included in their classes. Candidates write and teach lesson plans that include differentiated instruction as needed for students with disabilities, particularly learning and language disabilities and attention and behavioral disorders, and enrichment for gifted and talented students (see Lesson Plan Template). Additionally, in EDEL 452, candidates read about the special education eligibility categories in Descriptions of California Disability Categories and the Categories of Disability Under IDEA (March, 2012). After candidates complete the assigned readings, faculty reinforce the special education eligibility categories during a class meeting, as noted on the course syllabus agenda (see, Legal Rights of Children with Disabilities Special Education PowerPoint).

In addition, candidates attend at least one Student Study Team and/or IEP meeting during student teaching (EDEL 439), and write a paper (IEP Reflection Assignment) addressing what they learned in the Physical Education, Health, and Mainstreaming Seminar (EDEL 452). This
assignment requires that candidates demonstrate the ethical and professional responsibilities required in the Individual Education Program (IEP) process.

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<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Class Profile; Lesson Plan; IRIS Modules; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in the Public Schools</td>
<td>433: Learning Disabilities and ADHD Activity; Reading Case Study</td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching - Mathematics</td>
<td>435: Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson</td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: Small Group Integrated Unit Plan; Matrix for Differentiated Instruction; Timeline for Lesson Planning</td>
</tr>
<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Candidates analyze the needs of their students, design and implement standards-based lessons and units aligned with curriculum goals and objectives that include differentiate teaching strategies and incorporate appropriate assistive technologies when appropriate.</td>
</tr>
</tbody>
</table>

Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions.

Candidates begin acquiring competence for serving students with special needs within the general education classroom even before entering the program. In their prerequisite course
Introduction to Elementary Classroom Teaching (EDEL 315), candidates view the video *Frustration, Anxiety, Tension (F.A.T.) City*, or conduct internet research on distinct exceptional learner groups in the Exceptional Learners & English Learners Online Assignment (ELEL). The F.A.T. City video helps candidates understand how it would feel to be “Learning Handicapped” and provides examples of instructional strategies to teach students who have learning disabilities and the ELEL assignment provides candidates the with information about distinct groups of exceptional or English learners, prompts their consideration of appropriate accommodations, asks them to review the research of another group, and requires candidates to think about how they would respond to working with these different populations of students. In Cultural Pluralism in Elementary Schools (EDEL 325), another prerequisite course required for the program, many candidates work through an online IRIS module: Teaching and Learning in New Mexico (considerations for diverse student populations). Some EDEL 325 instructors opt to use feature articles from the New York Times Magazine -- e.g., Johnson, H. (2003, February 16). “Unspeakable conversations or How I spent one day as a token cripple at Princeton University” *New York Times Magazine*, pp. 50-55, 74, 78-79. Textbook readings and lectures address different learning needs as well.

In Foundations in Elementary School Teaching (EDEL 430), candidates learn how equity and disability (as social constructs) are tied to philosophies of education. Candidates also learn laws relevant to the education of students with special needs. These include the Individuals with Disabilities Education Act (IDEA, 2007) and Section 504 of the Americans with Disabilities Act (504). Candidates review the six principles of IDEA, Section 504 of ADA, and Behavior Plans, all of which were originally introduced in Introduction to Elementary Classroom Teaching (EDEL 315) to gain competence in fulfilling the general educator’s roles and responsibilities in relation to relevant laws and regulations. The six principles of law include: 1) Zero-reject (that all children are entitled to an education); 2) Non-Discriminatory Evaluation, which assures that assessment of children with disabilities is fair and unbiased; 3) Individualized Education Program (IEP), whereby individualized and appropriate education is provided to ensure that education is meaningful; 4) Least Restrictive Environment, to ensure that children with disabilities can associate with typical peers to the maximum extent, appropriate to their needs; 5) Parent Participation, to ensure parents and families are an integral part of the special education process; and 6) Due Process, which guarantees the laws and regulations required are fulfilled in a timely and appropriate manner. They gather information for their fieldwork sites to document the categories of legally required plans (e.g., IEPs, BIPs, and 504 plans) that are present at their sites and document this information in the Class Profile.

Candidates in Foundations in Elementary School Teaching (EDEL 430) complete the Parenting an Exceptional Child assignment to identify available resources for addressing the broad range of student needs that is typical in the general education classroom. They also learn about Response to Intervention (RTI) (as they study IDEA 2007) in this course, a topic that is further developed in their reading and language arts methods courses (EDEL 433 and 429). Candidates study RTI by participating in the IRIS Modules RTI Parts 1 and 2 and completing course readings (e.g., Chapter 2 of the Gunning text). Candidates are also introduced to characteristics of children with gifts and talents, especially those who are reading far beyond their age-level peers, in EDEL 429.
Physical Education, Health, and Mainstreaming Seminar (EDEL 452), complements and expands the student teaching experience through presentations and regular discussion of issues related to field experience. Through activities in this course, candidates have the opportunity to enhance their knowledge of current issues and problems related to teaching and learning, and develop strategies to address them. In addition, candidates are involved in various professional development activities to enhance their professional growth related to physical education, health and mainstreaming. Candidates review health and physical education lesson planning and standards as well as the processes involved in the assessment cycle. More specifically, they learn the importance of the Student Study Team, pre-referral intervention strategies, and review the California Special Education Laws and Regulations Database (IEP Reflection Assignment; IEP Seminar).

In Supervised Fieldwork (EDEL 438), candidates observe the academic behaviors and the accommodations for a student with learning disabilities included in a general education classroom. In subsequent courses—namely the content-specific methods courses—, candidates learn more about the assessment and instruction of students with disabilities most common to general education classrooms and gifted and talented students through short web-based modules and in-class activities designed to align with course content. Candidates are required to work with at least one student who has a special need (e.g., GATE, speech, 504 plan, or learning disability) in their student teaching placement.

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<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>Koch, 2009 readings introduce the construct of disability in relation to equity in society, federal legislation (e.g., IDEA and Section 504 of ADA), the six main areas of the law, and the 13 disability categories. Exceptional Learners &amp; English Learners Online Assignment (ELEL)</td>
</tr>
<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>Candidates work through an online IRIS Module: Teaching and Learning in New Mexico (considerations for diverse student populations) and/or read and discuss feature articles and text chapters focusing on disabilities.</td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Special Education Law Presentation; Class Profile; Parenting an Exceptional Child</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction in Public Schools</td>
<td>433: IRIS Modules; RTI Parts 1 and 2; Gunning Chapter 2</td>
</tr>
<tr>
<td>EDEL 438: Supervised Fieldwork</td>
<td>438: Candidates observe the academic behaviors and the accommodations for a student with learning disabilities included in a general education classroom NCR forms; Fieldwork Evaluation</td>
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</table>
Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrates skill in collaborative planning and instruction with education specialists and other school professionals.

Candidates learn to create positive and inclusive environments in a manner that builds throughout the program. They study classroom management in Foundations in Elementary School Teaching (EDEL 430), including two IRIS Modules: What Do You See? Perceptions of Disability and The Pre-referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns. They construct a Classroom Management and Discipline Plan that focuses on students’ strengths, community building, and a positive environment for all. Content area courses (e.g., 435 Math, 436 Science, 437 Social Studies) then reinforce and refine elements of classroom management that support the integration of all students as they learn the core curriculum. In EDEL 436, for example, candidates are required to plan and teach a demonstration lesson (Model Learning Cycle Lesson) that integrates all students into the inclusive climate of the classroom. Their lessons must address needs for an English learner at a specific level of English development and a specific learning need. Candidates are also required to visit a science-learning site and consider adaptations that allow all learners to be included in a potential fieldtrip (Science Community Resource Analysis).

Candidates receive frequent feedback from their master teachers and university supervisors during their Student Teaching (EDEL 439). This feedback includes assessments of the learning community that candidates create and maintain. Candidates are required to demonstrate positive learning environments—via a summative assessment—by master teachers and university supervisors in both their placements. These assessments are captured through the numeric rating of the candidates’ demonstration of the Teaching Performance Expectations (TPEs) and by the narrative evaluation (items: “ability to create and maintain an effective environment for students” and “ability to relate to students and adults”).

Further, in Foundations in Elementary School Teaching (EDEL 430) and the P.E., Health, and Mainstreaming Seminar (EDEL 452), candidates learn the benefit of collaboration with special education personnel in order to meet the academic and social needs of special populations in the general education classroom. Candidates attend one Student Study Team meeting and one IEP meeting and discuss the experience with peers. Candidates’ ethical and professional responsibilities related to special education laws are reinforced during seminars presented in EDEL 452. This knowledge is immediately applicable, and allows them to make professional decisions as they enter their fieldwork and student teaching sites. In EDEL 452, candidates learn what an Individualized Education Plan (IEP) from a variety of districts looks like, what is required of a general education teacher in the development of an Individualized Education Plan, and
and how to write goals, objectives, and benchmarks for a child with a disability that will allow him or her access to the general education curriculum and meets the California Standards (IEP Reflection Assignment, IEP Seminar).

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<td>430: Candidates review the six principles of IDEA and Section 504 of ADA with a focus on their legal roles and responsibilities to students with disabilities. Special Education Law Presentation; IRIS Modules; Class Profile; Lesson Plan; Classroom Management and Discipline Plan</td>
</tr>
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<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science</td>
<td>436: Model Learning Cycle Lesson; Science Community Resource Analysis</td>
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<td>438: Candidates observe the academic behaviors and the accommodations for students with learning disabilities included in general education classrooms NCR forms; Fieldwork Evaluation</td>
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<tr>
<td>EDEL 439: Student Teaching</td>
<td>439: Candidates' legal responsibilities are reinforced through field activities such as participation on Student Study Teams and IEP Teams. Candidates demonstrate positive learning environments and are evaluated in both placements by both master teachers and supervisors. NCR forms; Student Teaching Evaluation</td>
</tr>
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<td>EDEL 452: Physical Education, Health, and Mainstreaming Seminar</td>
<td>452: IEP Reflection Assignment; IEP Seminar</td>
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**Category D: Supervised Fieldwork in the Program**

**Standard 14: Learning to Teach through Supervised Fieldwork**

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

Throughout the Multiple Subject Credential Program our candidates are placed in the field so that they can connect the theories and strategies they learn about in their methods courses to the practices they observe in the field. The fieldwork and student teaching responsibilities of our candidates are listed on pages 18-19 of the Multiple Subject Credential Program (MSCP)
Handbook. Candidates are held responsible for the handbook policies from the point of admission until program completion. Sample candidate responsibilities noted in the MSCP Handbook include, but are not limited to, the following:

- Begin teaching when the Master Teacher and the Supervisor determine the candidate is ready.
- Arrange time with the Master Teacher for assistance in planning and evaluating.
- Determine the curricular units of teaching responsibilities with the Master Teacher.
- Prepare thoroughly and carefully for each day of teaching.
- Review and share unit plans, lesson plans, assignments, materials, etc., with the Master Teacher and the Supervisor.
- Become acquainted with the various learning materials and resources used in her/his fieldwork classroom.

In the Multiple Subject Credential Program the fieldwork sequence consists of 90 hours of fieldwork observation (EDEL 438) and 13 weeks of student teaching (EDEL 439) completed over two or three semesters. In our two-semester program, candidates conduct 60 hours of fieldwork during the first 10 weeks of the semester and the final 5 weeks of the semester student teaching. In their second semester, these candidates conduct 30 hours of fieldwork during the first 7 weeks, followed by 8 weeks of student teaching. In our three-semester program, candidates conduct 45 hours of fieldwork in the first semester and 45 hours of fieldwork in their second semester. The 45 hours of fieldwork in the second semester are fulfilled during the first 10 weeks, followed by 5 weeks of student teaching. In their 3rd semester students conduct the remaining 8-week student teaching experience. In our combined credential/masters program candidates conduct 60 hours of fieldwork during the first 10 weeks of their first semester before transitioning to 5 weeks of full time student teaching. Due to program design, these candidates conduct their remaining 30 hours of fieldwork during the first 7 weeks of their final semester followed by 8 weeks of full time student teaching.

In all of our credential program schedules, the majority of the required observation hours (EDEL 438) are spent during the first 10 weeks of the first semester, so that our candidates acclimate to the classroom and school setting before phasing into their Student Teaching placement (EDEL 439) for the last 5 weeks of the semester. During their fieldwork observations candidates focus on specific classroom processes like management, content area and activity transitions, instructional strategies, and assessment mechanisms. Upon gaining a familiarity with the instructional practices and structures in their placement, our candidates are encouraged to be active participants in the classroom, integrating into the classroom activities during their observations. Candidates initiate this integration thoughtfully, beginning with the least invasive practices (e.g., taking attendance, going over the daily agenda, collecting and reviewing homework, working with small groups of students, or reading a book) that do not require planning ahead. Week 11 of their first semester in the program marks their transition to EDEL 439 and five weeks of full time student teaching. In EDEL 439, candidates take over the planning, instruction, management, and assessment of one content area each week, and build up to complete responsibility for all content and teaching responsibilities in their last week. This carefully structured sequence of increasing responsibility occurs under the guidance of our Supervisors and Master Teachers. Additionally, we are beginning to explore and integrate co-
teaching techniques into our program that support candidates’ capacity to co-plan with Master Teachers earlier in the fieldwork process.

Throughout this process, the Supervisor plays a crucial role. First, the Supervisor sets up the initial meeting with the teacher candidate and the Master Teacher to ensure expectations are understood and communication is established. In addition, during Fieldwork (EDEL 438), the Supervisor meets once with both the candidate and the Master Teacher to discuss progress and goodness of fit. The Supervisor then makes four additional formal visits once student teaching begins. During each formal visit the Supervisor tracks and assesses the candidate’s instructional progress (NCR forms) before holding a post-observation conference with the candidate to discuss strengths and set targets for improvement relative to the TPEs.

The NCR evaluation form serves as documentation that our candidates are able to extend their understanding beyond the assignments within their courses. During their student teaching they are expected to apply those same skills in meaningful ways while working with elementary students. For example, in Foundations in Elementary School Teaching (EDEL 430), candidates create lesson plans for their Expert Group Presentation assignment (see also the Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435) Small Group Math Lesson). Within this assignment course instructors look for evidence that students establish a learning set, implement developmentally appropriate instructional strategies and monitor student progress. The Supervisors look for these exact same lesson planning and lesson execution skills during observations of candidates and document their progress addressing these skills on the NCR form. The responsibilities of Supervisors are listed on page 20 of the Multiple Subject Credential Program (MSCP) Handbook. Sample candidate responsibilities noted in the MSCP Handbook include, but are not limited to, the following:

- Visit the teacher candidate in accordance with department guidelines during the student teaching assignment.
- Provide written feedback during each visit to the teacher candidate, using the department Student Teaching Observation Form (NCR forms). Give one copy to the candidate and keep one for the candidate’s file.
- Confer with the teacher candidate, assisting him/her to evaluate his/her own procedures, progress, and development.
- Provide appropriate professional guidance for the teacher candidate.

When our candidates have met the requirements to move into their second student teaching experience a similar sequence is followed, with slight modifications to provide the candidate with more days for full time student teaching in the field. In the second semester, candidates complete their remaining 30 hours of fieldwork observation during the first seven weeks of the semester and then transition into full-time student teaching for the remaining 8 weeks of the semester. This sequence is also structured to provide candidates with a carefully planned and supervised experience in the field. Our candidates have opportunities to plan, apply, and reflect upon what they learned in their courses in their student teaching placements, but they do not do it alone. University Supervisors and Master Teachers support their development every step of the way. Throughout the student teaching experience, Supervisors review TPEs and program expectations and use the NCR forms to give specific feedback regarding which objectives and expectations have been mastered and which need more development.
For example, in EDEL 430, candidates are required to complete an **Expert Group Presentation** assignment. In the course, candidates plan and deliver a lesson that: models key elements of a particular teaching strategy; includes at least one active teaching strategy, and addresses the California Standards for the Teaching Profession (CSTP). Candidates also create lesson plans with instructor support in the content area courses. For example, in Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435) students create a **Small Group Math Lesson** that depends upon connections to mathematics standards, and in Curriculum and Instruction in Elementary School Teaching - Science (EDEL 436), candidates are required to develop a **Science Unit Overview** that extends their understanding of planning and teaching effective inquiry based science lessons based on curriculum standards.

The following table lists the courses and sample activities related to this element.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: <strong>Expert Group Presentation</strong></td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction - Science</td>
<td>436: <strong>Science Unit Overview</strong></td>
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</table>

**Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.**

All MSCP faculty, block leaders, and Supervisors must attend mandatory meetings each semester to review and explore requirements, and additional professional development workshops are offered frequently. EDEL faculty and University Supervisors are evaluated by candidates at the end of each course of field experience using the Student Opinion Questionnaires (SOQ). SOQ results are used by faculty and University Supervisors to continually refine their practice and considered in retention and promotion processes. Additionally, participating Master Teachers must have a minimum of three years teaching experience and come highly recommended by their administrators.

Each of the member of the MSCP communicates and shares ideas about how to best support candidate progress, identify areas for development, and assure a dynamic cohesion across each instructional block and the program as a whole. The block leader communicates with course instructors and Supervisors to ensure there is a solid link between coursework and what is being observed and implemented in the field. For example, candidates are asked to conduct small group activities and complete assignments (see, e.g., **Oral Language Assessment (SOLOM); Assessing Mathematical Understanding** and **Reading Case Study**) during their fieldwork. These assignments provide the support team with an opportunity to evaluate candidate readiness to assume increasing responsibility in the classroom as well as the candidate’s ability to apply the
skills and strategies necessary to demonstrate mastery of the TPEs. During fieldwork, candidates are encouraged to get to know student names, routines, procedures, management style, seating charts, communication with families and other daily teacher responsibilities before initiating instructional planning or taking on substantive instructional responsibilities. In each placement, the Master Teacher and the Supervisor complete an online evaluation that considers the candidates’ commitment to learning, capacity to be reflective and responsive practitioners, and exhibited levels of commitment and care.

The Supervisor serves as a source of support for both the candidate and the Master Teacher, ensuring that communication is clear and continuous, and that candidate integration into the classroom environment reflects program outcomes and meets State requirements. Once their courses are completed, candidates assume responsibilities for daily whole class instruction (planning, teaching and assessing) in EDEL 439. Typically, candidates begin student teaching by taking over one subject area per week until they have full responsibility for instructional planning, implementation, and assessment their final week of student teaching the first semester, and the final two weeks the second semester. The sequence for assuming responsibilities in the classroom for management and teaching is dependent upon each candidate’s capacity in relation to the particular needs and responsibilities of the classroom into which they are placed. Typically, candidates assume the responsibility of an additional content area each week until they have full responsibility for all subject areas. Candidates are introduced to the acquisition of teaching responsibilities by the block leader at orientation, and then again at the Master Teacher orientation meeting between the Master Teacher, Supervisor and candidate. Regular conversations between the candidate, Master Teacher, and the University Supervisor help to determine teacher candidate readiness to and/or gaps that require additional support.

Mastery of the TPEs is measured using the NCR forms, as well as in the formal evaluations (Fieldwork Evaluation and Student Teaching Evaluation) completed by Master Teacher and Supervisor at the close of each student teaching experience. Prior to beginning their culminating 8-week student teaching experience, candidates are required to have successfully passed all coursework, and the SSP and DI TPA tasks.

Candidates have extensive opportunities to acquire the knowledge, skills, and abilities necessary to meet the TPEs in both coursework and in field experiences. The following table indicates where and how in the program each TPE is addressed.

Table: Teacher Performance Expectations and course introduction, practice, and demonstration
<table>
<thead>
<tr>
<th>TPE</th>
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**CSUF EDEL MSCP Program Assessment 2013**
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<td>Professional Growth</td>
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Table key:
I = Introduce the Teaching Performance Expectation
P = Practice meeting the Teaching Performance Expectation, with feedback
D = Demonstrate a fundamental ability to teach in the major domain of the Teaching Performance Expectation

As indicated in the table above, all of the TPEs are introduced in the prerequisite course, Introduction to Elementary Classroom Teaching (EDEL 315) and many are also introduced in Cultural Pluralism in Elementary Schools (EDEL 325). The TPEs are then developed, practiced with feedback, and demonstrated at the mastery level across the content course before they are demonstrated in the field (EDEL 438 and EDEL 439). Candidates reflect on this developmental process in their Student Teaching Notebook across the semesters.

The EDEL adopted MSCP Lesson Plan Template used across courses requires that candidates indicate how they will: make content accessible for all learners through developmentally appropriate instruction; communicate their instructional objectives to students; ensure student understanding; and engage students in the learning process for each lesson taught. Each lesson plan also must include what instructional procedures (modifications) that will be used to deliver instruction that is understandable and appropriate for English learners and students with special needs.

In the field, both Supervisors and Master Teachers provide feedback on each of the TPEs to candidates, and NCR forms indicate candidate progress on meeting all TPEs. In addition, candidates are given frequent opportunities to observe experienced teachers, acquire the needed skills, and demonstrate these skills with students.

By design, this supervised fieldwork sequence (a) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates’ meeting the Teaching Performance Expectations, and (c) contributes to candidates’ preparation for the teaching performance assessment. Candidates have extensive
opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

During supervised field experiences, candidates complete coursework that directly applies to their field assignment and extends their understanding of major ideas – like the importance of assuring instruction is standards-based, or the need to assure content is comprehensible to English learners – developed in the program (see, e.g., the Lesson Plan Template). For example, candidates have multiple opportunities to write and deliver lesson plans that are standards-based, design integrated units using standards from distinct content areas, and analyze student progress in relation to grade-level standards. Each course requires candidates to complete individual and/or small group assignments that address content standards and curriculum frameworks, take into consideration student needs and interests (academic, linguistic, social, cultural, and developmental), demonstrate an understanding of subject matter pedagogy, and connect and link assessment strategies directly to the objectives.

The coordinated course and fieldwork sequence contributes to the candidates’ mastery of the Teaching Performance Expectations. For example, candidates focus on TPE 2, 3 and 5 in the EDEL 430 Assessment and Evaluation Analysis assignment. This assignment requires candidates to interview their Master Teacher to gain insight about how assessments are differentiated to meet the needs of all students, how records are stored, organized, and shared, what standardized and district benchmarks are mandated, and many other aspects of data collection and analysis that focuses on student achievement and performance.

Candidates also have assignments specific to field experience, in which they design and implement instruction, record their efforts and student responses, and reflect upon classroom observations and their own practice. These assignments are designed to help candidates make connections between the TPEs, coursework, and classroom experiences, and to support their successful completion of the Teaching Performance Assessments. For example, in Curriculum and Instruction in Elementary School Teaching – Mathematics (EDEL 435), candidates examine student mathematical understanding in the field by assessing students, implementing instructional methods, recording student responses, and reflecting on their practice with instructor support (Assessing Mathematical Understanding). These types of course-specific practices are then perpetuated in the Student Teaching Notebook in which candidates reflect continuously on all aspects of the field experience. Additionally, once in the field, candidates are required to keep a copy of the weekly plan book, lessons with reflections, resources, and feedback from their Master Teacher, Supervisor and students, as well as formal documentation such as NCR forms and Reading/Language Arts Performance Objectives. These activities, assignments, and reflections support candidate acquisition and application of the requisite pedagogical knowledge and skills necessary to prepare for the Teaching Performance Assessment tasks and to be successful in the profession.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students’ needs, interests and accomplishments; and (c) the observed results of the strategies. Prior to assuming daily
responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

Each semester, candidates complete coursework concurrently with Supervised Fieldwork (EDEL 438). During fieldwork, candidates observe classroom management processes, instructional techniques, the ways teachers assure student access and equity, assessment mechanisms and uses, and and other items discussed in class, giving them the opportunity to observe strategies in practice and complete course assignments requiring work with students.

For example, in EDEL 430 candidates create a Classroom Management and Discipline Plan, an assignment that begins as a class discussion in which candidates are asked to reflect back on their own experiences as a student in a classroom and the techniques and strategies that seemed to work and those that did not. Candidates then go into the field and observe classroom management, instructional techniques, transitions, bathroom policies, and issues of equity relative to educational access and opportunity. Candidates return to the EDEL 430 classroom to share ideas and thoughts prior to constructing their own classroom management and discipline plan. There is a similar process in the Methods and Inquiry for Teaching English Learners (EDEL 434) course as candidates design and write the ELD/SDAIE Lesson Plan that includes modifications for English Learners and connections to ELD standards. Our candidates’ design of an engaging and accessible ELD/SDAIE Lesson Plan occurs after they have conducted an Oral Language Assessment (SOLOM) in which they consider how understanding students’ English oral language proficiency will help them be better teachers.

In EDEL 433, candidates design and implement lesson plans to be used in the fieldwork sequence that include phonemic awareness and phonics assessment, they design and use a variety of reading lesson plans that implement theories and strategies learned in coursework, and they develop a Reading Case Study based on a student from the field classroom (this assignment requires candidates to assess the reading skills of a student in the fieldwork classroom). Additionally, in the Visual and Performing Arts Seminar (EDEL 450) candidates create a 450 Lesson Plan that they must implement at some point during student teaching. The 450 Lesson Plan is standards based, integrated with other subject areas, be connected to students' lives, and consider the needs of ELLs at different levels of language and students with specific special needs.

Each semester, Supervised Fieldwork (EDEL 438) and coursework are completed prior to beginning Student Teaching (EDEL 439). Once they move into EDEL 439, candidates apply what they have learned during coursework and field observation to their student teaching assignment. They accomplish this through writing, teaching, and reflecting upon lesson plans in all content areas. During student teaching, candidates must: 1) use state-adopted content standards and curriculum frameworks, 2) address student needs and interests (be they academic, linguistic, cultural or developmental), and 3) observe and reflect upon teaching and learning when writing and implementing formal lesson plans. University Supervisors and Master Teachers check candidate progress and offer on-going feedback through individual conferences, visitation and NCR forms, email, and/or reflective notebooks.

The following table lists the courses and sample activities related to this element.
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities that Address this Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: <a href="#">Teaching English Learners</a>; Review of Preschool Foundations; <a href="#">When the Principal Asks</a></td>
</tr>
<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: <a href="#">Lesson Plan</a>; <a href="#">Digital Storytelling &amp; Commun Snapshot</a>; Classroom Management and Discipline Plan</td>
</tr>
<tr>
<td>EDEL 433: Language Arts and Reading Instruction</td>
<td>433: <a href="#">Reading Case Study</a></td>
</tr>
<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: <a href="#">ELD/SDAI Lesson Plan</a>; <a href="#">Oral Language Assessment (SOLOM)</a>; <a href="#">Newcomer Welcome Kit</a></td>
</tr>
<tr>
<td>EDEL 435: Curriculum and Instruction in Elementary School Teaching – Math</td>
<td>435: <a href="#">Assessing Mathematical Understanding; Math Content Standards Review</a></td>
</tr>
<tr>
<td>EDEL 436: Curriculum and Instruction in Elementary School Teaching – Science</td>
<td>436: <a href="#">Model Learning Cycle Lesson; Family Links Activity</a></td>
</tr>
<tr>
<td>EDEL 437: Curriculum and Instruction in Elementary School Teaching – Social Studies</td>
<td>437: <a href="#">Small Group Integrated Unit Plan; Matrix for Differentiated Instruction; Resource Sketch; Concept Mapping; Timeline for Lesson Planning; Brown v. Board of Education Analysis; Artifact Activity; Civil Rights Centers; Shadows and Children’s Literature; Analyzing Lyrics; Involved Citizens Assignment; Pay it Forward Project</a></td>
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<tr>
<td>EDEL 438: Supervised Fieldwork (90 Hours)</td>
<td>438: <a href="#">Student Teaching Notebook; NCR forms; Fieldwork Evaluation</a></td>
</tr>
<tr>
<td>EDEL 439: Student Teaching (13 weeks)</td>
<td>439: <a href="#">NCR forms; Student Teaching Evaluation</a></td>
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<tr>
<td>EDEL 450: Visual and Performing Arts Seminar</td>
<td>450: <a href="#">450 Lesson Plan</a></td>
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<tr>
<td>EDEL 451: Community, School, and Classroom Issues</td>
<td>451: <a href="#">Child Abuse Module; Parent Communication Seminar</a></td>
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<tr>
<td>EDEL 452: PE, Health, and Mainstreaming Seminar</td>
<td>452: <a href="#">Physical Education Lesson Plan; Health Lesson Plan and Reflection</a></td>
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</tbody>
</table>

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.
Candidates are made aware of the specific standards for continued participation in the MSCP Program in the Multiple Subject Credential Program (MSCP) Handbook (see, specifically, page 10). Candidates’ responsibilities increase as they move through their fieldwork sequence. Only upon successful completion of EDEL 438 and coursework can candidates move into student teaching (EDEL 439); advancing from EDEL 438 to EDEL 439 is a transition point contingent on satisfactory progress in coursework, fieldwork, Supervisor and Master Teacher feedback, and TPAs each semester. Candidates must pass each of their courses with a minimum of 80% (B or better), their Supervisor and Master Teacher evaluations must achieve a rating score of 2.0 or better, and TPE mastery is measured directly through their successful completion of TPA tasks.

In Supervised Fieldwork (EDEL 438), the required 90 hours of fieldwork are completed concurrently with methods and foundations courses to assure candidates have opportunities to process all of the TPEs through course readings, discussions, assignments, activities, and assessments. For example, candidates create a Student Teaching Notebook at the onset of the program that they maintain throughout each of their fieldwork and student teaching experiences. The student teaching notebook includes a plan book candidates initiate during the fieldwork experience (based upon their Master Teacher’s plans) so that they can see how a working teacher schedules full days of activities and appropriates time for each content area. A section is also dedicated to parent communication and candidates are encouraged to keep copies of letters, outlines for parent meetings and conferences as well as any formal events such as Back to School Night.

During the two student teaching placements, candidates progress over the weeks from observations to covering routine activities, through small group instruction, to taking responsibility for the management and instruction of the entire class. In each of the placements, candidates are expected to gradually take over the responsibility of planning, teaching and assessing each subject area. During coursework and in the supervised fieldwork sequence candidates begin by observing, discussing, and reflecting upon instructional practices before they are given daily responsibility for whole-class instruction. Typically a new subject area is added to their responsibility each week until candidates have 100% responsibility for the last week or two weeks of their experience.

Complete responsibility for planning and all instruction occurs for at least one week during the first student teaching assignment and for two weeks in the second student teaching assignment. In these weeks, candidates are responsible for teaching all subject areas, including: Reading-language arts, mathematics, science, history-social science, health, physical education, and the arts. Candidate lesson plans indicate how they intend to modify instruction for English learner and special needs students, how they will monitor student learning during instruction, and how they will assess student learning of the lessons taught. Throughout this process, the University Supervisor communicates with the teacher candidate and the Master Teacher to ensure readiness. The University Supervisor observes the candidate five times during the placement, formally documents how the candidate is meeting elements of the CSTPs/TPEs, identifies areas for the candidate to develop, and conducts a post-observation conference to discuss progress after each observation.
Of the 24 districts in Orange County, the majority of our candidates are placed in Anaheim (API 758), Santa Ana (API 775), Fullerton (API 840) and Placentia Yorba Linda (API 870). In addition, 22 of the schools in which we place candidates appear on the high poverty list as identified by the California Business for Education Excellence.

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

Candidates experience two student teaching assignments (EDEL 439) in a public school setting over two semesters; one a five-week assignment and the other an eight-week assignment. In both assignments, candidates are supervised daily by the Master Teacher, and a minimum of five times by the Supervisor. Through these two student teaching assignments, candidates participate in thirteen weeks of full-day teaching spread over two semesters, and experience at least two K-8 grading periods. Candidates must complete at least one of these two student teaching experiences in a classroom where at least 20% of the students are English learners. Policies are outlined in the Multiple Subject Credential Handbook, and the placement coordinator records and tracks placement information to ensure that requirements are met. As part of this process the placement coordinator communicates grade level and setting needs with each school district, assigns teacher candidates accordingly, and shares placement details with the Supervisor and Block Leader.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program.

The Multiple Subject Credential Program’s mission is to graduate candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. To successfully reach these outcomes, candidates must exhibit particular dispositions toward teaching and learning. The Fieldwork Evaluation measures candidates’ behaviors and effort toward demonstrating these dispositions and is completed by both the Master Teacher and Supervisor before the candidate can progress into daily student teaching. The disposition ratings serve as an indicator of the candidate’s potential for success in student teaching and the teaching profession; each candidate must earn a rating of 2.0 or better to advance to daily responsibility. Additionally, candidates must complete all coursework for the semester before beginning the student teaching assignment, and must have a rating of 2.0 or higher on the Fieldwork Evaluation form.

Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9.

During the program, candidates participate in one primary (K-2) and at least one upper-grade (3-5 and/or 6-8) fieldwork/student teaching placement. One of the placements for all candidates must meet RICA requirements (this placement should be 1st or 2nd grade, or K with reading introduced). If this requirement cannot be met (e.g., if both placements are in the 3rd grade, or
above), the student teacher must spend 15-20 hours of a placement in a first grade classroom. These hours can be completed any time during the program. In all cases, there must be at least five emergent English readers in at least one placement.

**Standard 15: Qualifications of Individuals who Provide School Site Support**

*Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California.*

The Multiple Subject Credential Program (MSCP) at California State University, Fullerton selects each school site based upon the following criteria: effective teaching; exemplary certified teachers; low performing or hard to staff English Learner assignments; diverse populations and willingness to join in collaboration with CSUF. Supervising teachers are selected by meeting the following criteria (detailed in the Placement Request Letter to Districts, Block Leader and Supervisor Manual, and MSCP Handbook):

- Are regarded by supervisors and/or colleagues as exemplary role models and mentors for beginning teachers
- Demonstrate thorough knowledge of subject matter content
- Provide an instructional program which is aligned with California standards and state framework guidelines (including a balanced literacy program which incorporates high quality literature, phonemic awareness, comprehension skills, writing process and spelling instruction)
- Maintain a stimulating and productive classroom environment; reinforce clear expectations for positive student behavior
- Use a variety of diagnostic and assessment techniques to determine student needs and revise instruction
- Skillfully implement a variety of instructional strategies to promote maximum student learning
- Maintain open communication, listens attentively and willingly provides professional feedback
- Demonstrate professional and ethical behavior in the workplace
- Have 3 years teaching experience
- Have a California Teaching Credential
- Receive a recommendation from the school site principal (oral or written)
- Hold a CLAD or BCLAD Certificate or Bilingual Authorization or credential emphasis OR
  Have a CLAD Certificate in process OR
  Hold an LDS Certificate OR
  Have completed professional development under SB 1969, SB 395 or AB 2913
Sponsors of programs provide ongoing professional development for supervisors that include the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Comprehensive, explicit descriptions of supervisor rights, responsibilities and expectations are detailed in the MSCP Handbook and the Block Leader and Supervisor Manual available on the Department’s Master Teacher/Supervisor Website. Responsibilities of the University supervisor are clearly outlined in these documents and all university supervisors are trained in the use of the Department’s website so that they can download these documents, evaluate candidates’ performance, and review the Teaching Performance Expectations, as needed. Supervisors also attend mandatory meetings each semester to stay current with the expectations of the College of Education and the State of California. Information reviewed at the most recent meeting is included in the Supervisor Role and Procedures PowerPoint Presentation that is posted on the Master Teacher/Supervisor Website for easy access at any time.

Additionally, during on-site and campus meetings, University supervisors are provided with information about the Teaching Performance Expectations (TPEs), how to support candidate learning with regards to the TPEs and how to evaluate candidates based on the TPEs. Program evaluations are aligned with the TPEs (NCR forms; Student Teaching Evaluation).

Individuals selected to provide professional development to master teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors’ expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.

In addition to the training described above, master teachers for our multiple subject credential candidates are offered optional training in 21st Century Learner workshops facilitated by university faculty. Presenters for these workshops are: (1) experienced faculty who are effective in supervising credential candidates; (2) knowledgeable about current educational theory and practice, including standards, frameworks and developmental stages of learning-to-teach; (3) models of collegial supervisory practices that foster success among credential candidates; and (4) professionals that promote reflective practice. Furthermore, all of our University supervisors have taught a minimum of three years in a public school classroom and receive on-going professional development every semester at required professional development meetings. University supervisor use this information to support master teachers’ efforts to assure candidates are meeting the requirements of the MSCP and the State.

University supervisors are required to meet with master teachers each semester. This meeting occurs within the first two weeks of the placement and is designed to ensure clear communication and a review of expectations and requirements. The department created an “Orientation Checklist” and a “Master Teacher Orientation PPT” to facilitate this meeting. Additionally, teaching faculty and supervising faculty have received assessor training in different CalTPA tasks, differentiated instruction, and integrating art and technology.
More recently, we began piloting a co-teaching module for our program. Participation in this program requires ongoing professional development (provided by trained experts) for our master teacher and supervisors. Although the trainings focus on co-teaching methods, they also provide opportunities for candidates, master teachers and supervisors to reflect on effective teaching practices.

*Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching.*

We communicate to all participants of the Multiple Subject Credential Program (MSCP) orally and in writing clearly defined roles and procedures for supervising candidates in the field. These roles are detailed for all participants (candidates, supervisors, and master teachers) in the *MCSP Handbook* and the *Block Leader and Supervisor Manual* which Block leaders, supervisors, and master teachers can download from the EDEL website at any time to access necessary forms and documents, evaluate candidates’ performance, and/or review the Teaching Performance Expectations. Each semester, supervisors are required to meet with master teachers to review expectations during the first two weeks of the placement. Typically these meetings occur prior to the first day the candidate is scheduled to begin fieldwork in the classroom. Supervisors arrange to meet individually or in small groups to introduce candidates to their master teachers and to discuss the requirements and expectations. This meeting provides a great opportunity for candidates and master teachers alike to raise questions, exchange contact information, discuss scheduling details, and share resources. To ensure our supervisors are supported in this role, the department has created an Orientation Checklist as well as a “Master Teacher Orientation” Powerpoint to help guide the meeting. Many supervisors also provide additional support materials based upon their expertise, experience with particular schools, or in relation to current educational events, policies, or issues.

Additionally, given our tight connection to the TPEs, all university supervisors, block leaders, master teachers, and candidates are made aware of the Contract for Success Plan which is implemented when a candidate encounters problems in the field and is not meeting the TPEs or program standards. When a Multiple Subject Credential Program candidate displays problems in coursework, Supervised Fieldwork (EDEL 438), or Student Teaching (EDEL 439), course instructors, Master Teachers, and/or Supervisors contact the block leader who will then intervene. If it is determined at this time that the candidate is not meeting the Standards for Program Continuation as described in the *Multiple Subject Credential Program (MSCP) Handbook*, then the student is placed on a Contract for Success Plan explicitly detailing expectations for continuation and indicating which TPEs are of concern.

*Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with English learners, students with special needs, students from low socioeconomic backgrounds, and hard to staff schools.*

In the Multiple Subject Credential Program, we provide diverse experiences for all of our candidates. In Student Teaching (EDEL 439), candidates are placed in two different
assignments, in two different schools, and (usually) separate districts. In order to meet EL and RICA requirements in ways that accurately reflect the linguistically diverse population of California, at least one of the placements includes emergent English Learners. Additionally, given the importance of insuring all teacher candidates are well prepared to work in any school in California, we include low performing and hard-to-staff schools in our pool of schools and districts, and our placement records and competencies reflect this diversity. For example, we have actively sought out partnerships with Santa Ana Unified, a district rich in ethnic, linguistic, and socioeconomic diversity. The requirements for placements are described in detail in the MSCP Handbook, and Final Paperwork Signature Sheet provide verification that placement requirements have been met.

Category E: Teaching Performance Expectations and the Teaching Performance Assessment

Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations

The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).

Multiple Subject Credential Program (MSCP) course syllabi align program outcomes, course objectives, and assignments with the Teaching Performance Expectations (TPEs). Candidates develop the appropriate dispositions to effectively teach the major domains of the TPEs in structured assignments and activities in these courses and then demonstrate these dispositions as they engage in fieldwork and student teaching.

Candidates demonstrate a fundamental ability to teach in the major domains of the TPEs through the following credential coursework: Integrated Curriculum and Instruction in the Elementary School (EDEL 429); Foundations in Elementary School Teaching (EDEL 430); Language Arts and Reading Instruction in the Public Schools (EDEL 433); Methods and Inquiry for Teaching English Learners (EDEL 434); Curriculum and Instruction in the Elementary School – Math (EDEL 435); Curriculum and Instruction in the Elementary School – Science (EDEL 436); Curriculum and Instruction in the Elementary School – Social Studies (EDEL 437); Visual and Performing Arts Seminar (EDEL 450); Community, School and Classroom Issues Seminar (EDEL 451); and Physical Education, Health and Mainstreaming Seminar (EDEL 452).

The requirements and assignments from these courses collectively address the TPEs, and supervised fieldwork (EDEL 438 and EDEL 439) ensures that candidates demonstrate the capacity to effectively teach the major domains of the TPEs (see EDEL 438/439 syllabus). The table below illustrates the distribution of TPEs within our courses (i.e., where candidates learn about (L), apply (A), and reflect (R) upon each TPE).

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<thead>
<tr>
<th>TPE</th>
<th>315</th>
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<td>2 Monitoring Student Learning During Instruction</td>
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<td>3 Interpretation and Use of Assessments</td>
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<td>4 Making Content Accessible</td>
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<td>5 Student Engagement</td>
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<td>6 Developmentally Appropriate Teaching Practices</td>
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<td>7 Teaching English Learners</td>
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<td>8 Learning about Students</td>
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<td>9 Instructional Planning</td>
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<td>10 Instructional Time</td>
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</table>
Our coursework is designed so that candidates learn, apply, and reflect upon the TPEs in a sequential and multifaceted way. Candidate comprehension and competency regarding TPEs is supported at every level of our program; TPEs are discussed, developed, applied, and reflected upon in subject-specific coursework across our MSCP. For example, in terms of our sequential approach, all candidates complete Foundations of Elementary School Teaching (EDEL 430) in their first semester in the program. In EDEL 430, candidates learn, apply, and reflect upon TPEs in activities and assignments across subject areas. For example, candidates master a number of instructional strategies that allow them to monitor student learning (TPE 2), make content accessible for all learners (TPE 4), engage students in their learning (TPE 5), and create a positive social learning environment (TPE 11). To do so, candidates participate in a session on Active Teaching and read the text *Active Teaching: Fifty Strategies for Engaging K-12 Learners in the Classroom*. They then apply their learning by using an active teaching strategy in a standards-based EDEL 430 Lesson Plan they develop for their fieldwork classroom.

Our sequential and multifaceted approach holds for the development and application of other key areas, such as assessment of student learning and classroom management. For instance, in Foundations in Elementary School Teaching (EDEL 430), candidates are introduced to principles of assessment and a variety of assessment techniques (TPE 3). In their subject-specific methods courses, candidates extend their learning of student assessment in relation to each content area. Examples include the numerous cases studies candidates conduct in their subject-specific courses (see the Reading Case Study (EDEL 433), the Oral Language Assessment (SOLOM) (EDEL 434), and the Assessing Mathematical Understanding (EDEL 435). Opportunities to understand, apply, and reflect upon the TPEs occur continuously throughout each semester in which candidates are enrolled in our EDEL MSCP.

Concurrent with their experiences in EDEL 430, candidates learn about subject specific pedagogy (TPE 1) in the content areas. During Curriculum and Instruction in Elementary School
Teaching - Math (EDEL 435), for example, candidates review math content standards (TPE 4) and construct activities (TPE 2 and 3) that address the standards through the Math Content Standards Review assignment, develop hands-on lessons (TPE 5 and 6) that focus on conceptual development of math concepts, and provide modifications for English language learners (TPE 7) in the Small Group Math Lesson, and develop and apply knowledge of students’ needs (TPE 8) through interviewing students and determining instructional strategies based on these needs (TPE 9 and 10) in the Assessing Mathematical Understanding assignment.

In Language Arts and Reading Instruction in the Public Schools (EDEL 433), for example, candidates learn about comprehension instruction (TPE 1) and develop Literature Activities that reflect knowledge of how to support children's interactions with text (TPE 9). In Integrated Instruction and Curriculum in the Elementary School (EDEL 429), candidates analyze children's writing samples (TPE 3) and plan (TPE 1 and 6) and conduct small group lessons that address the identified needs (Writing Assessment and Instruction Plan).

In the second semester course work, TPE development and application continues. For example, in Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), candidates apply subject specific pedagogy (TPE 1) and developmentally appropriate teaching practices (TPE 6) in the Timeline for Lesson Planning. They demonstrate an understanding of students’ unique needs (TPE 8) through the selection of resources (Resource Sketch) and the development of the Matrix for Differentiated Instruction. In the Curriculum and Instruction in Elementary School Teaching - Science course (EDEL 436), candidates master inquiry-based instruction in the Model Learning Cycle Lesson which extends candidates’ competence related to instruction (TPE 1, 4, 5, 11 and 13), as it provides opportunities for candidates to develop and apply other knowledge and skills in a subject-specific arena (TPE 1).

In the Community, School, and Classroom Issues Seminar (EDEL 451), candidates learn about the monitoring of student learning and instruction (TPE 2), making content accessible (TPE 4), and the relevance of learning about students (TPE 8) in the Parent Communication Seminar. Candidates learn about the teacher’s unique role in advancing each student’s academic achievements through thoughtful instructional planning (TPE 9), appropriate uses of instructional time (TPE 10), a supportive social environment (TPE 11), and the recognition of their professional, legal and ethical obligations (TPE 12) when they complete the Introduction to the School Law Online Module. Candidates also increase their knowledge of content related to school law and increase their professional growth as future educators (TPE 13).

In the Physical Education, Health, and Mainstreaming Seminar (EDEL 452) candidates learn about and apply subject specific pedagogy (TPE 1) when completing the IRIS Module and IEP Seminar, as well as reflecting upon these processes in the IEP Reflection Assignment. Candidates additionally apply their knowledge of monitoring student learning during instruction (TPE 2), addressing student engagement (TPE 5), teaching English Learners (TPE 7), learning about students (TPE 8), instructional planning (TPE 9), using instructional time (TPE 10), and social environment needs (TPE 11) when they design and teach a Physical Education Lesson Plan and a Health Lesson Plan and Reflection. Candidates also learn about the interpretation and use of assessments (TPE 3), making content accessible (TPE 4), and developmentally appropriate teaching practices (TPE 6) in EDEL 452 when they complete the IEP Seminar and
the IEP Reflection Assignment. In addition, candidates learn about professional, legal and ethical obligations (TPE 12) during the IEP Seminar.

The following table illustrates a range of sample opportunities in which candidates learn, apply, and reflect on TPEs.

Table: Sample activities for learning, applying, and reflecting on Teaching Performance Expectations

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Sample Activities for Learning TPEs</th>
<th>Sample Activities for Applying TPEs</th>
<th>Sample Activities for Reflecting on TPEs</th>
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<tbody>
<tr>
<td>EDEL 315: Introduction to Elementary Classroom Teaching</td>
<td>315: Teacher Graphic Mini Novel (TGMN)</td>
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<td>315: Teacher Graphic Mini Novel (TGMN)</td>
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<tr>
<td>EDEL 325: Cultural Pluralism in Elementary Schools</td>
<td>325: Self-Other Dialogue; Classroom Observation; Cultural Event Poster</td>
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<tr>
<td>EDEL 429: Integrated Curriculum and Instruction in the Elementary School</td>
<td>429: Organizing and Managing a Literacy Program Activity (readings and observations); Spelling Assessment and Instruction Activity</td>
<td>429: Organizing and Managing a Literacy Program Activity (develop plan); Writing Assessment and Instruction Plan; Teaching English Learners Presentation; When the Principal Asks</td>
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<tr>
<td>EDEL 430: Foundations in Elementary School Teaching</td>
<td>430: Active Teaching; Instructional Approaches; Assessment Interview</td>
<td>430: Instructional Plan Rubric</td>
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<tr>
<td>EDEL 433: Language Arts and Reading Instruction</td>
<td>433: Reading Case Study; Phonemic Awareness and Phonics Assessments; Book Talk</td>
<td>Reading Case Study; Phonemic Awareness and Phonics Assessments; Literature Activities</td>
<td>Reading Case Study; Literature Activities</td>
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<tr>
<td>EDEL 434: Methods and Inquiry for Teaching English Learners</td>
<td>434: ELSPED Online Reading Task; Case Studies</td>
<td>434: ELD/SDAIE Lesson Plan; Oral Language Assessment (SOLOM); Second Language Acquisition Quiz; Weach-In; Newcomer Welcome Kit</td>
<td>434: Foreign Film Activity</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Activities</td>
<td>Notes</td>
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<td>EDEL 435</td>
<td>Curriculum and Instruction in Elementary School</td>
<td>435: <strong>Math Content Standards Review</strong>; <strong>Small Group Math Lesson</strong>; <strong>Assessing Mathematical Understanding</strong></td>
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<td>Teaching - Math</td>
<td>435: <strong>Math Content Standards Review</strong>; <strong>Math Website and App Review</strong>; <strong>Small Group Math Lesson</strong>; <strong>Assessing Mathematical Understanding</strong></td>
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<td>435: <strong>Math Content Standards Review</strong>; <strong>Small Group Math Lesson</strong>; <strong>Assessing Mathematical Understanding</strong></td>
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<td>EDEL 436</td>
<td>Curriculum and Instruction in Elementary School</td>
<td>436: Community Resource Assignment</td>
<td>Response to Community Resource Assignment, Science Autobiography Activity</td>
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<td>Teaching - Science</td>
<td>436: <strong>Model Learning Cycle Lesson</strong>; <strong>Science Circus Station</strong></td>
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<td>EDEL 437</td>
<td>Curriculum and Instruction in Elementary School</td>
<td>437: <strong>Small Group Integrated Unit Plan</strong>: <strong>Scholarly Knowledge</strong>, <strong>Concept Mapping</strong>, <strong>Resource Sketch</strong>; <strong>Current Events</strong>; <strong>Involved Citizens Assignment OR Pay it Forward Project</strong>; <strong>Flat Stanley OR Artifact Activity</strong></td>
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<td></td>
<td>Teaching – Social Studies</td>
<td>437: <strong>Small Group Integrated Unit Plan</strong>: <strong>Timeline for Lesson Planning</strong>, <strong>Matrix for Differentiated Instruction</strong>; <strong>Involved Citizens Assignment OR Pay it Forward Project</strong>; <strong>Flat Stanley OR Artifact Activity</strong></td>
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<td>EDEL 438</td>
<td>Supervised Fieldwork</td>
<td>438: EDEL 438 syllabus; <strong>NCR forms</strong>; <strong>Fieldwork Evaluation</strong></td>
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<td>438: EDEL 439 syllabus; <strong>NCR forms</strong>; <strong>Fieldwork Evaluation</strong></td>
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<td>Student Teaching</td>
<td>439: <strong>NCR forms</strong>; <strong>Student Teaching Evaluation</strong></td>
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<td>450: <strong>450 Lesson Plan</strong></td>
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<td>EDEL 451</td>
<td>Community, School, and Classroom Issues</td>
<td>451: <strong>Parent Communication Seminar</strong>; <strong>Introduction to School Law Online Module</strong></td>
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<td>451: <strong>Introduction to School Law Online Module</strong></td>
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<td>EDEL 452</td>
<td>PE, Health, and Mainstreaming</td>
<td>452: <strong>IRIS Module</strong>, <strong>IEP Seminar</strong>, <strong>IEP Reflection</strong></td>
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<td>452: <strong>IEP Reflection Assignment</strong>, <strong>Physical Education Lesson</strong></td>
<td></td>
</tr>
</tbody>
</table>
As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA).

Upon admission to the Multiple Subject Credential Program (MSCP), candidates are assigned to a block where their supervised fieldwork experiences (EDEL 438 and EDEL 439) are sequenced with coursework to support their growing competence in delivering curriculum to students of varying backgrounds and abilities. As noted above, and as evidenced by every course syllabus, EDEL syllabi align assignments and course objectives with the TPEs.

Course syllabi show the progression of assignments and support that is offered as TPE aligned assignments continue to become more challenging. Candidates receive consistent written and oral feedback from instructors on their assignments and in-class activities, as they do from University Supervisors and Master Teachers in the field (NCR forms, Fieldwork Evaluation, Student Teaching Evaluation) as they progress in the program. Below we provide a representative description of the ways in which our assignments and instruction are scaffolded to support candidate understanding and develop their capacity to succeed as teachers in a complex and challenging profession.

In Language Arts and Reading Instruction in the Public Schools (EDEL 433), candidates read about comprehension instruction, experience comprehension instruction (modeled by the instructor), and analyze modeled instruction before being assigned to develop (in small groups) Literature Activities for presentation to their classmates and independently in the field. Candidates learn about assessment tools and practice administering them to peers before administering them to young students (Phonemic Awareness and Phonics Assessments). They analyze results and discuss implications for instruction as a class (Phonemic Awareness and Phonics Assessments) before being required to analyze assessment results and plan instruction in pairs (Reading Case Study) and, later, in Integrated Curriculum and Instruction in the Elementary School (EDEL 429) being asked to plan and implement instruction based on assessment independently (Writing Assessment and Instruction Plan). Candidates learn phonic elements (Phonics/Structural Analysis Coaching; EDEL 433 syllabus) before coaching peers and assessment children's phonics and using that information to plan instruction (Phonemic Awareness and Phonics Assessments).

In Methods and Inquiry for Teaching English Learners (EDEL 434), the course begins with an overview of the history and context of bilingual education in the United States and California (Bilingual Periods Chart). This overview is then linked to particular bilingual programs in use in California (America’s Next Top Program Model (ANTpM) Poster), their overarching goals and
struggles, and the relationship between primary and secondary language acquisition (Second Language Acquisition Quiz). Once candidates understand the ways in which theories of language acquisition influence language policy, they move into examining how students are assessed linguistically – specifically, how these language assessments shape educational access and opportunity for English learners (Oral Language Assessment (SOLOM)) and how to distinguish key elements in language development issues from speech development issues (ELSPED Online Reading Task). They then use what they learned in these activities to respond to a series of Case Studies that require them to diagnose and respond to issues related to language proficiency, cultural attributes, developmental stages, and academic engagement. At this time, they create a Newcomer Welcome Kit that consists of a collection of activities (tangible and technological) that can be used to integrate a new, non-English speaking student into their future classroom at any time (whether at the start of the year or some time after). The culminating assignments for the course (ELD/SDAIE Lesson Plan and Weach-In) depend upon the application of TPEs 4, 5, 6, 7, 9, 10, and 11 and scaffold understandings developed in the earlier assignments. The ELD/SDAIE Lesson Plan further depends upon the explicit provision of engaging, relevant, and comprehensible modifications to secure EL access. Individual students create an ELD/SDAIE Lesson Plan that they can use in their fieldwork classroom. Candidates also work in small groups to participate in the Weach-In which requires a description of a particular Specially Designed Academic Instruction in English (SDAIE) activity, how it will support Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), and how the strategy can be integrated into in two different subject areas (either Language Arts, Mathematics, Science, or Social Studies), at two different levels (one subject in upper elementary (4-8) and another subject in lower elementary (K-3). The Weach-In depends upon candidates working together to use at least three distinct SDAIE strategies to teach their MSCP colleagues how to use their selected SDAIE strategy (for a total of four SDAIE strategies).

In Curriculum and Instruction in Elementary School Teaching - Math (EDEL 435), candidates begin by learning about the math standards (Math Content Standards Review) before using them to evaluate websites and apps specific to understanding math content and supporting comprehension (Math Website and App Review). After examining the math standards, websites, and apps, candidates construct a math lesson plan, implement the lesson and reflect on the lesson (Small Group Math Lesson). To further their understanding of the scale and scope of mathematics instruction in students’ lives, candidates also interview an elementary student who presents an instructional challenge about his/her attitude, background and understanding of a specific area of mathematics. Based on this assessment, candidates then develop instructional strategies to assist in teaching a unit in mathematics (Assessing Mathematical Understanding). Additionally, candidates analyze summative assessments and reflect on the use of student assessments in the elementary classroom (Assessing Mathematical Understanding).

In Curriculum and Instruction in Elementary School Teaching – Science (EDEL 436), candidates begin by exploring their personal experiences in learning science, before developing the instructional skills required to encourage conceptual learning for all students. In small groups, candidates conduct Model Learning Cycle Lesson, followed by a whole class discussion in which they reflect upon instructional practices, pedagogy and connections to the TPE, CSTP, and State and National Science Standards. Candidates are further required to complete a Community Resource Assignment in order to demonstrate their ability to use community resources and
technology to enhance science learning. In this assignment, candidates visit a local community site that can be used as a resource to teach and extend elementary students’ understanding of science content. Candidates then create a visual and auditory experience (similar to a virtual fieldtrip) that discusses the science standards that could be addressed at the site, as well as pre- and post-visit suggestions. Candidates must consider how to meet the needs of all learners visiting the site, and thus are required to identify potential obstacles, as well as suggesting modifications to help support student access and success. The culminating project in EDEL 436 builds upon all of these activities in the creation of a Science Circus Station which requires candidates to provide background science content information and then extend student understanding through a hands-on self guided science activity that attends to students with special needs and English learners.

In Curriculum and Instruction in Elementary School Teaching – Social Studies (EDEL 437), for example, candidates submit the Small Group Integrated Unit Plan in phases and receive feedback after each submission. First, candidates are required to identify standards and demonstrate their content expertise in the Scholarly Knowledge assignment. Next, candidates select, annotate, and defend resources to support the development of an original unit plan (Resource Sketch). Candidates then create Concept Mapping to guide the creation of the Timeline for Lesson Planning and Matrix for Differentiated Instruction.

In the Community, School, and Classroom Issues Seminar (EDEL 451), candidates consider classroom management from a variety of perspectives in relation to the structure and process of developing a supportive classroom community over a school year. They map out plans for classroom management as it pertains to the first day of school and their first year of teaching practice, identifying specific classroom management protocols that reflect a capacity to design and maintain an effective, engaging, and productive social environment (TPE 11). Candidates attend a seminar related to classroom management topics and receive feedback from their instructor, as well as having the opportunity to discuss the topic of classroom management with a guest speaker (typically a practicing school principal). Classroom management is considered in relation to school law and teacher requirements (TPE 12), a topic that contributes to their overall professional development of our candidates (TPE 13). Candidates also learn about school law as it applies to child abuse reporting (TPE 12) when they complete a Child Abuse Module.

In the Physical Education, Health, and Mainstreaming Seminar (EDEL 452), our instructors provide candidates with information about health education so that they can integrate health education into the curriculum (TPE 10) in the Health Lesson Plan and Reflection. Candidates begin the course by participating in a lecture forum, and respond to questions the instructor poses to assess their knowledge of content. Afterwards, candidates apply their knowledge in small groups where they collaborate about lesson plan ideas that specifically address English learners’ comprehension (TPE 7) and include accommodation strategies to support students with special needs. Then, candidates independently complete the Healthy Lifestyles Module in which they apply their knowledge of health content (TPE 9 and 10).

Our sequential and multifaceted approach to course and field experiences ensures that candidates are given increasingly complex opportunities to learn, develop, and reflect on the TPEs. An example is in the area of student assessment. In their first course in the program, Foundations in
Elementary School Teaching (EDEL 430), candidates are introduced to TPE 4 as they read about principles of assessment, and then interview their master teacher regarding assessment in their fieldwork classroom (see Assessment Interview). In other courses, candidates actually conduct student assessments and interpret the results of their assessments. One example is the Assessing Mathematical Understanding assignment conducted in EDEL 435 (see also the Oral Language Assessment (SOLOM) in Methods and Inquiry for Teaching English Learners (EDEL 434). Then candidates are required to assess student learning for all of their students across the curriculum in student teaching, and they are evaluated in their competence to do so in their student teaching (EDEL 439). Thus, by the time candidates assess student learning during the TPA, notably in the Assessing Learning task, they have had increasingly sophisticated opportunities to gain and demonstrate knowledge and skills in assessing student learning.

General TPA support is embedded in course content and course assignments across the program, but each TPA is also tied more specifically to particular content areas so that candidates demonstrate TPAs in different content areas. The following are the content areas for TPA:

TPA Designing Instruction is completed in the area of mathematics.
TPA Assessing Learning is completed in the area of social studies methods or science.
TPA Culminating Teaching Experience is completed in the area of language arts.

In EDEL 437, The Assessing Learning TPA requires candidates to plan and administer a social studies assessment and make modifications for two focus students. Candidates are required to select diagnostic, progress monitoring, and summative assessments to measure student learning (Timeline for Lesson Planning). They must also suggest modifications for English Learners, students with special needs, and GATE students (Timeline for Lesson Planning; Matrix for Differentiated Instruction).

In EDEL 435, candidates identify specific mathematics standards and plan for instruction with consideration for students who are English Language Learners, struggling students and high achievers (Math Content Standards Review). Candidates plan a lesson based on the math standards, implement the lesson, and reflect on the process (Small Group Math Lesson). Both of these assignments support the Designing Instruction TPA which requires candidates to plan a math lesson and make modifications for two focus students.

Candidate proficiency toward meeting program outcomes and state and national standards is carefully monitored as candidates move through the Multiple Subject Credential Program. Multiple assessment measures are used to ensure that candidates develop and demonstrate the knowledge, skills and dispositions required of professional educators in the program. First, all of the first semester coursework must be completed with a grade of “Credit” (equivalent to a “B” or better), and candidates must receive a passing score on the fieldwork evaluation (EDEL 438) prior to being admitted to the first student teaching assignment (EDEL 439). Remaining coursework must be completed with a grade of “Credit” prior to the second student teaching assignment. As described above, course assignments are aligned with the TPEs. In addition, to be admitted to the second student teaching assignment candidates must receive a passing score (average of 2.0 or higher) on the first Student Teaching Evaluation (EDEL 439), which measures candidate's increasing ability to teach the TPEs. Additionally, all candidates must pass two TPA
tasks (SSP and DI) before moving to the second placement, and they must pass the last two tasks (AL and CTE) before completing the program. Together, these tasks ensure mastery of the TPEs.

The following three tables identify key transition points and performance measures.

Table: Multiple Subject Credential Program Transition Points and Performance Measures

<table>
<thead>
<tr>
<th>Element &amp; Bilingual Education (EDEL)</th>
<th>Admission to Program</th>
<th>Admission to Initial Student Teaching</th>
<th>Admission to Final Student Teaching</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Candidates</td>
<td>Certificate of Clearance</td>
<td>Credit on all coursework to date (CR or grade of B- or better)</td>
<td>Tucker certification</td>
<td>Successful completion of Bachelor’s degree</td>
</tr>
<tr>
<td>All Candidates</td>
<td>Verification of TB</td>
<td>Passing score on fieldwork evaluations by master teacher and supervisor (average ≥2.0 on program rubric; remediation for any area scored lower than 2)</td>
<td>CPR training certificate</td>
<td>Credit on all coursework (CR or grade of B- or better)</td>
</tr>
<tr>
<td>All Candidates</td>
<td>Verification of passing all sections of Subject Matter Exam (CSET)</td>
<td>Submission of TPA Tasks SSP and DI</td>
<td>Passing score on fieldwork evaluations by master teacher and supervisor [if necessary] (average ≥2.0 on program rubric)</td>
<td>Passing score on final student teaching evaluations by master teacher and supervisor (average ≥ 2.85 on program rubric, with no TPE lower than 2)</td>
</tr>
<tr>
<td>All Candidates</td>
<td>Verification of passing Basic Skills Exam (CBEST)</td>
<td>3-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>Passing score on initial student teaching evaluations by master teacher and supervisor (average ≥2.0 on program rubric)</td>
<td>Verification of EL teaching requirement (signature sheet)</td>
</tr>
<tr>
<td>All Candidates</td>
<td>CPR training certificate</td>
<td>3-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>Verification of GATE/SPED teaching requirement (signature sheet)</td>
</tr>
<tr>
<td>All Candidates</td>
<td>GPA of 2.67 in prerequisite courses EDEL 315 and EDEL 325 and a passing grade (2.0 or better) in CAS 101, 312, 315, 325, or PSY 361</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>Verification of completion of U.S. Constitution requirement</td>
</tr>
<tr>
<td>All Candidates</td>
<td>Completion of all General Education requirements; no more than 6 units remaining in major</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI (≥3)</td>
</tr>
<tr>
<td>All Candidates</td>
<td>Cumulative GPA of 2.75 or GPA of 2.75 in last 60 units</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI</td>
<td>2-Semester Candidates Submission of TPA Tasks SSP and DI (≥3)</td>
</tr>
</tbody>
</table>

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- Verification of child/youth experience (department form)
- Autobiography (faculty review)
- Two letters of recommendation (faculty review)
- Personal philosophy of bilingual education (Bilingual Authorization only) [faculty review]
- Passing score on faculty interview (scored by committee; \( >22 = 2\textsuperscript{nd} \) interview)
- Writing sample (Problematic rating=2\textsuperscript{nd} interview)
- Oral Language Proficiency (Problematic rating=2\textsuperscript{nd} interview)

<table>
<thead>
<tr>
<th>Admission to Program</th>
<th>Program Continuation</th>
<th>Qualifying for Culminating Experience</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary &amp; Bilingual Education (EDEL)—Advanced Program Transition Points</strong></td>
<td><strong>Approved study plan on file prior to completion of 9 units</strong></td>
<td><strong>Overall GPA 3.0 or higher</strong></td>
<td><strong>Grade of C or better in all courses with 3.0 overall GPA</strong></td>
</tr>
<tr>
<td>- Baccalaureate degree from accredited institution</td>
<td>- Passing score on Literature Review (EDEL 511) [Passing=4 or</td>
<td>- Faculty review of EDEL 594 proposal, OR</td>
<td></td>
</tr>
<tr>
<td>- Cumulative GPA of 3.0 or GPA of 3.0 in last 60 units</td>
<td>- Approval of thesis proposal (EDEL 598)</td>
<td></td>
<td></td>
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<tr>
<td>- Current basic</td>
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</table>

[blind scored]
- Submission of, and passing scores on TPA Tasks AL and CTE (≥3) [blind scored]

3-Semester Candidates
- Passing scores on SSP and DI (≥3) [blind scored]
- Submission of, and passing scores on TPA Tasks AL and CTE (≥3) [blind scored]
<table>
<thead>
<tr>
<th><strong>Elementary &amp; Bilingual Education (EDEL)—ADV Combined Credential/Masters</strong></th>
<th><strong>Admission to Program</strong></th>
<th><strong>Admission to Initial Student Teaching and Program Continuation</strong></th>
<th><strong>Admission to Final Student Teaching &amp; Qualifying for Culminating Experience</strong></th>
<th><strong>Exit from Program</strong></th>
</tr>
</thead>
</table>
|  | - Baccalaureate degree from accredited institution  
- Cumulative GPA of 3.0 or GPA of 3.0 in last 60 units  
- GPA of 2.67 in prerequisite courses EDEL 315 and EDEL 325 and a passing grade (2.0 or better) in CAS 101, 312, 315, 325, or PSY 361  
- Certificate of Clearance  
- Verification of TB  
- Verification of passing all sections of Subject Matter Exam (CSET)  
- Verification of passing Basic Skills Exam  | - Credit on all coursework to date (CR or grade of B- or better)  
- Passing score on fieldwork evaluations by master teacher and supervisor (average ≥2.0 on program rubric; remediation for any area scored lower than 2)  | - **Admission to final student teaching**  
- Credit on all coursework to date (CR or grade of B- or better)  
- Passing score on initial student teaching evaluations by master teacher and supervisor (average ≥2.0 on program rubric)  
- Submission of TPA Task AL  | - Completion of 30 units with a minimum 3.0 GPA  
- Grade of C or better in all graduate courses with 3.0 overall GPA. Grade of B- or CR in all credential level courses.  
- Passing score on final student teaching evaluations by master teacher and supervisor (average ≥ 2.85 on program rubric, with no TPE lower than 2)  
- Verification of EL teaching requirement (signature sheet) |
| 3-Semester Candidates | Submission of TPA Tasks SSP and DI | **Qualifying for Culminating Experience** |  |  |
Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate’s progress toward meeting the TPEs.

Assessment and regular feedback regarding candidate performance are strengths of the EDEL Multiple Subject Credential Program at California State University, Fullerton. Our Supervisors are all former teachers who have taught for a minimum of three years. Supervisors are a mix of part time and full time faculty members (this mix varies from semester to semester, depending on enrollment numbers). They must attend professional development meetings at the start of each semester that include support for co-teaching, mentoring, active teaching strategies, and the integration of technology. They also receive program updates related to course content and
standards at these meetings to ensure they have a clear understanding of how to support candidates and Master Teachers. Course updates and supervisor resources are also posted on the MSCP Community Site on Titanium and on the department website (http://ed.fullerton.edu/edel/about-our-department/supervisor-information/). Lastly, block leaders regularly communicate with field supervisors to keep them abreast of any new projects and/or course requirements.

At these meetings, Supervisors are also trained in using the NCR forms to track and support candidates’ capacity to meet TPE requirements effectively in their instructional practice in the field. Supervisors then discuss candidates’ classroom practice in relation to the NCR forms (which are organized around TPEs) with candidates after every observation. This consistent and specific documentation is then used when Supervisors complete the Student Teaching Evaluation and the Narrative Evaluation at the end of each semester. Divided into sections based on the TPEs, the Student Teacher Evaluation rates candidates from 1 to 4 (Unacceptable to Distinguished) in terms of meeting each TPE. Candidates must receive a minimum of a 2 (basic) in each area of the Student Teacher Evaluation in order to progress in the program. These tools allow supervisors to provide candidates with comprehensive, precise, and timely assessment that is organized by and structured around the TPEs; candidates are apprised of their specific strengths, and any areas that may need development as they move through the program and into the profession. This feedback provides formative assessment information that helps candidates set new goals for their performance and adjust their practice that needs improvement.

Supervisors make initial observation visits during fieldwork (EDEL 438), prior to the beginning of the candidate’s placement, and then conduct four regularly scheduled visits during the first five-week student teaching experience (EDEL 439) and five regularly scheduled visits during the second student teaching experience (EDEL 439). On each visit, Supervisors use the NCR forms to conduct a TPE focused observation, provide written feedback, which they then discuss with candidates during post-observation conferences. As stated above, the NCR forms are organized around the TPEs, so that candidate and Supervisor are constantly attentive to the ways in which TPEs are addressed and which need further development or attention to assure the candidate’s ability to effectively instruct elementary school students. All written feedback must be provided to the candidate within 24 hours of the visit. Additionally, candidates who struggle with, or do not meet the TPEs in their placement classrooms are put on contracts that explicitly detail what they need to do to continue to move forward in the program. These contracts are organized around TPEs and may be written by course instructors, Supervisors, or Block Leaders who are concerned about a candidate’s progress. Candidates who do not meet the conditions of these TPE organized contracts (which means they are not meeting the TPEs) will be stopped out of the EDEL MSCP.

Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes

Implementation of Commission-Approved Model
The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration, scoring, and data reporting processes for all tasks/activities of
the applicable TPA model in accordance with the requirements of the selected model. The program adopts a passing score standard and provides a rationale for establishing that passing standard.

The Multiple Subject Credential Program implements the CalTPA, the state’s model of performance assessment of the Teaching Performance Expectations (TPE), and adheres to the guidelines of the CalTPA Implementation Model outlined in the CalTPA Implementation Manual and CalTPA Candidate Handbook (CCTC). In accordance with the model, the four tasks are embedded within the program and completed by candidates as they progress through the program. This provides candidates and faculty with formative feedback on candidates’ progress toward meeting the TPEs and advancing toward recommendation for the preliminary credential. Passing each of the embedded tasks is required to advance in the program and serves as one of several indicators that must be met at the various transition points in the program. Candidates must pass all four tasks in order to be recommended for a preliminary credential (MSCP Handbook).

The model requires that candidates write their responses to three of the four tasks in specific curricular areas (e.g., language arts, mathematics, science, or social studies) based on their experiences in actual K-12 settings. Decisions about task placement and curricular focus are based on the developmental sequence of MSCP courses and field experiences to ensure that candidates have opportunities to develop the TPEs required to successfully complete each task. The task sequence, curricular focus, and placement in the program are presented in Table 1, below.

Table 1: TPA Timeline

<table>
<thead>
<tr>
<th>CalTPA Task</th>
<th>Curricular Focus</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Subject-Specific Pedagogy</td>
<td>NA</td>
<td>1st</td>
</tr>
<tr>
<td>Designing Instruction</td>
<td>Mathematics</td>
<td>1st</td>
</tr>
<tr>
<td>Assessing Learning</td>
<td>Social Studies (or Science)</td>
<td>2nd</td>
</tr>
<tr>
<td>Culminating Teaching Experience</td>
<td>Language Arts</td>
<td>Final semester (2nd of 2, 3rd of 3, or 2nd of 4)</td>
</tr>
</tbody>
</table>

There are two submission timelines for the CalTPA tasks. Submission typically occurs at the end of week 9 for the Assessing Learning (AL) task and the end of week 11 for Subject-Specific Pedagogy (SSP), Designing Instruction (DI), and Culminating Teaching Experience (CTE) tasks. Scores are typically released at the end of week 11 for AL, and the end of week 13 for SSP, DI, and CTE. Remediation for all tasks occurs week 14. Resubmissions, when necessary, occur during finals week (week 16 during the semester).

The CalTPA task submission, scoring, and reporting processes are facilitated by the use of TaskStream, an electronic data management system. This system ensures the privacy of candidates and P-12 students, schools, and adults, fairness in scoring, and timely feedback to candidates on their progress toward meeting the TPEs. The timeline ensures sufficient time for remediation and resubmission of a specific task in the event that a candidate does not pass on the first attempt.
The MSCP adopted the passing score standard that requires a minimum score of 3 on each of the four CalTPA tasks. According to the CalTPA rubrics, a score level 3 indicates that candidates demonstrate “appropriate, relevant, or accurate” knowledge of the TPEs being assessed. A level 2 score indicates that candidates demonstrate “minimal, limited, cursory, inconsistent, and/or ambiguous” knowledge of the TPEs being assessed. Though the CalTPA Model permits a score of 2 (average score of 12 across the four tasks), the expectation that CSUF’s MSCP candidates demonstrate proficiency at a level 3 on each of the TPA tasks is consistent with the high standards established for all coursework (grade of B- or higher) and field experiences.

The TPA Coordinator and Lead Assessor is a faculty member supported by six units of assigned time to provide leadership in all aspects of the TPA. Responsibilities include task administration, assessor training and recalibration, data management and reporting, and faculty and candidate support. In consultation with the Department Chair, the TPA Coordinator also facilitates faculty discussions on candidate performance and opportunities for program improvement, and regularly reviews the implementation plan and systems for improvement.

**Results Inform Program Improvement**

The program maintains both program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement. The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.

The program maintains both program level and candidate level data. At the conclusion of each semester, the TPA Coordinator analyzes the results and shares them with the Department Chair, Program Coordinators, and faculty to determine areas of strength and opportunities for improvement in coursework and field experiences. Faculty also compare results with those from previous semesters to identify trends. Further, the results are analyzed in relation to other measures, including fieldwork and student teaching evaluations, program exit surveys, and one year follow-up surveys.

Since the program-wide implementation of the CalTPA in 2008, candidate results have informed our instruction. For example, early training and discussions heightened the use of shared terminology (based on the language of the TPEs and TPAs) by instructors, supervisors, and candidates. In another example, candidate responses to *Assessing Learning* revealed an opportunity to increase the emphasis on adaptations made for individual learners (vs. learner groups), particularly in relation to adapting assessments. Instructors of EDEL 437, Curriculum and Instruction in Elementary School Teaching – Social Studies and EDEL 453, Teaching Performance Assessment Support developed strategies for increasing candidates’ skills in adapting assessments and maximizing the information that can be gleaned from student responses.

The TPA Coordinator maintains assessor calibration status and scoring reliability for each task. Assessor recalibration data is recorded on an Excel spreadsheet and tracked each semester.
Individual Assessor Reports are also created for each assessor at the end of each scoring period. The scores issued by each assessor are monitored and concerns are addressed when variances among assessors emerge. For example, if an assessor issues scores that are consistently higher or lower than other assessors, these variances are analyzed to determine the reason for the discrepancy and feedback is provided to the assessor. Feedback may include additional coaching by the TPA Coordinator/Lead Assessor, retraining, and/or recalibration.

The TPA Coordinator and Department Chair review data by program (two- and three-semester programs and combined credential/MS program) and by block to identify areas for improvement in specific programs or by specific faculty. To date, results have not yielded significant program or block differences.

The program assures that candidates understand the appropriate use of their performance data in the Teaching Performance Assessment Support courses (EDEL 453 a and b). In module one, candidates view a narrated PowerPoint that explains how the data from the CalTPA will provide each candidate with detailed information that will help them develop into a highly qualified teacher. Specifically, the CalTPAs will help them to identify strengths and weaknesses related to the Teaching Performance Expectations (TPEs), as well as provide feedback to assist in the creation of an action plan that can be used for the next phase of their professional development in a beginning teacher induction program. Additionally, candidates are informed that trends in the data will assist the department with improving the overall quality of the program (Module 1 – Narrated Slide #13: What Can the CalTPA Do for You?).

The narrated Powerpoint in module one also explains the CalTPA scoring process and privacy considerations (Module 1 – Narrated Slide #7: CalTPA Scoring). Candidates are informed that all submissions are anonymous and are scored by trained assessors that include university faculty, supervisors, and other education professionals. Candidates are also notified that course instructors and supervisors are not allowed to score their own students’ work, even though the submissions are anonymous (Module 1 – Narrated Slide #8: Who Scores the CalTPA Responses?). Prior to each task submission, candidates are also required to complete an electronic Code of Honor on Taskstream. Their electronic signature on this document reflects compliance with all guidelines during the preparation of each task. Candidates are also given the option to grant the department permission to use their work as an example for accreditation, a CCTC sample, or portfolio sample. This is not a requirement and candidates can choose not to sign this portion of the document.

Security of Materials and Assurance of Privacy

The program establishes and consistently uses appropriate measures to ensure the security of all TPA materials, including all print, online, video candidate, and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the TPA process.

The MSCP employs appropriate measures to ensure the security of all TPA materials. All print materials associated with assessor training and recalibration are housed in a secure department
office. Electronic files are maintained on the TPA Coordinator’s password-protected computer and on a flash drive in a secure department office.

Candidate task responses and supporting artifacts, including student work samples and video recordings are maintained by the MSCP in password-protected programs in TaskStream. During the scoring session, the candidate, assigned assessor, and TPA Coordinator have access to an individual candidate’s files. At the conclusion of each scoring session, the TPA Coordinator removes assessor access to all candidate files stored in TaskStream. In addition, the TPA Coordinator directs all assessors to delete electronic files that were downloaded from TaskStream during the scoring window. These files include candidate task responses, artifacts, and video records.

Assessors complete a Record of Evidence (ROE) for each task as part of the scoring process. All ROEs are completed electronically and submitted through Taskstream.

To assure privacy, candidates submit confidential files that identify themselves, students, schools, and other adult participants to a “Confidential Documents” program in TaskStream that is accessed by the TPA Coordinator only. These confidential documents (e.g., task cover sheet, attestation to the Code of Honor Guidelines, and release or permission forms) are maintained in the password-protected TaskStream system.

Candidates have access to their task submissions, scores, and printable task-specific Assessor Feedback Forms (Parts 1 & 2) for the length of their TaskStream subscription. These forms are completed by the assessors and provide candidates with specific feedback that will help them identify strengths and weaknesses related to the Teaching Performance Expectations (TPEs).

The privacy of the public school students, teachers, school site, and school district are assured through the strict application of the policy to remove students’ names, obtain permission from all who appear in the video, and use the video for TPA purposes only.

**Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate’s own unaided work.

CSUF’s Multiple Subject candidates progress through a planned sequence of courses and field experiences that build progressively and develop the full range of the Teaching Performance Expectations (TPEs), preparing them to successfully complete the Teaching Performance Assessment (TPA). They have opportunities to practice tasks similar to the TPA and are guided
Candidates are introduced to the TPA during the application process, and they develop an understanding about the nature of the pedagogical tasks and prepare to complete the TPA tasks through EDEL 453a and b, one-unit courses that candidates take during the program. Throughout the program, candidates obtain clear, accurate, and timely information about the tasks and the assessment process and policies from a centralized location, MSCP’s TPA Titanium Community that is maintained by the TPA Coordinator.

During the application process, candidates are informed of the California Commission on Teacher Credentialing requirement to pass a Teaching Performance Assessment (TPA) and the passing score standard adopted by the MSCP in order to obtain a teaching credential. The TPA requirement is described on the MSCP Website and referenced in the mandatory MSCP Orientation Overview that candidates attend as part of the application process.

Additionally, specific requirements, including the passing score standard adopted by the MSCP, are included on page 37 of the MSCP Handbook. The section entitled “Additional State Assessments” briefly describes both the CalTPA and RICA requirements. Regarding the TPA, the statement indicates that the four CalTPA tasks are distributed throughout the program, a passing score of three (3) or higher is required for each task, each task can be taken up to three times, a remediation process follows the failure of a task, and that passing each task is required to continue in the program. The policy regarding the failure to pass a task is presented.

Candidates have continuous access to the MSCP’s TPA online Titanium Community site. It contains the following materials:

- Direct link to the Commission’s website that houses the CalTPA Candidate Handbook and the downloadable CalTPA task templates and task-specific rubrics, and the TPEs provided on the TPA Titanium Community site
- Directions for Preparing and Submitting Tasks, Code of Honor Guidelines, and Directions for Using TaskStream, Scanning documents, and Preparing the Video Submission for Culminating Teaching Experience
- Required Release Forms: Administrator Release Form, Candidate Attestation Form, Adult Release Form
- Submission Due Dates and Announcements

Candidates study the CalTPA in EDEL 453 A and B, a one-unit course that is taken twice during the program.

- EDEL 453 (A) Teaching Performance Assessment Support – SSP and DI (1 unit – Semester One)
  Introduction to the CalTPA and related policies and procedures, including privacy/confidentiality, unaided work, and the TaskStream submission system.
  An overview of two CalTPA tasks (Subject-Specific Pedagogy and Designing
Instruction), principles of instructional design, adaptation of instruction for individual learners, and evaluation of instruction and student work to inform instructional decisions.

- **EDEL 453 (B) Teaching Performance Assessment Support – AL and CTE** (1 unit – Semester Two/Three – depending on program configuration) An overview of two CalTPA tasks (Assessing Learning and Culminating Teaching Experience), principles of assessment of student learning, strategies for modifying assessments for individual learners, evaluation of assessment results to inform instruction. Review of related policies and procedures, with an emphasis on privacy and confidentiality as related to the video submission.

These courses aide candidates in developing their understanding of the CalTPA tasks, evaluation criteria, and the submission process needed to successfully demonstrate their progress toward the TPEs.

**Understanding the CalTPA Tasks and Evaluation Criteria**

All candidates are required to download or have online access the *CalTPA Candidate Handbook* (2010) for study and reference throughout the credential program. The *Handbook* presents the four tasks, the task-specific rubrics, and policies for completing the CalTPA. Course activities make use of the *Handbook* and related resources on the TPA Titanium Community site.

As an example of candidates’ use of the *CalTPA Candidate Handbook* during EDEL 453, candidates analyze the requirements of the four case studies that comprise the Subject-Specific Pedagogy task. Candidates identify what “needs to be known” to complete each of the four case studies. For example, case study three requires candidates to have beginning knowledge about English language learners, content area reading and writing, and strategies for adapting instruction and assessing learning. Awareness of the task elements enables candidates to make connections between their growing knowledge of the TPEs, acquired through course work and field experiences, to the TPA.

In another example, candidates read and identify the elements of the task-specific rubric to increase their understanding of the evaluation standard that will be applied to their task responses. In one activity, candidates are asked to:

- **Use one color highlighter to identify the rubric language that is similar across score levels 1-4 and another color to highlight the differences across score levels.**

After analysis, candidates identify and chart the “trigger terms” that distinguish one level of performance from another. These “terms” or key rubric score level language facilitates candidates’ understanding of high-level responses.

To further develop candidate knowledge of the tasks and task-specific rubrics as presented in the *CalTPA Candidate Handbook*, candidates apply the rubrics to sample task responses made available to faculty and candidates. Sample task responses include those provided by the CCTC and those selected from the collection of CSUF candidates’ responses.
In one example, instructors provide each candidate with a Sample Response for Designing Instruction (Score level 3). Independently, candidates study the response to determine whether the response is a “pass or fail” and prepare to justify their decision based on the rubric. Then, candidates discuss their decisions, and then decide on the score level 3 or 4 (if pass) or 1 or 2 (if fail).

In another example, instructors provide candidates with a sample response for Assessing Learning (score level 2) to help candidates further distinguish the qualities of a passing response. Candidates analyze the response and apply the rubric. Once determined that the task is a 2, candidates must identify what is lacking in the response and how it could be revised to increase the quality of the response. Activities such as these increase candidate understanding of the tasks and rubrics, and build their capacity to self-evaluate their task responses prior to submission.

The program assures that candidates understand and follow the appropriate policies and procedures to protect the privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any of the components of the TPA tasks/activities.

In EDEL 453 a and b, candidates learn about the policies and procedures for preparing and submitting the CalTPA, including submitting their own unaided work and managing the logistics for submitting their work.

During the first class session, candidates read and discuss the MSCP’s Code of Honor Guidelines that explicitly state what is meant by unaided work. The document contrasts acceptable and unacceptable behaviors, and clearly states that candidates may not:

- Discuss your task response or any part of your task preparation with other candidates, faculty, supervisors, master teachers, and other education professionals.
- Show your task response to anyone for any reason (including editing).
- Ask your supervisor or master teacher to observe you teach a TPA lesson and then give you feedback.

Prior to uploading each of their task submissions on TaskStream, the electronic system requires candidates to reaffirm that they will adhere to the acceptable procedures described in the Code of Honor Guidelines and that they understand the consequences for failing to do so. This information remains in the TaskStream system for archival purposes.

Privacy and Confidentiality

Candidates are informed of the privacy and confidentiality requirements of the CalTPA in EDEL 453 a and b. They review the guidelines in the CalTPA Candidate Handbook (Chapter 7) and the resources posted on the TPA Titanium Community site.

Throughout the process, candidates are reminded to maintain the privacy of all participants (students, teachers, school, and candidate). Candidates refer to individual students by designation (e.g., EL, focus student) in their written task responses and remove personally-identifying information from work samples. When candidates video record their class for the
Culminating Teaching Experience task, they are required to obtain permission, in advance, from all students and adults who will appear in the video. Sample release forms, translated into languages common in our area schools, are posted on the TPA Titanium Community site. Candidates must submit these release forms to TaskStream’s Confidential Documents Program and the TPA Coordinator verifies that the release forms are on file before releasing a candidate’s task for scoring. Assessors do not have access to the Confidential Documents Program.

Candidates are also informed that maintaining privacy of all participants remains in effect beyond program completion. As noted in the CalTPA Candidate Handbook and reinforced by faculty, task responses, student work samples, and video recordings cannot be viewed by others. This prohibits candidates from including the video in a portfolio for employment, posting excerpts online, or distributing materials by any other means.

To maintain candidate privacy and assure blind scoring, candidates use their 9-digit campus wide identification number (CWID) in the header of their task responses and in the file names. Assessors are not assigned to score tasks from students they teach or supervise in the field; therefore, they do not have access to documents that match candidate names to CWIDs. To maintain candidate privacy within the online scoring system, TaskStream assigns each candidate a unique alpha-numeric code. Assessors view this code rather than candidate names when accessing tasks and entering scores.

The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

Within two weeks after the submission deadline, candidates can access the results of their performance through their individual TaskStream accounts. Candidates obtain the specific score level (1-4) assigned to their work, indicating whether they passed or must resubmit the task. In addition, candidates can view and download a task-specific Feedback Form that provides feedback regarding their performance on the TPA in relation to the TPEs assessed by the specific task (e.g., learning about students, planning for instruction, and making adaptations). This information identifies general areas of strength and areas for improvement to be used to improve their teaching and future TPA responses and to set professional goals, including the development of the Individual Induction Plan.

Guidelines for submission, remediation, and resubmission of the CalTPA tasks are provided in the EDEL 453 A and 453 B syllabi. Candidates who do not earn a passing score may retake a failed task one additional time during the EDEL 453 course (a total of two attempts). Candidates who fail the first round are required to attend face-to-face remediation sessions on campus after
scores are released before resubmitting a revised task response. During whole group remediation sessions, candidates receive support from EDEL 453 instructors related to TPEs that were identified as problematic by the assessor. Instructors provide support using the task-specific rubric and blank task template as guides to clarify expectations. Instructors support candidate understanding of the TPEs by reteaching and guiding them to reflect on their learning in their courses and identifying resources to support their development. Instructors reiterate that their task response must be the unaided work by the candidate, thus the instructors do not comment on the candidates’ written response.

Candidates follow the same procedures as the original submission to submit their task response and obtain the results of their performance. Resubmitted tasks are scored by the same pool of assessors, who also follow the same procedures as the first round of scoring. Candidates who do not pass on the second attempt receive a “no credit” in the EDEL 453 course and are required to enroll in a one-unit remediation course during summer or intercession to receive support from a TPA remediation coach before resubmitting their third attempt. Candidates must successfully complete this course and pass the third round of scoring before they can move into the next semester of coursework or complete their program of study. Candidates who do not pass a task on the third attempt must continue to retake EDEL 499 during intercession or summer until they successfully pass each task. Candidates must pass the four CalTPA tasks to be recommended for a preliminary credential.

The teacher preparation program establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

All assessors are full- and part-time faculty members in the Department of Elementary and Bilingual Education with expertise in elementary school teaching and their respective fields of study. Faculty are required to have a minimum of three years of P-8 teaching experience, hold or have held a teaching credential, and hold the highest academic degrees (doctorate or masters) required of their position. As instructors and/or field supervisors in the MSCP, they have deep knowledge of the TPEs and experience guiding candidates toward developing the TPEs, the competencies that are assessed by the TPA.

Assessors must successfully complete CCTC-approved CalTPA training for the tasks that they are assigned to score. In addition to meeting the initial calibration standards, they must successfully meet recalibration standards to remain eligible to score.

The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence and who have demonstrated initial calibration to score candidate TPA responses.

All faculty who teach EDEL 453 that correspond to one or more CalTPA tasks are required to successfully complete the state-approved training developed for the CalTPA. This training includes one day of Foundations and Orientation and two-day training sessions for each of the tasks that they assess. Most faculty are certified to score more than one task. All faculty who teach MSCP courses have been provided support materials to support the CalTPAs.

The following table lists the specific courses in the program that support each task.

<table>
<thead>
<tr>
<th>TPA Training</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-Subject Pedagogy</td>
<td>EDEL 430</td>
</tr>
<tr>
<td>Designing Instruction</td>
<td>EDEL 430</td>
</tr>
<tr>
<td>Assessing Learning</td>
<td>EDEL 434</td>
</tr>
<tr>
<td>Culminating Teaching Experience</td>
<td>EDEL 430</td>
</tr>
</tbody>
</table>

Faculty have completed CCTC-sponsored training sessions held at universities in northern and southern California, including sessions hosted on the CSUF campus. Presently, two faculty members, the current and former TPA Coordinators, are certified as Lead Assessors. This
certification allows the TPA Coordinator to conduct assessor training sessions and strengthens the MSCP’s recalibration process.

*The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.*

The TPA Coordinator reviews the performance of assessors during and at the conclusion of each test administration (or semester) to assure consistency, accuracy, and fairness to candidates. In accordance with the CalTPA model, 15% of the tasks in all scoring sessions are randomly selected for double scoring. The TPA Coordinator monitors the scores issued by each assessor and addresses concerns when variances among assessors emerge. For example, if an assessor issues scores that are consistently higher or lower than other assessors, these variances are analyzed to determine the reason for the discrepancy and feedback is provided to the assessor. Feedback may include additional coaching by the TPA Coordinator/Lead Assessor, retraining, and/or recalibration.

In addition to monitoring the overall scoring trends of each assessor, the TPA Coordinator monitors the decisions reached by assessors when their submitted scores for a double-scored task do not match. When this occurs, the TPA Coordinator sends an email to the two assessors that identifies the task and the scores issued by the two assessors. The assessors are directed to discuss the evidence presented in the task and reach consensus on the final score. If consensus cannot be reached, the task is sent to a third assessor. If an assessor’s initial score is overturned at a disproportionate rate, the TPA Coordinator will provide feedback that may include additional coaching, retraining, and/or recalibration.

At the conclusion of each semester the TPA Coordinator prepares an Individual Assessor Report that includes the following information for each assessor:
- total number of tasks scored
- summary of the score levels awarded in each scoring category
- total number of double scored tasks
- total number of double scored tasks that matched the second assessor’s score
- total number of double scored tasks requiring reconciliation
- total number of double scored tasks overturned

Program-wide data is also provided so assessors have a point of reference to compare and contrast their own scoring history.

Each year assessors also attend a TPA meeting in addition to completing online recalibration. Prior to this meeting, the TPA coordinator selects one sample task from a previous semester and sends it to the assessors to score. During the meeting, assessors meet in task-like groups and discuss their scores and ROEs. Discrepancies in scoring are discussed in detail. The TPA Coordinator facilitates a whole group conversation about the task scores and assessors reflect on the evidence provided and the scores issued. After all scores have been recorded, the TPA Coordinator reveals the score that was awarded by the department.
If the TPA Coordinator finds that an assessor’s performance is not accurate, consistent, and/or fair, the assessor will not be allowed to score tasks until he or she receives additional training and successfully recalibrates.

The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to at least annual recalibration for all assessors, and uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, program-sponsored assessors. The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.

Annually, assessors must successfully recalibrate on all CalTPA tasks that they are assigned to score. In addition, assessors who have not scored a specific CalTPA task within six months of calibration or recalibration must successfully recalibrate on that task before scoring candidate responses.

The TPA Coordinator/Lead Assessor facilitates the recalibration process using California Commission for Teacher Credentialing (CCTC) Online Recalibration Center. Assessors access the tasks from the online center, complete a Record of Evidence for each task, and submit the ROEs to the TPA Coordinator/Lead Assessor for review. To successfully recalibrate, assessors must score on point on at least two of the three tasks. In the event that an assessor does not successfully recalibrate, the assessor must participate in additional training with the TPA Coordinator before attempting to recalibrate and score.

The TPA Coordinator/Lead Assessor also reviews assessors’ notes recorded on the ROEs to ensure that the protocols learned during initial training are followed. The ROEs should demonstrate that assessors record evidence from the task, make judgments based on the evidence and rubric, and use rubric language when interpreting the evidence.

In addition to facilitating the recalibration process, the TPA Coordinator maintains the training and recalibration records, notifies assessors when recalibration is required, and ensures that only calibrated assessors are assigned to score candidate tasks.

The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition, the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as, for example, a designated Lead Assessor) to provide local assessor training.

Assessor privacy is maintained through several strategies. Each assessor is assigned an Assessor Number, which is used as the sole identifier on all documents associated with the scoring of tasks. It appears on the Record of Evidence to identify the assessor responsible for scoring the candidate’s task and on program scoring records. The TPA Coordinator secures the log of assessor codes and names.
Candidates are not informed of their assessors’ identity. Scores and Score Reports do not include assessor names or Assessor Numbers.

Assessor calibration status and information about assessor scoring reliability are maintained by the TPA Coordinator. This information is available only to the assessor, TPA Coordinator and Department Chair. The TPA Coordinator secures all documents on a password-protected computer and a flash drive stored in a secure department office.

Assessor training materials are housed in a secure department office. Training records and evidence of calibration (i.e., completed ROEs) are maintained by the TPA Coordinator/Lead Assessor. The TPA Coordinator secures all documents on a password-protected computer and a flash drive stored in a secure department office.
PART II – COURSE SYLLABI

**EDEL 315**: Introduction to Elementary Classroom Teaching

**EDEL 325**: Cultural Pluralism in Elementary Schools

**EDEL 429**: Integrated Curriculum and Instruction in the Elementary School

**EDEL 430**: Foundations in Elementary School Teaching

**EDEL 433**: Language Arts and Reading Instruction

**EDEL 434**: Methods and Inquiry for Teaching English Learners

**EDEL 435**: Curriculum and Instruction in Elementary School Teaching - Math

**EDEL 436**: Curriculum and Instruction in Elementary School Teaching - Science

**EDEL 437**: Curriculum and Instruction in Elementary School Teaching – Social Studies

**EDEL 438/439**: Supervised Fieldwork/ Student Teaching

**EDEL 450**: Visual and Performing Arts Seminar

**EDEL 451**: Community, School, and Classroom Issues

**EDEL 452**: Physical Education, Health, and Mainstreaming Seminar

**EDEL 453a**: Teaching Performance Assessment Support: Subject-Specific Pedagogy & Designing Instruction

**EDEL 453b**: Teaching Performance Assessment Support: Assessing Learning & Culminating Teaching Experience
PART III – PROGRAM ASSESSMENT SUMMARY

Preliminary Multiple Subject Credential Program Assessments
The Multiple Subject Preliminary Credential Program is assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points (TP):

1  2  3  4  
Admission to Program  Admission to Initial Student Teaching  Admission to Final Student Teaching  Exit from Program  Post Program

The chart below displays the various assessments used to evaluate candidate progress, performance, and program effectiveness. A full description of each assessment follows the chart (which includes hyperlinks to appropriate assessment documents for reference). This chart includes only those assessments collected after candidates have been admitted to the program.

<table>
<thead>
<tr>
<th>Assessment tool</th>
<th>Description</th>
<th>Data collected</th>
<th>Collection Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Grades</strong></td>
<td>TPE aligned assignments, projects, and assessments across an integrated curriculum</td>
<td>Percentage of candidates with a passing score of 80% or higher in all courses</td>
<td>Each Semester (TP 2 &amp; 3)</td>
</tr>
<tr>
<td><strong>Fieldwork Evaluation</strong></td>
<td>Measures the development of professional dispositions aligned with TPEs as indicators of success in student teaching</td>
<td>Mean passing rates of candidates</td>
<td>Each Semester (TP 2, 3)</td>
</tr>
<tr>
<td><strong>Student Teaching Evaluation</strong></td>
<td>Measures candidate performance on all 13 Teaching Performance Expectations across two placements</td>
<td>Mean passing rates of candidates</td>
<td>Each Semester (TP 3, 4)</td>
</tr>
<tr>
<td><strong>Teacher Performance Assessments</strong></td>
<td>Measures candidate performance on the assessment across all cohorts</td>
<td>Mean passing rates for candidates</td>
<td>Each Semester (TP 2, 3, 4)</td>
</tr>
</tbody>
</table>
### PROGRAM ASSESSMENT DESCRIPTIONS AND DOCUMENTS

**Course Grades (TP 2, 3)**

Candidates complete an integrated curriculum aligned with the Teaching Performance Expectations (TPE) designed to meet the Standards of Quality of Effectiveness for Professional Teacher Preparation Programs (CSTP). Additionally, coursework is aligned with the unit’s program outcomes, which also guide the development of course content and assignments. Each course syllabus details how specific TPEs and unit outcomes are addressed by course objectives and met in course assignments. Course instructors use rubrics aligned with TPEs, course objectives, and specific assignment descriptions to evaluate candidate assignments. Course grades reflect candidate understanding, demonstration, and implementation of TPEs and outcomes across all courses. Candidates must receive a grade of “B-” or better on every assignment, as well as in every course in order to progress into student teaching.

Course instructors are responsible for scoring each assignment using clearly identified criteria. Grading criteria are provided to all candidates, and remediation requirements (if applicable) are clearly explained prior to assignment completion.

Each course has an assigned custodian who regularly meets, communicates, and shares resources with all course-alike instructors to ensure that assignment expectations are consistent across all course sections, rubrics for key assignment are provided, and assessment practices and grading are aligned.

Grades are submitted electronically to the university database system by course instructors. Each year the College Data Analyst collects, charts, and reports grade data back to programs for analysis. Grade data (pass rates) are collected each semester, disaggregated and reported by pathway.

Program Update: Many meetings were held to discuss collecting signature assignment scores in lieu of course grades. In Spring 2013, the program leadership team, in collaboration with the College assessment office, made the decision to continue the collection of course pass rates rather than collecting scores from identified signature assignments. This decision was based on the following rationale:

- Every assignment in every course is aligned with TPEs and unit outcomes. Thus, everything candidates are evaluated on is directly linked to what the State of California
has determined is essential for good teaching. Course pass rates effectively show whether candidates are able to demonstrate the knowledge, skills and dispositions necessary to meet program and professional standards across multiple assignments.

- Establishing rigorous passing standards that depend upon candidates passing every assignment with a B- or better (in lieu of focusing on one or two key assignments, per course) means that we can assure candidates cover more TPEs across more courses, that they demonstrate proficiency in more ways, and that they are socialized into a professional practice that demands comprehensive attention to a complex of educational factors.
- The Teacher Performance Assessment tasks serve as program “signature assignments” for which data are collected by the Assessment Office. These tasks (or assignments) individually and collectively work as a capstone assessment to measure a candidate’s ability to apply what they’ve learned in all their coursework.
- Together, course grades (which represent the cumulative evaluation of every assignment in a course), along with TPA scores, give a more holistic picture of candidate proficiency than a single signature assignment score from one or more courses, along with TPA scores could provide.

Courses still have “key” assignments that are used across course sections and are assessed on common rubrics (e.g, reading case study in EDEL 433). These data are not collected at the unit level, but are shared and analyzed by the program. As such, these key assignments do inform program improvement even though they are not identified as a key assessment collected as a part of the assessment system.

Fieldwork Evaluations (TP 2, 3)

Prior to student teaching, candidates must successfully complete a fieldwork placement of 90 hours. The hours may be split across one, two, or three semesters depending on the program pathway. Final evaluation of candidate proficiency during fieldwork is measured by an evaluation that is completed by both the Master Teacher and University Supervisor. Fieldwork Evaluations measure candidate development of professional dispositions aligned with program outcomes and TPEs as indicators of potential success in student teaching. Candidates are rated on twelve performance indicators using a 4-point scale (1=unacceptable; 2=developing; 3=acceptable; 4=exemplary). Candidates must receive passing scores (2.0 or better) on their fieldwork evaluations from both Master Teachers and university Supervisors to proceed into student teaching.

Fieldwork evaluations are submitted using an electronic submission system.

Average fieldwork ratings for each individual indicator as well as overall average scores (by both Master Teachers and Supervisors) are disaggregated by pathway and reported to the program for analysis. Scores that are similar affirm the reliability of the ratings; significant discrepancies between Master Teacher and Supervisor ratings are flagged for subsequent review. Validity is thus assured through inter-rater reliability.

Student Teaching Evaluations
Candidates complete two student teaching assignments—one initial (5-week) and one final (8-week), each with a different set of expectations. Candidates are evaluated by both the Master Teacher and University Supervisor at the completion of each student teaching placement. The Student Teaching Evaluation measures candidate performance on all 13 Teaching Performance Expectations (TPE) and the corresponding California Standards for the Teaching Profession (CSTP). Candidate performance is rated on a 4-point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished) and specific pass rates have been determined for initial and final student teaching performance.

The program is designed to scaffold and support candidate growth and proficiency over time; candidate knowledge and skills as teachers develop and become stronger across the two student teaching placements. Candidates must demonstrate at least basic (2.0) proficiency toward meeting TPE standards on initial student teaching evaluations, and advance to demonstrate skilled competency at a minimum level of 2.85 by the end of their final placement. Remediation is mandatory for any TPE marked as “Unacceptable” on first placement evaluation. Any TPE marked as “Unacceptable” in final placement results in a “No Credit” for student teaching.

The average ratings on each TPE as assigned by the Master Teachers and Supervisors are collected, disaggregated by pathway and reported to the program for analysis. Scores that are similar affirm the reliability of the ratings; significant discrepancies between Master Teacher and Supervisor ratings are flagged for subsequent review. Validity is thus assured through inter-rater reliability.

Capstone Assessment – Teaching Performance Assessment (TPA) (TP 2, 3, 4)

Candidates must complete all four TPA tasks by transition point 4 (Program Exit). Portions of this assessment are evaluated at different transition points as candidates move through their program of study. Two-Semester candidates complete tasks SSP and DI in their first semester (TP 2) and tasks AL and CTE in their second semester (TP 3). Three-Semester and BCLAD/B-Auth candidates complete tasks SSP and DI in their first semester (TP 2), and tasks AL and CTE in their third semester (TP 4). Combination Program candidates complete tasks SSP and DI in their first semester (TP 2), AL in their third (TP 3), and CTE in their fourth (TP 4).

All TPA assessors are full- and part-time faculty members in the Department of Elementary and Bilingual Education with expertise in elementary school teaching and their respective fields of study. All TPA assessors must successfully complete the CCTC-approved CalTPA training for the tasks they are assigned to score, as well as meeting annual state online recalibration standards to maintain scoring ability. In addition, assessors who have not scored a specific CalTPA task within six months of calibration (or recalibration) must successfully recalibrate on that task before scoring candidate responses. Faculty complete CCTC-sponsored training sessions. The TPA Coordinator/Lead Assessor facilitates the recalibration process using California Commission for Teacher Credentialing (CCTC) Online Recalibration Center. Assessors access the tasks from the online center, complete a Record of Evidence for each task, and submit the ROEs to the TPA Coordinator/Lead Assessor for review. To successfully recalibrate, assessors must score on point on at least two of the three tasks. In the event that an assessor does not
successfully recalibrate, the assessor must participate in additional training with the TPA Coordinator before attempting to recalibrate and score.

One task is selected at random every semester prior to the first round of scoring and given to every assessor scoring that particular task. The TPA coordinator will track the final score awarded to the task by each assessor and then a whole group discussion will occur to come to a final agreement on the score. If the TPA Coordinator finds that an assessor’s performance is not accurate, consistent, and/or fair, the assessor will not be allowed to score tasks until he or she receives additional training and successfully recalibrates.

The TPA Coordinator/Lead Assessor also reviews assessors’ notes recorded on the ROEs to ensure that the protocols learned during initial training are followed. The ROEs should demonstrate that assessors record evidence from the task, make judgments based on the evidence and rubric, and use rubric language when interpreting the evidence.

Tasks are blind scored on a common 4-point rubric rating performance at four levels (ranging from a low rating of 1 to a high rating of 4). Candidates must pass each task with an average score of 3. Candidates study the CalTPA in EDEL 453a and b (two one-unit courses). These courses support candidates’ understanding of the CalTPA tasks, evaluation criteria, and the submission process needed to successfully demonstrate progress toward the TPE. Candidates have two opportunities to pass each CalTPA task in the EDEL 453 course. Candidates who do not pass on the first attempt receive remediation. If candidates cannot pass a CalTPA task after two rounds of scoring then they receive a “No Credit” in the EDEL 453 course.

The TPA Coordinator monitors the scores issued by each assessor and addresses concerns when variances among assessors emerge. For example, if an assessor issues scores that are consistently higher or lower than other assessors, these variances are analyzed to determine the reason for the discrepancy and feedback is provided to the assessor. Feedback may include additional coaching by the TPA Coordinator/Lead Assessor, retraining, and/or recalibration. At least 15% of TPA responses are randomly selected for double-scoring each semester. In spring 2012 the department began collecting reliability data on double-scored tasks.

In addition to monitoring the overall scoring trends of each assessor, the TPA Coordinator monitors the decisions reached by assessors when their submitted scores for a double-scored task do not match. When this occurs, the TPA Coordinator sends an email to the two assessors identifying the task and the scores issued by the two assessors. The assessors are directed to discuss the evidence presented in the task and reach consensus on the final score. If consensus cannot be reached, the task is sent to a third assessor. If an assessor’s initial score is overturned at a disproportionate rate, the TPA Coordinator will provide feedback that may include additional coaching, retraining, and/or recalibration.

At the conclusion of each semester all assessors receive an Individual Assessor Report that includes the following information:

- total number of tasks scored
- summary of the score levels awarded in each scoring category
CSUF EDEL MSCP Program Assessment 2013

- total number of double scored tasks
- total number of double scored tasks that matched the second assessor’s score
- total number of double scored tasks requiring reconciliation
- total number of double scored tasks overturned

Program-wide data is also provided so assessors have a point of reference to compare and contrast their own scoring history.

CSU Exit Survey and Year-Out Survey of Graduates and Employers

The California State University Chancellor’s Office conducts online surveys of Initial Teacher Preparation programs. One is an Exit Survey that candidates take upon completion of the program. Another is a CSU Systemwide survey taken by employed graduates and their employers one year after program completion.

Each survey item is rated on a 0-3 scale (3=well-prepared; 2=adequately prepared; 1= somewhat prepared; 0=not at all prepared). Results are provided to programs for analysis; average rating and range for all questions combined, as well as the percent of responses for each rating disaggregated by question.
Appendices
Syllabi
California State University, Fullerton – College of Education – Department of Elementary and Bilingual Education
EDEL 315 (3.0 units) – Introduction to Elementary Classroom Teaching – Fall 2012

Course Information
Instructor: Days/Room/Time:
Office Hours: Office:

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.

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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
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Theme of Department of Elementary and Bilingual Education

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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.
Course Catalog Description
An exploratory course with field assignments for students considering a career in elementary school teaching. Includes on-campus seminars and an overview of admission requirements for the Multiple Subject Credential Program. Students taking this course to meet the prerequisite for either the Multiple Subject or the Special Education Credential Program must earn a grade of “B-” or better. Fieldwork required.

Program Outcomes, TPEs, Objectives, and Activity Matrix

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Teacher Performance Expectations (TPEs)</th>
<th>Course Objective</th>
<th>Activity or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, 2b, 2c, 2d</td>
<td>TPE 8, 13</td>
<td>Explore the role of the K-8 multiple subject teacher in 21st century schools in relation to fieldwork observations and current professional literature.</td>
<td>Readings &amp; Discussions Fieldwork Media Watch TGMN</td>
</tr>
<tr>
<td>1a, 2a, 2b, 2d</td>
<td>TPE 1, 4, 5, 7, 8, 9</td>
<td>Identify ways in which teachers can address content standards and design instruction that reflects an awareness of students’ cultural backgrounds and learning strengths.</td>
<td>Readings &amp; Discussions Fieldwork ELEL Online TGMN</td>
</tr>
<tr>
<td>1b, 2a, 2b, 2d</td>
<td>TPE 6, 8</td>
<td>Observe and identify planned instructional strategies for increasing student engagement and optimal achievement for all students (including EL and SPED)</td>
<td>Readings &amp; Discussions Fieldwork TGMN</td>
</tr>
<tr>
<td>3b, 2a</td>
<td>TPE 12, 11</td>
<td>Identify the professional, legal, and ethical obligations of teachers in relation to student and parent rights in schools (including SPED, EL, and LGBT student rights)</td>
<td>Readings &amp; Discussions Fieldwork ELEL Online</td>
</tr>
<tr>
<td>1a, 2d, 3b, 3c</td>
<td>TPE 13, 12</td>
<td>Reflect upon the CSTPs and the TPEs in relation to your own professional growth and goals</td>
<td>Readings &amp; Discussions Fieldwork TGMN</td>
</tr>
<tr>
<td>2a, 2d</td>
<td>TPE 6, 7, 8</td>
<td>Reflect upon your own beliefs and expectations in relation to diversity and education</td>
<td>Readings &amp; Discussions Fieldwork TGMN</td>
</tr>
<tr>
<td>1a</td>
<td>TPE 13</td>
<td>Examine key learning theories and philosophies in relation to education history in the United States</td>
<td>Readings &amp; Discussions</td>
</tr>
<tr>
<td>1c, 2a, 2d</td>
<td>TPE 5, 6, 7,</td>
<td>Evaluate the utility of a variety of educational technologies for engaging and supporting student learning, English language acquisition, and inclusion.</td>
<td>Readings &amp; Discussions Fieldwork ELEL Online</td>
</tr>
<tr>
<td>2b</td>
<td>TPE 13</td>
<td>Determine whether to prepare for a teaching career in the elementary school.</td>
<td>Readings &amp; Discussions Fieldwork TGMN</td>
</tr>
</tbody>
</table>

Required Texts and Materials
- One of the young adult literature options (select one from the YALA list provided)
- Weekly access to email (you must check your CSU email at least once a week)
- 3 Manila folders (no pockets), one 9” x 12” poster board/paper (for the teaching persona poster), one 5 x 8 card, a recent photo (smaller than 5 x 8)

Course Standards and Expectations
This course offers entrée into the profession of education. Developing teacher professionalism depends upon:

§ Classroom Management. Assure phones & internet devices are off/silent and stowed away the entire class. More than one absence during the semester, arriving late, or leaving early, eating, or the use of phones or internet devices in the classroom will negatively impact your grade. Although there is no eating in class, drinks in lidded containers may be brought into class. If absent or tardy, obtain missed information from a fellow student. Please exchange contact information with a classmate, now & any questions not covered by your student contact may be addressed during office hours.

§ Organization and Preparation. Prepare a one-page outline of highlights from each week’s readings and bring outlines and readings to class each week. Prepare to discuss topics and assigned readings in detail. No late assignments will be accepted, except by approval of the professor (if approved, they will carry a grade penalty). No late/emailed finals will be accepted. Make copies of all signed documents for your records, provide school administrators and teachers with course documents in advance of their due dates, and track your grades.
§ **Clear and Correct Expression.** Teachers serve as models of spoken and written English. Assignments in this class will be assessed for depth of thinking, clarity of expression, coherence, relevance, and adherence to
standard rules of spelling, punctuation, and grammar with no, or few, errors (there will be no revisions). All written assignments must be typed, one and a half-spaced, 12-point font, paginated, with APA citations, and stapled (no emailed attachments will be accepted). Do not put assignments in sleeves or use title/cover pages. Concerns about writing may be mitigated in the Writing Center at (657) 278-2738. Online writing support is also available:
  o CSUF’s Writing Center: http://hss.fullerton.edu/english/wc/sresources.asp
  o Towson’s Writing Center: http://wwwnew.towson.edu/ows/
  o Purdue’s Writing Center: http://owl.english.purdue.edu/handouts/general/

§ Identifying and Accommodating Special Needs. Notify the instructor by the second week of classes about any disability or special needs you have that may require special arrangements related to class sessions or completing course requirements. According to California State University policy, students must document their disabilities at the Disability Support Services Office in order to be accommodated in their courses (www.fullerton.edu/disabledservices).

§ Availability & Consistency. I will respond to student emails during office hours each week. Be sure emails are grammatically sound, open with a greeting, and end with your name. If your email contains a question, be sure to reply to my response. General questions about assignments must be raised in class so everyone can benefit. Individual concerns about course work, grading, or evaluation must be addressed during office hours to assure student privacy (this is non-negotiable). Please plan accordingly.

Required Course Documents on Titanium (T)

EDEL 315 Syllabus There will be a brief quiz on the syllabus at our next meeting.

Waiver Form Complete by our next meeting.

Letters to Principal & Teacher Give these to the principal/teacher to describe EDEL 315 fieldwork responsibilities.

Fieldwork Approval Form Principal/AP must sign before you begin any fieldwork in a public K-8 school.

EL Verification Verifies at least 20 of your 45 fieldwork hours are with a teacher trained to work with ELs.

CSTPs & TPEs California Standards for Teaching Profession (CSTPs) & Teacher Performance Expectations (TPEs).

Fieldwork Logs Tracks fieldwork learning.

Time Sheet Track dates and times spent observing in the classroom.

Classroom Experience Evaluation Supervising teacher uses this to evaluate your classroom work.

Overview Sign In Overview dates are listed at http://hdcs.fullerton.edu/adtep. 1) If you already attended a live overview, contact Jacque Russell in College Park (CP540) for signature confirmation OR, if you view the Overview online there is a page to print to show completion (in lieu of a staff signature). 2) Following a live or online Multiple Subject or Special Education Credential Program Overview, fill out a signature sheet and include 2 written statements and 1 question from the overview.

Reflection Evaluate your role in the classroom at the end of your fieldwork. Based upon what you observed and did in the classroom, what are your strengths in working with students? Weaknesses? What will you do to become a more effective teacher? How has this experience changed you? What have you learned?

Assignments and Activities On Titanium (T)

Participation --10 points. Orally participate at least once each meeting, bring texts & reading outlines, be punctual.

Teaching Persona Poster – 5 points. Who are you and how does who you are shape your teaching goals? Create a poster that introduces YOU to a K-8th grade public school classroom. Include: A) Four visuals: A photo of your face; and 3 pictures or images that represent different aspects of you or your life (e.g., What makes you, you? Hobbies? Relationships? Work?); B) A paragraph describing why you want to be a teacher; C) A paragraph describing the skills you want to develop in this class this semester. Give each picture and each paragraph a title/heading.

Media Watch Group Presentation – 5 points. Today, subscribe to the “Education News Roundup” online at http://ucla.list.manage.com/subscribe?u=40770a674de4ce8427a9a621b&id=8bd1f6fc95. Find a current
news article (not a blog/op-ed piece) on the “Roundup” related to K-12 schooling. Email me a link to your news article at least two weeks before your presentation. After approval, prepare a 5-minute group
presentation. Work **collaboratively** to: 1) Describe the issue; 2) Provide background information on the issue using additional sources (**cite sources**); 3) Ask two thought-provoking questions related to your issue and respond **actively** to student answers; and 4) Generate two **equitable** solutions for your issue. Give me a paper copy of the article & your powerpoint presentation with your group member names before you present. Be sure your collaborative efforts are in evidence. **Any one of you should be prepared to discuss any of the material you present.**

**Young Adult Literature Options & Assignment** (YALA) (on BB) --10 points. Read one of the 315 selected texts.

**Teaching Graphic Mini-Novel** (TGMN) (on BB) --40 points. A hand-illustrated (this means you draw it) synthesis of what you learned in your fieldwork. The TGMN will be submitted in parts as described on the schedule.

**Exams** Midterm--10 points and the Final--20 points = 30 points total. Multiple choice, short answer, essay.

**Course Requirements**
Satisfactory performance on exams, assignments, and fieldwork notebook (the TGMN)
All required forms for the class must be completed and submitted. Be sure to make copies of all forms for your records. The required forms for earning a grade higher than a "C" include: CSUF waiver, (for each classroom where hours are earned): fieldwork approval, classroom experience evaluation, time sheet and EL verification Completion of at least 45 hours (20 with a teacher who holds authorization or equivalent experience to work with English learners) of fieldwork as an observer/volunteer in a K-8 self-contained, **public school** classroom (if you work in a middle school, the teacher must teach at least two subject areas - e.g., math and science).
Evidence of an "Average" or "Above Average" rating on at least 4 of the 5 general abilities on the **Classroom Experience Evaluation** form completed by the supervising teacher
Please note: The course requirements must be met in order to receive a passing grade in the class.

**Grading Scale**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>90-100</th>
<th>99-100 = A+</th>
<th>93-98 = A</th>
<th>90-92 = A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>80-89</td>
<td>87-89 = B+</td>
<td>83-86 = B</td>
<td>80-82 = B-</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>77-79 = C+</td>
<td>73-76 = C</td>
<td>70-72 = C-</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>68-69 = D+</td>
<td>66-67 = D</td>
<td>65 = D-</td>
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<tr>
<td>F</td>
<td>below 65</td>
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*Academic Dishonesty* [http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf](http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf)

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It unusually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action.

*Health Insurance/Student Injury*

Purchasing and maintaining your own health insurance is very important and highly recommended. Do not assume that either the University or the school site will provide medical coverage in your role as a fieldwork student or a student teacher. For some illnesses or injuries, the Student Health Center on campus may be able to provide treatment. In the event of an injury on campus or at your school site, please contact Kim Naujokas (knaujokas@fullerton.edu/657-278-4021) within 24 hours of the incident. If Kim Naujokas is unavailable please contact Risk Management (657) 278-7346.

In case of **instruction interruption**, please check the course Blackboard/Titanium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via the internet), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: (657) 278-4444.

**In the event of an emergency**, contact the University Police at (657) 278-3333. [www.fullerton.edu/emergencypreparedness/ep_students](http://www.fullerton.edu/emergencypreparedness/ep_students)

**Titanium**. As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.
**TENTATIVE (as in may change J Schedule**

<table>
<thead>
<tr>
<th>Class #1 – Course Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introductions r □ Course Overview</td>
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<table>
<thead>
<tr>
<th>Class #2 – Thinking about Becoming a Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readings r □ Chapter 1</td>
</tr>
<tr>
<td>• Print &amp; bring to class r □ Syllabus, Waiver (complete &amp; sign), Letter to Principal, Fieldwork Approval, EL Verification, Fieldwork Log, Time Sheet, Classroom Experience Evaluation, Overview Sign-In, YALA, &amp; TGMN</td>
</tr>
<tr>
<td>• Assignment r □ Teaching Persona Poster (<em>no bigger than 16 x 24 inches</em>)</td>
</tr>
</tbody>
</table>

*Remember, the signed fieldwork approval form is due next week J □*

<table>
<thead>
<tr>
<th>Class #3 – Teaching Stories, CSTPs &amp; TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading/s r □ Chapter 2; CSTPs; TPEs</td>
</tr>
<tr>
<td>• Bring to class r □ Selected YALA text – the actual book (not the assignment)</td>
</tr>
<tr>
<td>• Assignment r □ TGMN (A)</td>
</tr>
<tr>
<td>• Assignment r □ Signed Fieldwork Approval</td>
</tr>
</tbody>
</table>

| Class #4 – CSUF Closed – Presidents’ Day Holiday |

<table>
<thead>
<tr>
<th>Class #5 – Who Are Today’s Students? Equity and Cultural Diversity</th>
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</thead>
<tbody>
<tr>
<td>• Reading/s r □ Chapter 5</td>
</tr>
<tr>
<td>• Fieldwork r □ Log(s)</td>
</tr>
<tr>
<td>• Assignment r □ TGMN (B)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Class #6 – YALA – ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading/s r □ YALA selection</td>
</tr>
<tr>
<td>• Assignment r □ YALA posted to BB Discussion Board/Titanium Forum</td>
</tr>
<tr>
<td>• Since we are not meeting in class, you can use this class time to prepare your Media Watch with your group in this classroom!</td>
</tr>
</tbody>
</table>

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<tr>
<th>Class #7 – Contemporary Trends &amp; Issues</th>
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</thead>
<tbody>
<tr>
<td>• Reading/s r □ Chapter 6</td>
</tr>
<tr>
<td>• Media Watch r □ Group 1 &amp; 2</td>
</tr>
<tr>
<td>• Assignment r □ TGMN (C)</td>
</tr>
<tr>
<td>• Assignment r □ Bring in hard copy of YALA posted online last week</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #8 – Pedagogy, Learning Theories, &amp; Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readings r □ Chapter 4</td>
</tr>
<tr>
<td>• EXAM r □ Midterm (Lectures, CSTPS, TPEs, and chapters 1, 2, 5, 6)</td>
</tr>
<tr>
<td>• Assignment r □ TGMN (D)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #9 – Assessment Design and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading/s r □ Chapter 4 &amp; additional readings</td>
</tr>
<tr>
<td>• Media Watch r □ Groups 3 &amp; 4</td>
</tr>
<tr>
<td>• Assignment r □ TGMN (E)</td>
</tr>
</tbody>
</table>
4/1 – CSUF Closed – Spring Break

### Class #10 – The Classroom as Community/Management
- **Reading/s**
  - Chapter 9
- **Media Watch**
  - Group 5 & 6
- **Fieldwork**
  - Logs
- **Assignment**
  - Logs (Final Logs due today)

### Class #11 – Overview of Schooling & Frameworks
- **Readings**
  - Chapter 3
- **Assignment**
  - TGMN (G)

### Class #12 – California Teaching
- **Reading/s**
  - Chapter 7; Online search – California laws, policies, & practices
- **Assignment**
  - TGMN (H)

### Class #13 – ONLINE CLASS – Exceptional & English Learners (ELEL)
- **Reading/s**
  - Internet research readings (details TBD)

### Class #14 – Globalization and Education/21st Century Skills
- **Readings**
  - Chapter 8
- **Fieldwork**
  - Logs (Final Logs due today)
- **Submit**
  - Time Sheet, EL Verification, Classroom Experience Evaluation, Overview Sign-In, Reflection

### Class #15 – Making the Decision to Become a Teacher/Legal Issues
- **Reading/s**
  - Chapter 10

**Final EXAM – 8:00 am – 9:30 am** **Cumulative: All Readings, Lectures, & Discussion**

**NOTE:** This is a tentative schedule; some things will change.
CALIFORNIA STATE UNIVERSITY, FULLERTON DEPARTMENT
OF ELEMENTARY AND BILINGUAL EDUCATION

EDEL 325: CULTURAL PLURALISM IN ELEMENTARY SCHOOLS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Days/Room/Time:</th>
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<tr>
<td></td>
<td>Access:</td>
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</table>

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GE LEARNING GOALS

• To understand broad, unifying themes in the social sciences from cross-disciplinary perspectives.
• To solve complex problems that require social scientific reasoning.
• To relate the social sciences to significant social problems or to other related disciplines.
• When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.
• To understand that culture is socially constructed and fundamental to social interaction.
• To recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.
• When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.
• To relate the social sciences to significant social problems or to other related disciplines.
• To understand that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
• To recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.

COURSE DESCRIPTION

DESCRIPTION: Culture and cultural pluralism in elementary schools. Topics: Examination of one's own belief and values; gender, race, class, ethnicity, nativity, language, sexual orientation, disability, and religion; privileges and prejudices; assimilation and pluralism; the history and traditions of cultural groups; schooling practices and materials that promote or inhibit equity; strategies for understanding students. Theories drawn from political science, sociology, social psychology and anthropology to understand diversity. FIELDWORK REQUIRED.

UNITS: (3) This course satisfies GE categories III.C.2 and V. If taking this course to fulfill a GE requirement, you may not take this course for Credit/No Credit.

PREREQUISITE: Completion of GE III.C.1

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Professional Standards (TPEs)</th>
<th>Course Objective</th>
<th>Activity or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a; 1b; 1c 2a; 2b</td>
<td>TPE 4, 5, 7, 8</td>
<td>Demonstrate an awareness of the history, cultural traditions, values, issues and problems of various ethnic groups in California and the United States</td>
<td>Class participation Self-Other Dialogue Cultural Event</td>
</tr>
<tr>
<td>1a; 1b; 1c 2a; 2b</td>
<td>TPE 5, 7, 8</td>
<td>Demonstrate research strategies including effectively using the internet to investigate and secure resources for at least one ethnic group</td>
<td>Demographics assignment Cultural Event</td>
</tr>
<tr>
<td>1b 2a; 2b</td>
<td>TPE 4, 5, 7, 8, 11, 12</td>
<td>Identify classroom practices, instructional materials, and approaches which promote equity and unity relative to multiple perspectives, equality vs. equity, and interaction styles</td>
<td>Class participation Film and literature analysis Classroom Observation</td>
</tr>
<tr>
<td>1a; 1b 2a; 2b</td>
<td>TPE 5, 7, 8</td>
<td>Demonstrate an understanding of causes and consequences of prejudice and stereotyping, and the ways education can lessen them</td>
<td>Self-Other Dialogue Class participation</td>
</tr>
<tr>
<td>1b 2a</td>
<td>TPE 4, 5, 8</td>
<td>Demonstrate an understanding of cultural patterns and community values and their impact on individuals and student learning</td>
<td>Self-Other Dialogue Cultural Event Classroom Observation</td>
</tr>
<tr>
<td>1b 2b</td>
<td>TPE 6, 7, 8</td>
<td>Reflect critically on their own beliefs, biases, and expectations relative to diversity</td>
<td>Self-Other Dialogue Cultural Event Midterm and Final examination Classroom Observation</td>
</tr>
<tr>
<td>1a; 1b; 1c 2a; 2b</td>
<td>TPE 5, 7, 8</td>
<td>Demonstrate observational and interview techniques in diverse cultural settings to further their knowledge about children and adult immigrants and their communities</td>
<td>Self-Other Dialogue Cultural Event Classroom Observation</td>
</tr>
<tr>
<td>2a; 2d 3a; 3b; 3c</td>
<td>TPE 11, 12</td>
<td>Appreciate their ethical obligation in developing greater understanding, appreciation, and sensitivity toward the cultural heritage, community values and individual aspirations of all people including those with different linguistic experiences, sexual orientation, and/or physical and learning abilities</td>
<td>Self-Other Dialogue Cultural Event Midterm and Final examination Class participation Film and literature analysis</td>
</tr>
</tbody>
</table>
PLANNED ASSIGNMENTS & COURSE REQUIREMENTS

This course depends upon a variety of instructional strategies, including: lectures, discussion, online projects, visual media, group activities, fieldwork, and critical analysis of attitudes and beliefs. Bring readings and reading notes to class as assigned each week.

1. Patchen Oral Participation (POP)* 20
2. Self-Other Dialogue (SOD) – No more than 2 pages 10
3. Mid-Term Essay – No more than 3 pages 20

4. Field Experience Reports
   All students are responsible for 4 hours of field experience in settings distinct from their own. The four hours are divided among two activities:
   a) Classroom Observation (CO) (2 hours) – No more than 2 pages 10
   b) Cultural Event (CE) (2 hours) – 1 poster per group of up to 4 students 15
5. Final Exam Essay – NO more than 4 pages or 1600 words 20
6. C.O.R.D. – Collaboration/Online-ing/Reading outlines/Disposition 5

TOTAL 100

GRADING POLICY, EVALUATION & RESPONSIBILITIES – Plus/minus grades will be used in this course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>65-69</td>
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<tr>
<td>F</td>
<td>below 65</td>
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<td></td>
<td>99-100 = A+</td>
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<td>93-98 = A</td>
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<td>83-86 = B</td>
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<td>73-76 = C</td>
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<td></td>
<td>66-67 = D</td>
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<td>65 = D-</td>
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</tbody>
</table>

You must receive a “C” or better to pass this class; a “C-” is a failing grade.

Evaluation

Doing well on assignments depends upon:
1. Understanding and application of facts, concepts, and terms addressed in class;
2. Demonstration of higher-order thinking and analytic skills;
3. Critical reflectivity;
4. Attention to details required in the prompts;
5. Clarity of expression, cohesion, and logical connection among ideas expressed; and
6. No, or few, errors in grammar and spelling.

Class Responsibilities

1. Outline each week’s readings. Bring outlines and readings to class. Be prepared to discuss assigned readings in detail.
2. All hard copy essay assignments must be typed, 1½ spaced, 12-point font, paginated, and include direct quotations (APA style). Do not include cover or works cited pages. No late assignments, except by prior approval of the professor. No late/mailed finals.
3. Drinks in lidded containers may be brought into class, but eating in class will result in a lower course grade.
4. Assure phones and internet communications are turned off; use of internet/cellular devices in class will result in a lower course grade.
5. I will respond to student emails during office hours each week (currently, Mondays and Tuesdays). Be sure emails are grammatically sound, open with a greeting, and end with a closing and your name. If you email contains a question, be sure to reply to my response. General questions preceding assignments will be addressed in class, so everyone can benefit! Individual concerns about course work, grading, or evaluation will be addressed during office hours, not in class, to assure student privacy (this is non-negotiable). Please plan accordingly.

REQUIRED READINGS

2. Course Packet for EDEL 325 (T. Patchen) available at CopyCo (at the intersection of State College and Chapman – by CVS)
3. Select course readings are also available on the internet (I)
4. International news articles (INA)

Select one international news story of at least 4 paragraphs in length, from a local/national newspaper (it must be a paper/print copy, not online). Highlight underline the main point in the article, then write a one-sentence summary of your article in the margin of the article. The article you select must be filed from someplace outside the U.S. (this can be verified by looking for the filing location that appears in uppercase letters at the top of every story). Be careful not to assume that the presence of a foreign country in the title assures a foreign filing. Bring the highlighted and summarized article to class each week, as directed. Put the article in your folder so that the summary and highlighting can be viewed immediately, upon opening the folder.
**Students with Special Needs**: Please bring in documentation by the second week of classes for any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services Office in order to be accommodated in their courses.

**Academic Dishonesty Policy**: Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism (neglecting to cite other’s work), 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 that 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/](http://www.fullerton.edu/senate/).

**Titanium**: As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

**Two-week plan for distance instruction should on-campus instruction be interrupted**: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Attendance Policy**: Please make every effort to attend class punctually each week. Absences and repeated tardiness will negatively impact your grade. In cases of absences or tardiness due to an illness or emergency, obtain missed information from a fellow student. So…right now please exchange contact information with a classmate.

**Fieldwork Requirement**: All students are responsible for 4 hours of field experience in settings distinct from their own. The four hours are divided among two activities (see "planned assignments" above).

**In the event of emergency**, contact the University Police at 657-278-3333.

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**BROAD STATEMENT OF THE INTENT OF THIS COURSE**

In this course, you will read from an array of social science literature including sociology, political science, gender studies, anthropology and social psychology. Through readings, class lectures, discussion, and assignments you will demonstrate your developing knowledge of the role and the impact of diversity in our society through the lens of public schooling. You will be required to identify themes across groups, addressing similarities and differences, and drawing conclusions about the differential impacts of social processes on distinct groups. You are asked to reflect on course material and to respond thoughtfully and respectfully to fellow students whose opinions may differ from your own. The overall goals of this course are for you to expand your knowledge base concerning how diversity and diverse groups are understood within the social sciences, to consider the various ways in which diversity plays out in society and in schools, and to develop your awareness, tolerance, and acceptance of “others.”

* **Patchen Oral Participation (POP!)**: Be prepared to speak at least once each week to get 14/20 points. Getting a better score (i.e., above 14/20 points) depends upon integrating the readings into your oral contributions. QUALITY matters.

  - **Base level**: Voluntarily contribute something to the topic under discussion or answer a question asked of the class. If you do only this each week, you may achieve up to 14/20 points.

  - **Secondary level**: Ask a question from the readings to promote discussion. Questions must come from the text, relate directly to what we are talking about, and prompt a discussion in which students are engaged. Devise “how” questions, not “yes/no.” Be prepared to answer the question yourself. If you do this at least 3 times over the course of the semester and participate at the base level regularly you may achieve up to 16/20.
- **Tertiary level:** *Using the readings, contribute your thoughts to the topic under discussion. You must mention the author of the reading in your oral contribution.* Your outlines from the readings will help assure your success in this category. If you do this at least 4 times *over the course of the semester* and participate at the base level regularly, you may achieve up to 16/20 points. Hitting all three levels regularly over the course of the semester is needed to reach anything above a 16/20.

** Students taking this course to meet the prerequisite for either the Multiple Subject or the Special Education Credential Program must earn a grade of “B-” or better. A student who earns a “C” or “D” grade must retake the course and earn a “B-” or better to be eligible for admission to these programs. A student who earns a grade of “D” or “F” may retake the course and replace the first grade with the second grade as long as the student has not yet exceeded the 16-unit limit for repeated courses. Note: a student earns units with a grade of “D;” therefore, additional units are not earned when the course is repeated after receiving a "D" grade. A student who earns a grade of “C” may retake the course, but the first and the second grades will average in computing the overall GPA; additional units are not earned with the repeated course. Please consult the University catalog for the Repetition of Course Policy.
<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>In Class Topics &amp; Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 1/24</strong></td>
<td><strong>Course Overview</strong>&lt;br&gt;Drawing on Diversity</td>
<td>1. UHD: CH 7.</td>
</tr>
<tr>
<td><strong>Week 2 1/31 Due:</strong>&lt;br&gt;Community demographic data. Collect information about 2 schools in one district to address: Who are the children and teachers in our schools? What educational opportunities are available?</td>
<td><strong>Demographic Shifts &amp; Multicultural Education</strong>&lt;br&gt;Write up one page of notes in which you compare 4 interesting findings between the two schools. Bring in documentation from the internet or from the schools.</td>
<td>2. I: Comparing California Ed-Data <a href="http://www.ed-data.k12.ca.us/">http://www.ed-data.k12.ca.us/</a> Click above. Click on “Comparing California.” Skip/register on popup. Then you are directed to article titled: “Comparing California (February 2011).” This article has links to ways you can compare schools J. 3. CP: Carroll S., Krop, C., Arkes, J., Morrison, P., &amp; Flanagan, A. (2005). California’s K-12 public schools: How are they doing? Santa Monica, CA: RAND</td>
</tr>
<tr>
<td><strong>Week 3 2/07 DUE:</strong> In today’s box, write the name of your Self-Other Dialogue interviewee &amp; the 2 ways (ethnicity AND gender or sexual orientation) she/he differs from you.</td>
<td><strong>Culture &amp; “culture”</strong>&lt;br&gt;Test understandings of culture and determine constructs for thinking about culture.</td>
<td>4. INA</td>
</tr>
<tr>
<td><strong>Week 4 2/14 DUE:</strong> Self-Other Dialogue</td>
<td><strong>Assimilation &amp; Pluralism</strong>&lt;br&gt;Equity &amp; Equality</td>
<td>1. UHD: CH 8.</td>
</tr>
<tr>
<td><strong>Week 6 2/28 DUE:</strong> In today’s box, write the name of the cultural event/fair you’ll attend &amp; how it represents a culture distinct from your own. Stage shows or performances alone will not work.</td>
<td><strong>Gender &amp; Identity</strong>&lt;br&gt;“Southern Comfort”</td>
<td>4. INA</td>
</tr>
<tr>
<td><strong>Week 7 3/7 DUE:</strong></td>
<td><strong>Online Discussion</strong>&lt;br&gt;Discuss and critique what you have learned thus far in the course.</td>
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<tr>
<td>Week 7 3/06</td>
<td>Race &amp; Ethnicity</td>
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<tr>
<td></td>
<td>1. <strong>UHD</strong>: CH 5</td>
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<td>5. <strong>INA</strong></td>
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<tr>
<td>Week 8</td>
<td>3/13</td>
<td>MIDTERM</td>
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<tr>
<td>Due: Midterm</td>
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</tbody>
</table>
| **Week 9 3/20** | Social Class | 1. **UHD:** CH 11  
3. **INA** | |
| **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK 3/27 SPING BREAK** | |
| **Week 10 4/03** | Religion & Sexual Orientation | 1. **UHD:** CH 6 (pp. 140-146; 154-159) AND CH 10  
4. **INA** | |
| NO In-Class Meeting | **ONLINE** | | |
| **Week 12 4/17 DUE:** Classroom Observation | Learning Styles, Ability & Tracking | 1. **UHD:** CH 12  
[http://www.rethinkingschools.org/archive/19_04/tack194.shtml](http://www.rethinkingschools.org/archive/19_04/tack194.shtml)  
4. **INA** | |
| **Week 13 4/24 DUE:** BF Foreign Film Assignment – in an email | Distinct Perspectives | 1. **UHD:** CH 4  
2. **INA** | |
| NO In-Class Meeting | Barbara Fierros Foreign Film Assignment | | |
| **ONLINE** | **ONLINE** | **Foreign Film selection list on Blackboard** | We do not meet as a class on this day. |
| **Week 14 5/01 DUE:** Cultural Event poster | Linguistic Diversity | 1. **UHD:** CH 4  
2. **INA** | |
| “The New Americans” | **ONLINE** | | |
| **Week 15 5/08** | Culturally Relevant Pedagogy | 1. **UHD:** CH 13  
| **Week 16 5/15** | **FINAL** | | |
CSUF EDEL MSCP Program Assessment 2013

CALIFORNIA STATE UNIVERSITY, FULLERTON
Department of Elementary and Bilingual Education
EDEL 429: Integrated Curriculum & Instruction in the Elementary School
Block #,
Semester/Year

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. We believe that through experiencing these core values in their educational journey, 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 & 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.

Instructor:  
Office:  
Hours:  

Days/Times:  
Phone:  
E-mail:
COURSE DESCRIPTION FROM THE CATALOG
Prerequisite: admission to second semester of Multiple Subject Credential Program. Additional study of elementary curriculum with emphasis on language arts, integrated instruction across the curriculum, and assessment of learning outcomes.

ON THE TEACHING OF READING IN CALIFORNIA
The state has developed requirements for Multiple Subject Credential candidates regarding reading instruction and effective teaching of English learners. These requirements include specific university instruction and classroom-based experiences that will help candidates develop their knowledge, skills, and abilities in reading education. Additionally, candidates must demonstrate their knowledge of reading and reading instruction by passing a state-developed test, the RICA, in order to apply for a teaching credential. This course will build on the knowledge, skills, and abilities developed in EdEl 433 with an emphasis on writing, the integrated curriculum and the organization of the reading program.

As a Multiple Subject Credential candidate at CSUF, you will take two reading methods courses, EDEL 433 and EDEL 429. Both of these courses are aligned with current statutory and regulatory requirements affecting preservice reading instruction in California. These courses provide preparation that addresses the following:

a. Phonemic awareness instruction
b. Systematic, explicit phonics instruction
c. Decoding instruction and the diagnosis of a pupil’s ability to decode
d. Word attack skills instruction
e. Spelling and vocabulary instruction
f. Effective classroom and school-wide interventions for low-performing readers
  g. Research on how reading skills are acquired
h. Effective reading instruction for English language learners including strategies to facilitate English language development and grade-level achievement in reading and language arts
i. Structure of the English language
j. Effective integration of listening, speaking, reading and writing
k. Planning and delivery of appropriate reading instruction based on assessment and evaluation
  l. Explicit instruction of comprehension and higher order reading skills
m. Ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and non-fiction texts
n. Text handling and strategic reading strategies for text use across the curriculum for a variety of purposes

Course Goals
In keeping with the College mission, Department theme, and state regulations, the goals of this course are as follows. By the end of the semester, you will:
1. Demonstrate an understanding of the nature of the writing process and become familiar with standards for students in the writing domain and how to assess student writing (TPE 1A, 2, 3, 4, 6) (PO 1a, 1b, 1c, 2b, 2d)
2. Demonstrate an ability to integrate the language arts across the content areas; and demonstrate an awareness of cultural, second language, socioeconomic, and gender issues in doing so (TPE 1A, 2, 3, 7, 9) (PO 1a, 1b, 1c, 2a, 2b, 2c, 2d)
3. Demonstrate an ability to identify potentially challenging aspects of lessons in the content areas and to modify the lessons for use with struggling readers, the gifted, and those with special needs (TPA 1A, 2, 3, 7, 8, 9) (PO 1a, 1b, 1c, 2a, 2b)
4. Demonstrate knowledge of some of the strategies, techniques, and materials useful in an elementary reading/language arts program (TPE 1A, 2, 3, 4, 7, 9) (PO 1a, 1b, 1c, 2a, 2b)
CSUF EDEL MSCP Program Assessment 2013
5. Demonstrate knowledge of ways to organize and manage a reading program that addresses the needs of all students (TPE 1A, 2, 3, 5, 6, 7, 9, 10, 11) (PO 1a, 1b, 1c, 2a, 2b, 2d)
6. Demonstrate familiarity with selected works of literature that represent diverse populations (TPE 1A, 4, 7) (PO 1a, 1b, 1c, 2a, 2b)
7. Continue to develop insights and skills in working with multicultural, multilingual populations (TPE 1A, 2, 4, 5, 7, 8, 9, 11) (PO 1a, 1b, 1c, 2a, 2b, 2d)
8. Continue to gain familiarity with the California Reading/Language Arts Framework and the CCSS ELA/Literacy and demonstrate the ability to teach the standards. (TPE 1A, 2, 3, 7, 9) (PO 1a, 1b, 1c, 2a, 2b, 2d)
9. Use technology to enhance the teaching/learning process (TPE 4) (PO 1c, 2b, 2c)

These goals will be achieved through individual reading and written assignments; class lectures, discussions, and demonstrations; quizzes; group assignments and presentations; and field experiences.

**Required Texts and Materials**


(http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf)


Various professional articles provided by the instructor or obtained from the library

Writing journal, learning journal, or notebook

**Recommended Readings**


**Recommended Websites**

CA Department of Education Publications

www.cde.ca.gov/cdepress

Children’s Literature Web Guide

www.acs.ucalgary.ca/~dkbrown/index.html

Horn Book

www.hbook.com

International Dyslexia Association

www.interdys.org

International Reading Association

www.reading.org

National Council of Teachers of English

www.ncte.org
Assignment

1. **Email the Author**  Select and read an article from a professional journal. Correspond via e-mail with the author of the article, commenting on a point of significance for you, your personal interest in the topic, and/or your intentions for applying information you learned from the article. Copy your message to me and forward any response you receive from the author. Use the following guidelines:
   - Your message must include a comment identifying your current professional status (e.g., “I am a student teacher at California State University, Fullerton.”)
   - Your message must include the title of the article (in quotes), the name of the journal in which it was published (italicized), and the issue in which it was published (e.g., October 2008 or Volume 3, Issue 4).
   - Your message is to be no more than two paragraphs in length, and must be more than a few vague sentences (e.g., “I enjoyed your article!”). It must be clear that you actually read the article.
   - Please do not ask questions or make statements that request a reply.
   - Your message must be phrased in positive, respectful terms. If you have nothing positive to say about the article you read, select a different article!
Begin your letter with “Dear Author” or “Dear Dr. Duke” or “Dear Sir or Madam” or other respectful greeting.

Your article must have been published within the last five years (not prior to 2007) and must be in one of the following professional literacy journals: The Reading Teacher, The California Reader, Journal of Adolescent and Adult Literacy, Journal of Content Area Reading, Reading Research Quarterly, Language Arts, Reading Horizons, Reading Psychology, Reading Research and Instruction. (TPE 1A, 13) (PO 1a, 1c, 2b, 2d, 3c)

2. **Teaching English Learners Presentation** As future teachers of English Learners, you are expected to have the knowledge, skills, abilities, and attitudes to teach children from diverse cultural and linguistic backgrounds. We will form expert groups to review material presented in various sources. You will identify key points and prepare a 10-minute presentation for your peers. Topics will include some or all of the following:
   - Emergent Literacy
   - Reading and Literature Instruction
   - Content Reading and Writing
   - Math Instruction
   - Science Instruction
   - Involving Families

   (TPE 1A, 2, 4, 5, 7, 8, 9, 11) (PO 1a, 1b, 2a, 2b, 2c, 2d)

3. **Writing Assessment and Instruction Plan** The purpose of this assignment is to deepen your understanding of the features of quality writing, writing assessment, writing development, and writing instruction. In small groups, review a set of writing samples and identify an area that requires instruction. Individually, plan a Guided Writing lesson and implement it with a small group of classmates.

4. **When the Principal Asks** Select a language arts teaching strategy that interests you. Do one of the following:
   a. Write a 4-6 page paper in which you defend the use of the strategy for supporting literacy development.
      Follow these guidelines:
      - Provide an introduction that identifies the setting and explicitly describes your use of the strategy (attending to the voice of the piece).
      - Describe a challenge from a principal, colleague, or parent.
      - Articulate, as a professional, your defense of the strategy, citing the empirical or theoretical reasons for its use.
      - Provide a conclusion that describes the resolution of your conversation with the principal, colleague, or parent.
   b. Defend your use of the strategy for supporting literacy development in a mock interview with “the principal.”
      Follow these guidelines:
      - Provide a written introduction that identifies the setting and explicitly describes your use of the strategy (attending to the voice of the piece).
      - Prepare notes to which you may refer in defending your strategy.
      - Sign up for an interview with your instructor and respond to her challenge with reasons for using your strategy that are based on theory and research.

   (TPE 1A, 6, 9, 11) (PO 1a, 1b, 2b, 2d)
5. **Book Trailer**  In a small group, select and read an informational book appropriate for young children. Compose a storyboard for a two-minute book trailer advertising your book. Shoot photographs and videos and use software such as iMovie to edit your footage and create titles and text for the trailer. Alternatively, get permission from the instructor to pursue an idea of your own that is a creative response to an informational book and incorporates writing, speaking, listening, viewing, and technology. (TPE 1A, 4, 5, 7) (PO 1a, 1b, 1c, 2c, 2d)

6. **Informational Book**  Write a children’s informational book that addresses science, social studies, mathematics, or arts content at an elementary grade level of your choice. Identify a small number of key concepts the reader will learn from your book. Be thoughtful and deliberate in your word choice, discourse style, and use of text features. Include illustrations, using whatever media you choose, that support the text. Attach sticky notes that explain the purposes of the illustrations and identify key vocabulary and text features. (TPE 1A, 4) (PO 1a, 1b)
Summary of Assignments and Expectations

1. Attend all class meetings (classroom based and online meetings).
2. Check TITANium for announcements at least twice a week, including the evening before class meets.
3. Actively participate in all class discussions and activities, including online discussions.
4. Complete the competencies listed on the Reading/Language Arts Performance Objectives form, including attendance at a literacy conference.
5. Reflect on your developing knowledge, skills, and abilities through discussion and in writing.
6. Read a professional journal article and e-mail the author with your reaction. Copy your e-mail message and any response you receive to me.
7. Provide a ten-minute presentation related to teaching English Learners based on a source provided by the instructor.
8. Write a “When the Principal Asks” paper that provides the rationale for implementing a strategy of your choice in the teaching of the language arts, or participate in a mock interview.
9. Analyze children’s writing and plan instruction to further their writing development.
10. Utilize technology to develop a response to a work of literature.
11. Select a content area, elementary grade level, and topic and develop an informational children’s book.
12. Keep current on text readings.
13. Achieve a passing grade on all quizzes.
14. Type all written assignments with double spacing, one-inch margins, and using a font comparable in size and style to 12-pt. Times New Roman.
15. Be courteous and respectful of your classmates’ right to learn. Set cell phones and other devices that have the potential to disrupt class on silent or vibrate.

Grading

This is a graded course. Successful completion with a grade of B- or better (80% of possible points) on all assignments and meeting all basic expectations of the course (see above) are required for admission to student teaching. Rubrics and/or examples will be provided for all assignments. Written assignments must be thoughtfully and carefully completed; submitted on time; and reflect a thorough knowledge of content, clarity of expression and adherence to the standards of academic integrity, rules of grammar, punctuation and spelling. You must cite resources for all work.

Work that is not completed satisfactorily must be redone and resubmitted. If you receive a grade lower than a B- (80% of possible points) on any assignment, you may be asked to redo the assignment. If work fails to meet defined standards twice in the same course, you may be placed on a contract, which may lead to removal from the program. Please note that if resubmission of an assignment is required, the assignment will not receive a grade higher than a B.

Each of the activities and assignments listed below is worth 10 points as indicated. Total points possible = 100.

- Online Module 1
- Online Module 2
- Email the Author
- Teaching English Learners Presentation
- Writing Assessment and Instruction Plan
- When the Principal Asks
- Informational Book Trailer
- Informational Book
- Quiz 1
- Quiz 2

Course grade will be determined as follows:
CSUF EDEL MSCP Program Assessment 2013
98-100 points = A+  
94-97 points = A  
90-93 points = A-  
87-89 points = B+  
84-89 points = B  
80-83 points = B-

70-79 points* = C  
60-69 points* = D  
Below 60 points* = F
*Below 80 points = Not passing (You will not be permitted to proceed to student teaching.)
All assignments must earn a grade of B- or higher in order for the candidate to earn a course grade of B- or better and progress to student teaching.

**UNIVERSITY 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 possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved to the department chair and to the vice president for student affairs the alleged incident and make recommendations for action.

**SPECIAL NEEDS STATEMENT:** Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disability Support Services Office.

**Two-week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Multiple Subject Credential Program Course Attendance Policy:** To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardies may result in failing to pass the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information, including notes, handouts, etc., from a classmate. Additional assignments will be required to address the content missed. The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience. At the discretion of the instructor, late arrivals may require a make-up assignment.

**TITANIUM:** As a registered student, you are enrolled in TITANium. You may access TITANium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you need more help, contact (657) 278-7777. Check TITANium at least twice a week, including the night before class, for any pertinent or last minute, updated information.

In the event of an emergency, contact the University Police at 657-278-3333.
**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Materials and Assignments</th>
</tr>
</thead>
</table>
| 1    | Partner interview/writing Course overview and expectations Professional development | Gunning, Ch. 5 (pp. 239-245)          Gunning, Ch. 9         Bring Yopp & Yopp text to class                  
|      |                                                                        | *Email the Author assignment due no later than 8:30 a.m.*       |
| 2    | Fluency Informational text and content area reading Differentiating instruction | Web materials Gunning (selected chapters) Yopp & Yopp            |
|      |                                                                        | *Book Trailer presentations Organizing and managing a literacy program Key components of effective language arts instruction* |
| 2 (online) | Complete Module 1: Reading instruction review                           | Web materials Gunning (selected chapters) Yopp & Yopp            |
| 3    | Content area reading Vocabulary instruction                              | Gunning, Ch. 6                                                  |
| 3 (online) | Complete Module 2: What’s new? Preschool foundations, transitional kindergarten, and Common Core State Standards | Preschool Foundations Reading/Language Arts Framework Common Core State Standards |
| 4    | Processes of writing Writing assessment Writing instruction             | Yopp & Yopp, Ch. 5 Gunning, Ch. 12 (pp. 524-529)                 |
| 5    | Guided Writing Listening and speaking English Learners                  | *Guided Writing Lesson due (Groups A-C)*                          |
|      |                                                                        | *English Learner assignment due*                                  |
| 6    | Guided Writing Spelling                                                 | *Guided Writing Lesson due (Groups D-F)*                         |
|      |                                                                        | *When the Principal Asks*                                         |
| 7    | Book Trailer presentations Organizing and managing a literacy program Key components of effective language arts instruction | Gunning, Ch. 13 Reading/Language Arts Framework *Book Trailer due Children’s book due* |
| TBA  | Attendance at a professional Conference                                 |                                                                 |
CSUF EDEL MSCP Program Assessment 2013

CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education
Department of Elementary and Bilingual Education
EDEL 430 Foundations in Elementary School Teaching

Location:
Day and Time:
Instructor:
Office:
E-mail:
Phone:
Office hours:
Technical support: (657) 278-7777

Course Description

Prerequisite: admission to Multiple Subject Credential Program. Curriculum of the elementary school, instructional planning, principles of effective teaching, generic instructional strategies, classroom management and legal issues in education. Must be taken for a letter grade if enrolled in the credential program. A “B” (3.0) or better is required to pass the course.

Table 1: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>A transformational journey toward educational advancement and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Values</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Based on our core values, our mission is as follows:</td>
</tr>
<tr>
<td>Mission Statement</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Program 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

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at [http://ed.fullerton.edu/documents/Prof%20disp%20rev%202%2018%2011.pdf](http://ed.fullerton.edu/documents/Prof%20disp%20rev%202%2018%2011.pdf).

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

Table 2 presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Student Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a philosophy of teaching.</td>
<td>• Describe personal convictions regarding the teaching/learning process including teaching and assessment of state standards (TPE 3, 4, 8, 9, 11, 13)</td>
</tr>
<tr>
<td>2. Analyze and implement a variety of assessment tools.</td>
<td>• Apply a variety of assessment options to support students’ learning (TPE 2, 3, and 5)</td>
</tr>
</tbody>
</table>
| 3. Provide standards-based instruction appropriate for student needs. | • Prioritize and sequence essential skills and strategies to make content accessible to all students including those with special needs (TPE 4)  
• Prepare instructional objectives in the cognitive, affective, and psychomotor domains. (TPE 4, 6, 9)  
• Prepare lesson plans with well-defined and aligned objectives, strategies, activities, materials and assessment(s). The plans will reflect cross-cultural and linguistic understandings and provide equal access to the core curriculum. (TPE 4, 5, 7, 9) |
• Demonstrate appropriate models of instruction which reflect knowledge of learning theories and are designed for students’ engagement, motivation, reinforcement, and retention. (TPE 5, 11)

4. Design and implement a positive, effective classroom environment that encourages development for all students.

• Identify and implement methods to motivate students toward positive behavioral, ethical, and academic choices and goals. (TPE 5, 8)
• Identify and implement classroom management strategies that promote learning, equity, and mutual respect. (TPE 11)
• Design an appropriate learning environment (TPE 11)
• Allocate and manage instructional time (TPE 10)

5. Recognize and grow from professional standards and professional development opportunities.

• Recognize and apply the six domains of the California standards for the teaching profession (TPE 12, 13)
• Recognize and begin to demonstrate mastery of the 13 TPE.

REQUIRED TEXTS

Instructor’s Note: The texts, below, are typical, but you may choose any text(s) that address the student learning goals and objectives.


OTHER REQUIRED MATERIALS

Taskstream account (http://www.taskstream.com)
Used for instructional planning across the block, for the Inclusive Teaching Portfolio, for student teaching, and for the CalTPA.


Teacher Performance Expectations (TPEs) http://www.sonoma.edu/lightbridge/main/submit/TPE.html

Common Core State Standards http://www.cde.ca.gov/be/st/ss/index.asp

IRIS Modules
Table 3 IRIS Modules for Inclusive Education

<table>
<thead>
<tr>
<th>Module Name and URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Focuses on strengths</td>
</tr>
<tr>
<td></td>
<td>d. Assistive Technology resources</td>
</tr>
<tr>
<td></td>
<td>• Six stages of pre-referral process</td>
</tr>
</tbody>
</table>

RECOMMENDED MATERIALS

_Instructor’s note: Insert your own recommended materials here, if any. Some examples of recommended materials, taken from a variety of syllabi, include:_


ATTENDANCE

To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Attendance and timely completion of readings and assignments allows candidates to fully participate and form timely connections between the course and the assignments. Classes frequently include highly participatory and collaborative activities that cannot be recreated. Therefore, tardies and absences must be remediated through additional assignments.

Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The candidate’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be awarded.
GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

This course is graded. To pass this course, candidates must achieve at least 80%.

**Table 4. Grading Scale**

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Non Passing Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ = 98 – 100</td>
<td>C+ = 78 – 79</td>
</tr>
<tr>
<td>A  = 93 – 97</td>
<td>C    = 73 – 77</td>
</tr>
<tr>
<td>A-  = 90 – 92</td>
<td>C-   = 70 – 72</td>
</tr>
<tr>
<td>B+  = 88 – 89</td>
<td>D+   = 68 – 69</td>
</tr>
<tr>
<td>B   = 83 – 87</td>
<td>D    = 63 – 67</td>
</tr>
<tr>
<td>B-  = 80 – 82</td>
<td>D-   = 60 – 62</td>
</tr>
<tr>
<td>C+  = 78 – 79</td>
<td>F    = 59 and below</td>
</tr>
</tbody>
</table>

**Instructor’s Note:** Specify whether plus/minus grading will be used in your course.

All assignments must be professionally presented (e.g., demonstrate standard English usage, be proofread and neat). Revision of work that fails to meet the minimum standards will be required.

**Instructor’s Note:** You may implement your own resubmission policy in place of this one:

You will be allowed to resubmit a maximum of two assignments. If you require more than two resubmissions you may be placed on contract or be required to repeat the course. Successful completion of the course is necessary for advancement to student teaching or the second semester.

Criteria for each assignment are given in the descriptions and will be reviewed in class. Generally, careful and close reading, analysis, and scholarly rather than informal treatment of the issues as well as adequate and timely preparation for and participation in each class session indicate strong work. Grading specifications or rubrics are posted on the course website.

**EXTRA CREDIT OPTIONS**

No extra credit options are available for this class. *(Instructor’s note: Insert your own policy here.)*

**ASSIGNMENTS** (Descriptions follow.)

*Instructor’s Note: Modify point values as you see fit. There is also some flexibility in assignments, but they are fairly standard across blocks.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Class Profile</td>
<td>5</td>
</tr>
<tr>
<td>Planning Instruction (Lesson Plan)</td>
<td>10</td>
</tr>
<tr>
<td>Community as Resource</td>
<td>20</td>
</tr>
<tr>
<td>Assessment Interview</td>
<td>5</td>
</tr>
<tr>
<td>Parenting an Exceptional Child</td>
<td>20</td>
</tr>
<tr>
<td>Classroom Management and Discipline Plan</td>
<td>20</td>
</tr>
<tr>
<td>Expert Group Presentations (management)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
LATE ASSIGNMENTS

_instructor’s note:_ You may use your own late assignment policy.

Late assignments will be accepted with a penalty. There may be a deduction of 10% of assignments submitted within one week of the due date.

ASSIGNMENT DESCRIPTIONS

1. Philosophy of Education
   A clear philosophy can provide meaning behind your actions and help you face the many demands of classroom teaching. Write a philosophy that conveys your stance toward teaching.
   a. Develop your own stance toward education by answering each of these questions in no more than one page each.
      (1) What is "the good" society? Who is the good person living in the good society?
      (2) What is the purpose of education?
      (3) What is the subject matter that everyone should learn? Why?
      (4) How do people learn?
      (5) What is excellent teaching?
   b. List the question at the top of each page, and answer each question directly. No citations are necessary. Check to see that your answers are logically connected to each other.
   c. You will be participating in read around groups (peer review) of your first draft for each question, as noted on schedule. Post your rough drafts to your small group discussion boards.

2. Class Profile
   a. Good teaching starts with the students.
   b. Begin to learn about your students and their needs by completing the class profile, posted on Titanium.
   c. Use this information for all lessons you plan for your students.

3. Planning Instruction (Lesson Plan)
   Teachers must plan effective lessons that meet state standards and utilize various instructional methods that best meet needs of all learners. This assignment allows you to practice examining standards, planning curriculum, and designing lessons. It also offers an opportunity to implement and reflect on the lessons planned.
   a. For this assignment you will develop the lesson plan using Taskstream in accordance with the grade level of your fieldwork assignment so that you may use it when you begin your student teaching. This lesson will be based on national, state and district standards and will utilize an active teaching strategy from the Guillaume, Yopp, and Yopp text. Include use of concrete materials—this lesson should involve students actively.
   b. Explicitly include information from your Class Profile to ensure that your plan has high potential for meeting the needs of your students, including learning needs and language needs.
   c. You will bring a draft of your lesson plan to class on the designated date (see schedule). At that time we will trade, read and critique each other’s plans to offer feedback and suggestions. This critique is intended to allow you to make any revisions you’d like prior to final submission.

4. Community as Resource
A teacher’s knowledge of the school neighborhood and community that students live in is necessary for effective teaching. Every community, regardless of income level, offers tremendous resources from which teachers should draw. These resources include cultural heritage and particular kinds of knowledge and experience, regardless of the income level. Every school also has a unique culture and a diverse support team. All of the members of a school community work together to ensure that all students’ needs are met.

TASK: Go on a scavenger hunt in and around your assigned school. Use this assignment to learn about your students’ local community and the school culture. As you gather data, take pictures. Then, work alone or with your site peers to create a 5-minute narrated Power Point presentation that tells the story of your school site. Your group may choose a different multimedia format, such as an iMovie, instead.

SCAVENGER HUNT GUIDELINES
A. Take a tour (walk or drive) through the neighborhood connected to your fieldwork school. You may wish to conduct this tour as a group with your fellow student teachers at the site. Take digital photos to support your story. Record information related to the following elements:
   • Businesses (do not list every business in the neighborhood – instead, think about how the businesses in the area might impact the students in the school).
   • Housing (take photos to provide a sense of setting)
   • School Demographics
   • *Community activities geared toward students at your school
   • *Community issues and concerns related to your school site (pick up a local newspaper and analyze its contents).
   *If applicable

B. Take a tour around your school and learn about the culture of the school and the systems in place to support instruction. Identify the support staff and find out what role each person plays in the school.
   • How does each person’s role support instruction?
   • Refer to the Guillaume Primer. Use it to help you “uncover” your school site’s culture.
   • Examine school documents, rules, ceremonies, rituals, and routines.
   • Interview your teachers and find out what they say about the “culture” of their school.

C. Study the school's Report Card and other information sources to become familiar with the resources from which it draws. Go online to the school's web site to study Academic Performance Index (API) scores and other information that may be pertinent.

*Tip: To find detailed demographics for your school site go to: http://nces.ed.gov/surveys/sdds/index.aspx Use the “school search” tab at the top of the page.

D. Site Scavenger Hunt for Inclusive Resources: Use the items from Guillaume Figure 4.5 (page 83) to discovers the resources available at your school site for meeting student needs.

Complete an individual reflection of no more than one page that focuses on what you learned from doing this assignment and how the information affects you as a future teacher.

5. **EDEL 430: Assessment and Evaluation Analysis (TPE 3) (PO 2b)**
An important role the teacher plays is that of assessor, and teacher accountability for documenting students' progress is of great interest to the public today. This assignment allows you to explore current practices of assessing and reporting student learning.

a. Interview your master teacher on how he or she uses assessment to inform instruction. How are the assessment results used to inform instruction? What happens after assessments? Additionally, ask your teacher how assessments are modified for special needs students and English learners. Take notes and bring evidence of a specific example from your teacher’s class, if possible. If not, find an appropriate assessment tool (check online) that you can modify and bring this example to class.

b. Next, ask the teacher to share and explain her or his grade book with you: What information is kept in the grade book? How often are grades inputted? How are grades shared with students and their families? Take notes on how the teacher manages student records.

c. See if any teacher at your site uses a computer program to manage student records. If the software is available, sit down and play with the program for 15 minutes or so. If no such program is available at your site, either download a free grade book program and try it out, or try setting up an Excel spreadsheet to manage grades. What can you learn about students’ learning by looking at student grades across time or subjects? Record your results and print out a sample page, if possible.

2. Bring your notes from a. and b. and your work from c. to class to inform a discussion. This is a less formal assignment than the others, but you will submit your work.
6. Parenting an Exceptional Child

Congratulations! This year a child with exceptional needs will join your family! You will receive your child and his/her specific condition, disability, or exceptionality. You will investigate the need and collect resources that assist professionals by providing information and suggestions for meeting needs.

a. Give your child a name and research the characteristics of the disability or exceptionality.
b. Prepare a glogster (www.glogster.com) that describes the disability, including its characteristics and gives high-quality resources for parents and teachers.
c. The glogster should also provide specific strategies that teachers can use to accommodate your child’s special needs in the classroom. Make sure your site is user friendly and easy to read. We will share these resources with all block members.
d. Include a category on the block portaportal for your assigned special need. Add links for high-quality websites with very brief descriptions of each source.
e. Compose a blog posting that addresses the questions below. This posting should answer from the heart of a parent, as if you were being interviewed.
   • How does it feel to be the parent of your child?
   • How is your child developmentally the same and different from other children at the various ages?
   • What professionals or agencies do you deal with? What services are available to you and your child?
   • How did you find out about the above services?
   • What financial burden, if any, are you experiencing?
   • What other information do you want to share?

7. Classroom Management and Discipline Plan (TPE 10, 11)

You will create a classroom management and discipline plan for your classroom.

Use the formats in Guillaume to help you to develop a plan for managing your classroom and for encouraging appropriate behavior. Consider the background experiences and linguistic needs of English learners. What adjustments would you make for English language learners? Gifted? Special Education? Feel free to structure your plan in a manner that is most helpful to you. (7-10 pages) Your plan should include:

• Rules, rewards and consequences (logical and natural, how are they developed? Will you choose or will the students help?) 2-3 pages
• Attention getters (list 5-7)
• Sponge activities (list 5-7)
• Explanation of discipline techniques (Ch. 9- Pick 5 elements that are most important to you based on your philosophy and briefly explain and rationalize) 2-3 pages
• Beginning of the day plan (current schedule from your field experience classroom and write a brief narrative that explains what aspects you would keep the same and which aspects you would change and WHY) 1-2 pages
• Expectations (“What I expect of my students” and “What I expect of myself” – list 10 for each) 1-2 pages
UNIVERSITY INFORMATION

<table>
<thead>
<tr>
<th><strong>Table 5 University Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Titanium:</strong> As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.</td>
</tr>
<tr>
<td><strong>Students with Special Needs:</strong> 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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.</td>
</tr>
<tr>
<td><strong>Academic Dishonesty Policy:</strong> 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, Academic Senate UPS Document 300.021 (<a href="http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf">http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf</a>).</td>
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</tr>
</tbody>
</table>
**TENTATIVE SCHEDULE** *(Instructor’s note: Thanks to Donna Bennett for this sample schedule.)*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
<th>ASSIGNMENTS DUE</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 &amp; 2 – 8/24</td>
<td>The Nature of Teaching</td>
<td>Bring Textbook , CSTP’s and TPE’s</td>
<td>Guillaume, Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Developing Your Personal Stance Toward Education</td>
<td>Complete reading/s CH’s 1 &amp; 2</td>
<td>CSTP’s and TPE’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share an Artifact Assignment</td>
<td></td>
</tr>
<tr>
<td>Class 3 – 8/26</td>
<td>Getting to Know Students and Families</td>
<td>Philosophy Q1, Q2, Q3, Q4, Q5 – Read Around Groups</td>
<td>Guillaume, CH 3</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>View Power Point –</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPED law</td>
</tr>
<tr>
<td>Class 4- 8/31</td>
<td>Providing Inclusive and Responsive Instruction</td>
<td>PHILOSOPHY Management Strategies – individual</td>
<td>Guillaume, CH 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>presentations</td>
<td>View Power Point –</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Planning</td>
</tr>
<tr>
<td>Class 5 &amp; 6 – 9/14</td>
<td>Planning for Instruction</td>
<td>Lesson Plan – DRAFT</td>
<td>Guillaume, CH 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Advice on Instruction:</td>
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<td></td>
<td>COME IN</td>
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<tr>
<td>Class 7 – 9/21</td>
<td>Instructional Models and Strategies</td>
<td>Lesson Plan – FINAL</td>
<td>Guillaume, CH 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>View Power Point –</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment</td>
</tr>
<tr>
<td>Class 8 &amp; 9 – 9/28</td>
<td>Student Assessment</td>
<td>Community Walk</td>
<td>Guillaume CH 8 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>Managing the Learning Environment</td>
<td>Classroom Profile</td>
<td>View Power Point -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parenting An Exceptional Child</td>
<td>SPED Adaptations</td>
</tr>
<tr>
<td>Class 10 – 10/5</td>
<td>Classroom Discipline:</td>
<td>Assessment Interview</td>
<td>Guillaume, CH 10 &amp;</td>
</tr>
<tr>
<td></td>
<td>Encouraging Appropriate Behavior</td>
<td>Management and Discipline Plan</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Growing in Your Profession</td>
<td></td>
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</tr>
</tbody>
</table>
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. We believe that through experiencing these core values in their educational journey, 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 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.

Instructor:  Days:
Office: Time:
Hours: Phone:

COURSE DESCRIPTION FROM THE CATALOG
Prerequisite: Admission to Multiple Subject Credential Program. An overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems. Must be taken Credit/No Credit. A “B-” (80%) or better is required to receive a grade of Credit.
STUDENT LEARNING GOALS
The state developed requirements for multiple subject credential candidates regarding reading instruction. These requirements include specific university instruction and classroom-based experiences that will help candidates develop their knowledge, skills, and abilities in reading education. Additionally, candidates must demonstrate their knowledge of reading and reading instruction by passing a state-developed test, the RICA, in order to apply for a teaching credential.

As a multiple subject credential candidate at CSUF, you will take two reading methods courses, EDEL 433 and EDEL 429. Both of these courses are aligned with current statutory and regulatory requirements affecting preservice reading instruction in California. They provide preparation that addresses the following:

- Phonemic awareness instruction
- Systematic, explicit phonics instruction
- Decoding instruction and the diagnosis of a pupil’s ability to decode
- Word attack skills instruction
- Spelling and vocabulary instruction
- Effective classroom and schoolwide interventions for low-performing readers
- Research on how reading skills are acquired
- Effective reading instruction for English language learners including strategies to facilitate English language development and grade-level achievement in reading and language arts
- Structure of the English language
- Effective integration of listening, speaking, reading and writing
- Planning and delivery of appropriate reading instruction based on assessment and evaluation
- Explicit instruction of comprehension and higher order reading skills
- Ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and non-fiction texts
- Text handling and strategic reading strategies for text use across the curriculum for a variety of purposes

The content of this course places special emphasis on beginning reading, comprehension, and assessment. The second course will build on the knowledge, skills, and abilities developed in this course with special emphasis on writing, spelling, the integrated curriculum, and the organization and management of the reading program.

In keeping with the unit mission, department theme, and state regulations, the goals of this course are as follows. By the end of the semester you will:

1. Demonstrate an understanding of the reading process (TPE 1A, 6, 11) (PO 1a, 1b, 2a)
2. Demonstrate familiarity with the a-n elements and the California Reading/Language Arts Framework and English-Language Arts Content Standards (TPE 1A, 2, 3, 7, 9) (PO 1a, 1b, 2a, 2b)
3. Demonstrate an understanding of materials, methods, and strategies for English language development (TPE 7) (PO 1a, 1b, 2a, 2b)
4. Demonstrate familiarity with selected works of literature and evaluate literature in terms of its representation of multiple populations (TPE 1A) (PO 1a, 2a, 2b)
5. Diagnose the reading strengths and weaknesses of a student with reading difficulties and prescribe appropriate instruction (TPE 4, 5, 6, 8, 9) (PO 1a, 1b, 1c, 2b, 2d)
6. Demonstrate a basic understanding of phonetic and structural analysis by scoring 80% of better on a written exam (TPE 1A) (PO 1a, 1b)
7. Make progress toward developing the knowledge, skills, and abilities that are the components of a balanced, comprehensive reading program for all students including those with special needs (TPE 1A, 5, 7) (PO 1a, 1b, 2a, 2b, 2d)
8. Use technology to enhance the teaching-learning process (PO 1a, 1b, 1c)
9. Demonstrate understanding of the Response-to-Intervention approach for providing appropriate levels of instructional support for the full range of learners in your classroom. (TPE 1A, 2, 3, 9) (PO 1a, 1b, 2b)

These goals will be met a variety of ways, including through individual and group work, written and oral presentations, and university and field-based experiences.

ASSIGNMENTS

1. Phonics/Structural Analysis Coaching (due date) and Exam (date): You will be responsible for becoming an expert on the contents of one of the chapters in the Heilman text. Prepare materials and activities that you will use with your peers to help them understand and remember the content. The following week, take and pass with a score of at least 80% a test on the contents of the entire text. (TPE 1A, 4, 9) (PO 1a, 1b, 2b, 2c)
2. Phonemic Awareness and Phonics Assessments (due date): Select a first grader and assess his or her phonemic awareness and phonics knowledge. Use the instruments provided in class. This child does not need to be from your field placement. (TPE 1A, 2, 3, 6) (PO 1a, 1b, 2b, 2d)
3. **Book Talk** (due date determined by topic; see Tentative Schedule): Select five books from one of the categories listed below, read them, bring them to class, and share them with small groups of peers. Share at least one related website and post on course portaportal. (TPE 1A, 4, 6, 7) (PO 1a, 1b, 2a, 2b, 2c, 2d)

- Caldecott Award Winners
- Predictable Books
- Books Representing Diverse Populations
- Decodable Books
- Nonfiction Books
- Books for English Learners
- Books by the Same Author

4. **Case Study** (final assessment on [date]; see Tentative Schedule for section due dates): With the approval of your Master Teacher or other site teacher, use the IRI to assess the reading skills of two students. The students must be in grade three or higher and must be English speakers. Students must represent a range of reading skill. One student should be identified by the teacher as having difficulty reading at grade level. The other student should not be identified as a struggling reader. This assignment is intended to have you experience a range of performance on the IRI. Details will be provided on a handout. (TPE 1A, 2, 3, 4, 5, 6, 8, 9) (PO 1a, 1b, 1c, 2b, 2d)

5. **Literature Activities** (due date): This assignment reveals your ability to use literature to support children’s reading development and your understanding of the critical role that teachers play in teaching (not just assessing) comprehension. Further, it shows your knowledge of the factors that influence comprehension and your ability to involve all children in the learning activities. Details will be provided in class. (TPE 1A, 4, 5, 7, 10, 11) (PO 1a, 1b, 2a, 2b, 2c, 2d)

6. **Reading Guides** (as assigned): These guides will support your reading of the Gunning text and prepare you to participate in class discussions.

7. **IRIS Modules** (due dates): The Response to Intervention modules, Parts 1 and 2, will enhance your understanding of this approach. (TPE 1A, 2, 3, 9) (PO 1a, 1b, 2b)

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**GRADING POLICY FOR THE COURSE**

This is a credit/no-credit course. To receive credit for this course, ALL work must receive a grade of 80% or better. All assignments must be thoughtfully and carefully completed on time and must reflect a thorough knowledge of the content. Work that is not completed satisfactorily must be redone and resubmitted. If resubmitted work does not receive a grade of 80% or better, a grade of no-credit may be given for the course. Presentation of each assignment, whether oral or written, is to be professional. Please make and retain copies of all your work. Assignments and expectations include the following:

1. Check your email and TITANium regularly (at least twice a week, including the night before class meets).
2. Attend all class sessions and actively participate in class discussions and activities.
3. Make progress toward completion of competencies on the Reading/Language Arts checklist.
4. Make progress toward demonstrating competence in a-n.
5. Keep current with reading assignments and complete reading guides as assigned.
6. Coach peers in an aspect of phonics/structural analysis, and pass phonics and structural analysis exam (80% or higher).
7. Assess a child’s phonemic awareness and phonics knowledge.
8. Use an IRI and other measures to assess the strengths and needs of two readers. Analyze results and make recommendations for instruction. Pass an IRI exam (80% or higher).
9. Complete IRIS modules.
10. Develop comprehension activities for a work of children’s literature. Activities must be appropriate for a range of learners, including English learners, at a specified grade level.
11. Keep a personal log of Newbery Medal books that you have read during the year.
12. Introduce your classmates to five works of young children’s literature and share related websites.

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**REQUIRED TEXTS AND MATERIALS**


Several Newbery Medal books (available in libraries)

Access to a recording device
### 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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services Office in order to be accommodated in their courses.

### Academic Dishonesty Policy:
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### Attendance Policy
To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

### Fieldwork Requirement:
If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan.

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

### TITANIUM
As a registered student, you are enrolled in TITANium. You may access TITANium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you need more help, contact (657) 278-7777. Check TITANium at least twice a week, including the night before class, for any pertinent or last minute, updated information.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
<th>ACTIVITIES</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course overview&lt;br&gt;Important questions&lt;br&gt;Literacy survey&lt;br&gt;The reading process</td>
<td>Phonics pretest</td>
<td></td>
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<tr>
<td>2.</td>
<td>Emergent literacy&lt;br&gt;Phonemic awareness&lt;br&gt;Language and literacy&lt;br&gt;English Learners</td>
<td>Book Talk: Predictable&lt;br&gt;Bring Newbery Award winner*</td>
<td>Gunning, ch. 4</td>
</tr>
<tr>
<td>3.</td>
<td>Assessment: Phonemic awareness, phonics</td>
<td>Bring IRI, sticky notes, and highlighter&lt;br&gt;Book Talk: Author</td>
<td>Gunning, ch. 3</td>
</tr>
<tr>
<td>4.</td>
<td>Assessment: Analysis of data, IRI&lt;br&gt;Phonics&lt;br&gt;Structural analysis</td>
<td>Phonics coaching&lt;br&gt;Phonemic awareness and phonics assessments due&lt;br&gt;Book Talk: Decodable</td>
<td>Gunning, ch. 5&lt;br&gt;Heilman book</td>
</tr>
<tr>
<td>5.</td>
<td>Assessment: IRI&lt;br&gt;Phonics</td>
<td>Phonics test&lt;br&gt;Case Study Section 1 due</td>
<td>Roe &amp; Burns manual&lt;br&gt;IRIS module: RTI Part 1</td>
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<tr>
<td>6.</td>
<td>Assessment: IRI&lt;br&gt;CRLA Framework &amp; Standards&lt;br&gt;Special populations</td>
<td>Case Study Section 2 due&lt;br&gt;Book Talk: Caldecott</td>
<td>Roe &amp; Burns manual&lt;br&gt;IRIS module: RTI Part 2</td>
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<tr>
<td>7.</td>
<td>Comprehension&lt;br&gt;Motivation&lt;br&gt;English language development</td>
<td>Book Talk: English Learners&lt;br&gt;Case Study Section 3 Due</td>
<td>Gunning, chs. 7 &amp; 8</td>
</tr>
<tr>
<td>8.</td>
<td>Comprehension&lt;br&gt;Literature</td>
<td>Book Talk: Diverse Populations&lt;br&gt;Case Study Section 4 Due</td>
<td>Yopp &amp; Yopp, chs. 1-4</td>
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<tr>
<td>9.</td>
<td>Comprehension&lt;br&gt;Language development&lt;br&gt;Vocabulary development (intro)&lt;br&gt;Content area reading (intro)</td>
<td>Book Talk: Nonfiction&lt;br&gt;Case Study Assessment</td>
<td>Yopp &amp; Yopp, chs. 1-4</td>
</tr>
<tr>
<td>10.</td>
<td>Components of effective language arts programs</td>
<td>Literature Activities due</td>
<td>CA RLA Framework</td>
</tr>
</tbody>
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* Bring to every EdEI 433 class meeting.
EDEL 434

CALIFORNIA STATE UNIVERSITY, FULLERTON
EDEL 434 · Methods and Inquiry for Teaching English Learners · 2011 · #

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Days/Room/Time:</th>
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<td>Access:</td>
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</table>

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A transformational journey toward educational advancement and achievement

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Outcome 3: Committed and Caring Professionals
   a) become change agents
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Theme of Department of Elementary and Bilingual Education

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.

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COURSE CATALOG DESCRIPTION
Prerequisite: Admission to Multiple Subject Credential Program. Theoretical foundations, legal issues and school programs for the education of English learners, including assessment, materials, methods and strategies for English language development and learning across the curriculum for elementary school English learners.
<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Professional Standards (TPEs)</th>
<th>Course objective</th>
<th>Activity or Assignment</th>
</tr>
</thead>
</table>
| 1a; 1b; 2a; 2b   | TPE 7                         | Knowledge of major state and federal laws pertaining to the education of English learners, how they impact student placements and instructional programs | • Class participation  
• Field experience  
• Assessment of EL  
• ANTpM |
| 1a; 1b; 2a; 2b   | TPE 7, 8, 11                  | Understanding of basic research and theory, the process of first and second language acquisition, including the components of language, and factors that contribute to second language acquisition | • Class participation  
• Field experience  
• Assessment of EL  
• ANTpM |
| 1a; 1b; 2a; 2b   | TPE 7                         | Understanding of the philosophy, design, goals and characteristics of program models designed to meet the needs of English language learners | • Class participation  
• Field experience  
• ANTpM |
| 1a; 1b; 1c; 2a; 2b | TPE 3, 4, 5, 6, 7, 8           | Understanding of the purpose and content of California’s English Language Development Test (CELDT), and other appropriate assessment measures for English learners | • Class participation  
• Field experience  
• Assessment of EL |
| 1a; 1b; 1c; 2a; 2b | TPE 4, 5, 7, 8, 9, 11         | Ability to apply methods, strategies, and knowledge of instructional materials to the design of English Language Development (ELD) instruction that includes listening, speaking, reading and writing skills | • Class participation  
• Field experience  
• SDAIE/ELD Lesson |
| 1a; 1b; 2a; 2b; 2d; 3a; 3b; 3c | TPE 7, 8, 12 | Ability to distinguish between speech and language disabilities and English learner issues and to compare similarities and differences in instructional strategies for both populations | • Class participation  
• Field experience |
| 1a; 1b; 2a; 2b   | TPE 7, 9                      | Understanding of the relationship between California’s English Language Development (ELD) Standards and the English Language Arts Content Standards | • Class participation  
• Field experience  
• SDAIE/ELD Lesson |
| 1a; 1b; 1c; 2a; 2b | TPE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12 | Ability to apply Specially Designed Academic Instruction in English (SDAIE) strategies to instructional planning and teaching across the curriculum | • Class participation  
• Field experience  
• Newcomer Kit  
• SDAIE/ELD Lesson & Weach In |
| 1c                | TPE 4, 5, 7                   | Ability to utilize technology resources to support the teaching/learning process | • Class participation  
• Newcomer Welcome Kit |
| 1a; 1b; 2a; 2b   | TPE 4, 7                      | Understanding of the ways in which specialists, paraprofessionals, parents and community resources can be utilized to support the achievement of English language learners in the content areas | • Class participation  
• Field experience |

**PLANNED ASSIGNMENTS**

**Laws and Effects: America’s Next Top (program) Model POSTER**

As a class, we will examine the relationships between EL program models, language acquisition theories, school policies and laws. How do policies impact practice? How have language acquisition theories impacted program models? What role does the legal system have in how students are taught? How have laws shifted over the last couple hundred years? I am getting really curious now and can’t wait to find out what we can discover! J  Specific details will be shared in class – but below are some orienting questions for designing your *poster*:

1) Begin with a program model and chart key elements, goals, and theoretical influences of that model.
2) Diagram how the program reflects key language acquisition theories. What theory is supported?
3) Make up a mock daily schedule for this program. What happens when? Who does what?
4) Outline strengths and weaknesses of this program. Who does it help most? Which processes does it seem to focus on: Cognitive? Social? Emotional? What is your favorite part of this program? Anything you’re not sure about with this program? Tell us so we know what to watch out for!
**What's next? Invite people over! Newcomer Welcome Kit**

1) Prepare a “Welcome Kit” of activities that may be used with a newly arrived, non-English speaking student. Be sure to include items for lower elementary and upper elementary. The Newcomer Welcome Kit must be placed in some type of permanent box/bag/container (so you can actually use it!) and include the following:

a. A written plan for a new student’s first day. Address the following in a 1 to 2 pages plan (identify each topic with a subheading in **bold**):
   - Where will the student sit in the classroom? Next to whom?
   - What will you have ready for a new student who enters without any notice?
   - How will you communicate with her/him? What will you do?
   - How will you support other students’ interaction with her/him? How will you have prepared your class for the arrival of a new, non-English speaking student?

   *Your answers to the questions above will be informed by the readings. Include a different cite with each response.*

b. Include 4 to 6 tangible, created (or prepared) materials in the kit. At least half must be appropriate for an upper grade student, and half for a lower elementary student. Think in terms of manipulatives, puzzles, the arts, number games, etc. Do not include materials that are dependent upon language (e.g., crosswords, scrabble, chapter books, etc).

c. In addition to the tangible things in “b,” identify at least 2 resources that utilize technology (e.g., instructional CDs on tape, an EL-appropriate computer learning games, websites) that you will include in your box. You needn’t purchase these things now, but have each resource written out and described on an individual 3 x 5 card and include in your kit.

d. A list of short-term goals for the student – specific goals you want her/him to accomplish: the first day; the first week; the first month.

e. A list of 5 community resources aimed at particular ethnic or linguistic groups (e.g., Cambodian Resource Center; Kenyan Church, etc.). If there is nothing in the immediate area of your school, branch out mile by mile until you find something.

**Testing 1–3: Assessment of an English Learner**

Conduct an assessment of an English Learner using the SOLOM (located in the final pages of the Course Packet). You will observe a designated EL over at least two 30-minute periods:

1) a CALP situation where academic language is being used (e.g., in class during a small group activity where oral language is being used); and,
2) a BICS situation (e.g., lunch/recess).

You will rate the student on the sheet for the CALP situation and again for the BICS, so you will have two totals. **AFTER,** you have rated the student on the SOLOM, compare your SOLOM rating with additional assessment information about the student provided by the teacher (e.g., CELDT, Informal Reading Inventories, etc.). Ask the teacher what s/he thinks of your evaluation. Type a concise, 2 page (1½ spaced) report detailing the following points in the order below:

1) First name/pseudonym; age; grade level; primary language; nationality; length of time in U.S. schools; school attendance in another country (to what grade level); degree of literacy in native language.
2) State the final, total SOLOM scores, whether you feel the scores are appropriate, and why you think they are or are not.
3) Consider the students’ current SOLOM rating compared to previous assessments. This means you must access the student’s file to look at past assessments & scores. Compare past assessment scores with your SOLOM. What does your rating show? How does it differ/match previous assessments? What does your teacher think about your SOLOM rating?
4) State and describe the student’s score for each of the 5 SOLOM categories. Detail what you observed that resulted in your scoring decisions (e.g. “Comprehension” – what did you observe that prompted you to give the student the score you did in this category?). Be specific. Identify similarities and differences in CALP and BICS observations.
5) Describe what you learned about this student.
6) Describe how this assessing experience will help you as a teacher.
SDAIE/ELD Lesson Plan - Everybody wants to teach but nobody wants to plan

The best way to be a super duper teacher is to plan, plan plan. Thus, we’re going to do it, do it, do it. This lesson must be designed to best meet the needs of a hypothetical class that is 25% entry-level English learners. This means you must modify instruction (so that someone who speaks little or no English has access to your instruction) and make your lesson comprehensible using more than just words. This lesson must be created by you and reflect your knowledge of instructional planning, adaptation of materials, ELD standards, and EL instruction. There is a standard form we’ll be using that may differ from other classes but exposure to as many different instructional modes and activities as possible (so you are the most comprehensively prepared teacher ever) is our goal!! Using the format available on the Titanium site for this course, you will design a lesson in which you:

1) Identify beginning and intermediate level ELD standards for 3 literacy skills that your lesson will teach. One of the literacy skills must be speaking (select at least two others of the four language processes: listening, reading, or writing). Describe how these language processes will be met (e.g., writing 2.1 expository text: students will write and illustrate a comic book describing their understanding of the credentialing process).

2) Bold all SDAIE strategies in evidence in the lesson plan (use at least 3 strategies in your plan);

3) Italicize the questions you will ask the students (there should be many opportunities for oral language development, thus there should be lots of questions). Do NOT italicize everything you say, just questions J□! This lesson will reveal your awareness of EL issues through the questions you ask, the materials you use, and in the modifications you design. As with all lesson plans, be sure you standard is evident in your objective, and that your standard and objective are evident in your assessment (top to bottom connect!)

Getting MODified – the SDAIE/ELD Weach-in

Show me something AWESOME! I am waiting to see what you can bring to the classroom to assure ALL of your students are learning! Thus, you are charged (electric!!!!) with preparing a 5-minute activity that shows us how you will teach to assure ELs are getting the full benefit of your teaching prowess! Specific details will be provided in class – but know that your activity must be PLUMP with modifications (n = 3)!

Foreign Film Analysis

From a list provided, view one the foreign films selected for this course then answer the questions:

A) What can foreign films teach us about education? What did you learn about language and culture from watching this film? Consider your feelings watching a film in another language to ELs’ experiences in school in the U.S.: How did watching the film in another language make you feel? Your analysis should be approximately one page and must focus on the questions above (do not include a summary of the film). Email your analysis to me (copy and paste your analysis in the email; do not send it as an attachment) with the subject line “Foreign film analysis – EDEL 434, spring 20??” and your name. At the top of your analysis in the email, include your name, the course (EDEL 434) and semester, and the title of the film.

B) At the end of your analysis answer the following questions:

1) How did you select this film?
2) How many foreign films have you seen previously?
3) How did you like this film (as a film – outside of what you think it can teach us about education)?

GRADING POLICY:

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A major goal of this course is to provide students with opportunities to engage in critical dialogue concerning curriculum and instruction in linguistically and culturally diverse classroom settings. Therefore, participation in class discussions is a very important aspect of this course. Be prepared to discuss topics every week (readings completed as assigned), demonstrate a supportive and respectful attitude towards others, and seek ways to draw out ideas from others. Please assure all cell phones and other internet accessing devices are off or asleep and out of sight. Be sure too, to eat before class, so you have lots of brain energy! You may bring drinks in lidded containers to class to help keep the ideas flowing.

Written assignments must be thoughtfully and carefully completed on time, and reflect a thorough knowledge of the content. They must be typed, one-and-a-half spaced, with 1-inch margins.

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**Attendance Policy**
To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

**Fieldwork Requirement**
If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan.

**Tentative Class Schedule**
<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>In Class Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2</strong></td>
<td>Primary and Secondary Language Acquisition Program Models</td>
<td>1. Perego &amp; Boyle: pp. 18-32 (Program Models); 33-71 (1st and 2nd)</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>EL &amp; SPED</strong></td>
<td>1. Perego &amp; Boyle: pp. 104-113 (Assessment); 137-150 (SOLOM)</td>
</tr>
<tr>
<td></td>
<td>Modifications, Methods, and Manifesting Meaning</td>
<td>2. SOLOM description and form (actual matrix)</td>
</tr>
<tr>
<td><strong>Week 6</strong> Due: Newcomer Kit</td>
<td>Foreign Perspectives</td>
<td>1. Perego &amp; Boyle: pp. 1-16 (Newcomer Kit); 72-92 (Methods); CH 6 Vocabulary development)</td>
</tr>
<tr>
<td><strong>Week 7</strong> Due: SOLOM</td>
<td>Communities &amp; Families Weach In (.5)</td>
<td>3. SDAIE Strategies</td>
</tr>
<tr>
<td><strong>Week 9</strong> Due: Lesson Plan Teach In</td>
<td>Communities &amp; Families Weach In (.5)</td>
<td>1. Law, B. &amp; Eckes, M. (2000). “Resources,” Chapter 9 in <em>The more-than- just-surviving handbook</em>. Winnipeg, Canada: Portage &amp; Main Press.</td>
</tr>
</tbody>
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CSUF EDEL MSCP Program Assessment 2013

CALIFORNIA STATE UNIVERSITY, FULLERTON
EDEL 434 · Methods and Inquiry for Teaching English Learners · 2011 · #

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.

Program 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

Theme of Department of Elementary and Bilingual Education

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.

COURSE CATALOG DESCRIPTION

255
Prerequisite: Admission to Multiple Subject Credential Program. Theoretical foundations, legal issues and school programs for the education of English learners, including assessment, materials, methods and strategies for English language development and learning across the curriculum for elementary school English learners.
<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Professional Standards (TPEs)</th>
<th>Course objective</th>
<th>Activity or Assignment</th>
</tr>
</thead>
</table>
| 1a; 1b; 2a; 2b   | TPE 7                        | Knowledge of major state and federal laws pertaining to the education of English learners and how they impact student placements and instructional programs | • Class participation  
• Field experience  
• Assessment of EL  
• ANTpM |
| 1a; 1b; 2a; 2b   | TPE 7, 8, 11                 | Understanding of basic research and theory, the process of first and second language acquisition, including the components of language, and factors that contribute to second language acquisition | • Class participation  
• Field experience  
• Assessment of EL  
• ANTpM |
| 1a; 1b; 2a; 2b   | TPE 7                        | Understanding of the philosophy, design, goals and characteristics of program models designed to meet the needs of English language learners | • Class participation  
• Field experience  
• ANTpM |
| 1a; 1b; 1c; 2a; 2b | TPE 3, 4, 5, 6, 7, 8         | Understanding of the purpose and content of California’s English Language Development Test (CELDT), and other appropriate assessment measures for English learners | • Class participation  
• Field experience  
• Assessment of EL |
| 1a; 1b; 1c; 2a; 2b | TPE 4, 5, 7, 8, 9, 11        | Ability to apply methods, strategies, and knowledge of instructional materials to the design of English Language Development (ELD) instruction that includes listening, speaking, reading and writing skills | • Class participation  
• Field experience  
• SDAIE/ELD Lesson |
| 1a; 1b; 2a; 2b; 2d; 3a; 3b; 3c | TPE 7, 8, 12              | Ability to distinguish between speech and language disabilities and English learner issues and to compare similarities and differences in instructional strategies for both populations | • Class participation  
• Field experience |
| 1a; 1b; 1c; 2a; 2b | TPE 7, 9                    | Understanding of the relationship between California’s English Language Development (ELD) Standards and the English Language Arts Content Standards | • Class participation  
• Field experience  
• SDAIE/ELD Lesson |
| 1a; 1b; 1c; 2a; 2b | TPE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12 | Ability to apply Specially Designed Academic Instruction in English (SDAIE) strategies to instructional planning and teaching across the curriculum | • Class participation  
• Field experience  
• Newcomer Kit  
• SDAIE/ELD Lesson & Welch In |
| 1c                | TPE 4, 5, 7                  | Ability to utilize technology resources to support the teaching/learning process | • Class participation  
• Newcomer Welcome Kit |
| 1a; 1b; 2a; 2b    | TPE 4, 7                     | Understanding of the ways in which specialists, paraprofessionals, parents and community resources can be utilized to support the achievement of English language learners in the content areas | • Class participation  
• Field experience |

**PLANNED ASSIGNMENTS**

**Laws and Effects: America’s Next Top (program) Model POSTER**

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To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

Fieldwork Requirement
If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan.

In the event of an emergency, contact the University Police at 657-278-3333.

*Tentative* Class Schedule
<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>In Class Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drawing on ELs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objectives to Texts</td>
<td></td>
</tr>
</tbody>
</table>
| **Week 2**      | Primary and Secondary Language Acquisition Program Models | 1. Perego & Boyle: pp. 18-32 (Program Models); 33-71 (1st and 2nd)  
| **Week 3**      | Assessment CELDT & SOLOM | 1. Perego & Boyle: pp. 104-113 (Assessment); 137-150 (SOLOM)  
| Due: ANTpM Poster |                | 2. SOLOM description and form (actual matrix)  
| **Week 4**      | Designing Instruction – Integrating ELD stds into LPs | 1. Perego & Boyle: pp: 93-103; 115-136; CH 6 (Vocabulary development)  
|                  |                | 2. Anaheim English Language Development Standards  
|                  |                | 3. ELD Characteristics Matrix |
| Due: Internet search. Post on Discussion Board |                | 2. Teaching and Learning in New Mexico: Considerations for Diverse Student Populations [http://iris.peabody.vanderbilt.edu/tmchalcycle.htm](http://iris.peabody.vanderbilt.edu/tmchalcycle.htm) |
| **Week 6**      | Modifications, Methods, and Manifesting Meaning | 1. Perego & Boyle: pp. 1-16 (Newcomer Kit); 72-92 (Methods); CH 6 Vocabulary development)  
|                  |                | 3. SDAIE Strategies |
| Due: SOLOM      |                | 2. Medina, J. L2 Acquisition Level Case Studies  
|                  |                | 3. Overview of Student Characteristics  
|                  |                | 4. Weisman Case Studies: Patrick; Ana; Juan & Carlos |
| **Week 10! Due: Teach In** | Weach In (.5) |          |
California State University, Fullerton
Department of Elementary and Bilingual Education

EDEL 435 - BLOCK 
Mathematics Curriculum and Instruction in Elementary School Teaching
Term Year

INSTRUCTOR INFORMATION
INSTRUCTOR:
OFFICE:
EMAIL:
OFFICE PHONE:
CLASS:
OFFICE HOURS:

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
d) think critically

e**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.

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*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.

COURSE DESCRIPTION FROM THE CATALOG

**EDEL 435  Mathematics Curriculum and Instruction in Elementary School Teaching**

**Description:** Prerequisites: admission to Multiple Subject Credential Program. An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, direct instruction applied to the teaching of mathematics. Must be taken Credit/No Credit. A “B-” (80% or higher) is required to receive a grade of credit. (Same as Special Ed 435)

**Units:** (3)

COURSE OBJECTIVE/STUDENT LEARNING GOALS

This course will aid you in mastering teaching strategies that foster children’s mathematical development. It will allow you to plan, provide, and assess appropriate mathematics instruction and learning for diverse groups of children. Through this course you will…

1. Develop approaches to mathematics planning and teaching that are consistent with your personal philosophy and with current research and standards on teaching and learning (TPEs 1, 2, 5, 9, 10)
2. Demonstrate mastery of a variety of instructional and assessment strategies that address conceptual understanding, computational proficiency, and problem solving ability (TPEs 1-3)
3. Analyze current educational practices in terms of their potential for providing access to valuable knowledge for all including special education, second language learning, gifted and low achieving students (TPEs 4-7)
4. Use technology to support the teaching and learning process.
5. Develop understanding of how background or past experiences affect teaching and learning mathematics (TPE 8)
In keeping with CSUF's conceptual framework, the College of Education's philosophy, and the Department's theme, this course will emphasize active learning opportunities for you as students. There will be structured, regular opportunities for you to interact with mathematically powerful ideas in a safe setting. You will be asked to practice teaching the concepts we master in class. Cooperative learning helps to build communities of learners (and teachers), and it is in keeping with the National Council of Teachers of Mathematics' Curriculum and Evaluation Standards for mathematics that emphasize verbal learning and ongoing assessment. Hence, we will treat cooperative learning explicitly as a strategy, and you will be working with a small group of peers throughout the course in addition to our whole-class activities.

This course will address TPEs: 1-10
The specific assignments that address these standards and TPE are found below. For more information please go to the following website: http://www.ctc.ca.gov/SB2042/AdoptedPreparationStandards.doc

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Objectives</th>
<th>TPE</th>
<th>Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, 1b, 1c</td>
<td>1. Develop approaches to mathematics planning and teaching that are consistent with your personal philosophy and with current research and standards on teaching and learning.</td>
<td>TPEs 1,2, 5, 9, 10</td>
<td>Math Content Standards Review Math Tutoring/Small Group Math Lesson Assessing Math Understanding Course Readings</td>
</tr>
<tr>
<td>1a, 1b, 1c, 2b</td>
<td>2. Demonstrate mastery of a variety of instructional and assessment strategies that address conceptual understanding, computational proficiency, and problem solving ability.</td>
<td>TPEs 1-3</td>
<td>Math Content Standards Review Math Tutoring/Small Group Math Lesson Assessing Math Understanding Course Readings</td>
</tr>
<tr>
<td>1a, 1b, 1c, 2a, 2b</td>
<td>3. Analyze current educational practices in terms of their potential for providing access to valuable knowledge for all including special education, second language learning, gifted and low achieving students.</td>
<td>TPEs 4-7</td>
<td>Math Content Standards Review Math Tutoring/ Small Group Math Lesson Assessing Math Understanding Course Readings Mathematics journey</td>
</tr>
<tr>
<td>1c, 2b</td>
<td>4. Use technology to support the teaching and learning process.</td>
<td>TPEs 1, 4-7</td>
<td>Math Content Standards Review Math Tutoring Assessing Math Understanding Math Website and App Review</td>
</tr>
<tr>
<td>2b</td>
<td>5. Develop understanding of how background or past experiences affect teaching and learning mathematics.</td>
<td>TPE 8</td>
<td>Mathematics journey Assessing Math Understanding Course Readings</td>
</tr>
</tbody>
</table>

The state has recently developed specific requirements for multiple subject candidates regarding the teaching of English learners. These requirements include specific university instruction and fieldwork experiences that will help candidates to develop their knowledge, skills, and abilities for the effective teaching of English learners. This course places emphasis on instructional strategies that are designed to make grade appropriate math curriculum comprehensible to English learners. These strategies include:

- Cooperative learning
- Use of manipulative materials
- Preview of key concepts (in native language if possible)
- Explicit teaching of key vocabulary
- Adapting teacher talk
- Adapting text material
- Building on prior experiences and cultural backgrounds
Use of graphic organizers, pictorial input, narrative input, frequent peer-interaction, and other
Specially Designed Academic Instruction in English (SDAIE) strategies

The course will also provide candidates with opportunities to learn more about the significance of students’ backgrounds as it relates to the teaching of mathematics. In their fieldwork candidates will be required to demonstrate understanding of concepts learned in this course and they will be assessed on their abilities.

REQUIRED TEXTS

AND


COURSE EXPECTATIONS
This is a professional course that is preparing you to be part of a teaching faculty at an elementary school. Please respect your colleagues and the instructor at all times (both in online forums and in face to face sessions). Cellular phones are not to be used (or checked) during class. All students are encouraged to share his/her ideas, but also to acknowledge that each person is entitled to their own opinion and should feel comfortable doing so.

Titanium: As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Extra Credit policy: There are no options for earning extra credit in this course.

Contacting the instructor: In addition to the office hours outlined above you may contact the instructor via email or phone. Please title all emails EDEL 435. Emails received Monday 10am - Friday 12pm will be returned within 24 hours. Emails received on weekends and holidays will be returned the following business day. Emails are a professional form of communication and you should not write in an email something that you would not be comfortable saying in person. In addition, it is common courtesy to address the recipient of the email and to close with your name. Senders are not always identifiable from the email address. Unidentifiable emails will not be returned.

Late Assignment policy: All assignments are allocated a due date to help students stay on track and to allow for adequate feedback and grading. If you are having difficulty meeting a due date, please notify the instructor in advance so a mutual agreement can be made. No assignments will be accepted more than two weeks late and assignments submitted up to two weeks late may have a 10% per week point deduction. Please see the grading policy below to ensure understanding of consequences of not submitting an assignment.

The Multiple Subject Credential Program makes use of many IRIS materials in order to help candidates gain the knowledge and skills necessary for encouraging success for the entire spectrum of learners. IDEA and Research in Inclusive Settings (IRIS) Center (http://iris.peabody.vanderbilt.edu/)Vanderbilt University-IRIS Modules
This table lists and describes the module we use in EDEL 435 to introduce content related to Standard 13, Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom.
### Module Name and URL | Description | CSUF MSCP Course where Modules Are Often Used
---|---|---
• Meeting diverse needs via mathematics instruction  
• Common core standards | EDEL 435

**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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

Disabled Student Services will soon have a new name. Effective July 1, the office will be called [Disability Support Services](http://www.fullerton.edu/senate/) to better reflect the department's evolving mission and role on campus.

**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/](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 Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Multiple Subject Credential Program Course Attendance Policy:** To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absence or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. This assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. Please note that make-up assignments cannot take the place of the in-class experience.

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ASSIGNMENTS AND GRADING POLICY
Assignments for this course are intended to provide you with both a theoretical and practical understanding of teaching mathematics in the elementary school. The following assignment descriptors are to be considered an overview of the assignment with more specific expectations shared in class.
All assignments unless otherwise specified should be word processed and professionally written. Your work should now reflect the skills and commitments of a teacher.

Mathematics Journey/Personal Mathematics History (TPE 6 & 8)
In this assignment you will be asked to reflect on your personal math journey. You will be writing a two-three page double spaced paper that outlines your experiences of mathematics in an educational setting. You will be asked to reflect on people as well as experiences that have had an impact on your view of mathematics as well as your skill at it. In class we will discuss the implications of autobiographical information and how we can obtain similar information from our students. Students will be graded on the depth of reflection and connections between learning and teaching experiences as well as quality of writing.

Math Content and Common Core Standards Review (TPE 1, 4, 6 & 9) – This can be done as an in-class assignment
For this assignment, you will be examining the mathematics content and common core standards for one subject area (e.g., algebra, functions,) across two grade levels (primary and intermediate) and describing a lesson or activity that meets this standard. You will also be required to discuss modifications for the accommodation of second language learners, high achievers, and low performers. Students will be graded on demonstration of understanding content standards, ability to describe a standards-based lesson including modifications, as well as quality of writing.

Math Website and App Review (TPE 1, 4, 5, 6 & 7) - This can be done as an in-class assignment
Technology is an important aspect of classroom learning. As a teacher it will be your responsibility to be knowledgeable of worthwhile websites and apps. For both websites and apps, consider the modifications made or needed to accommodate diverse learners including ELL’s, low achieving and gifted students. Ensure that websites and Apps support the California Content and Common Core Mathematics Standards for your grade level. Review a total of 3 websites or mathematics apps, you may choose to do websites, Apps, or a combination. You may choose any other worthy math websites or Apps that would be useful to you as a classroom teacher, or to your future students. The purpose of this assignment is to allow you to become comfortable in searching for references on the Internet, and for you to be knowledgeable about what constitutes good information/websites/Apps.

Math Tutoring or Small Group Math Lesson (TPE 1-7, 9, & 10)
For this assignment, you will work in groups to plan and implement a tutoring session for 5th grade students. You will be designing a plan as a group (2-3 pages), conducting the tutoring session and reflecting on the process (1-2 pages). The assignment will be graded on the comprehensiveness of the plan and the depth of reflection as well as writing organization and quality.

Small-Group Mathematics Lesson (TPE 1-7, 9, & 10)
For this assignment, students will be planning, implementing and evaluating a 10-15 minute mathematics lesson that addresses one of the California Content and Common Core Standards for mathematics. You will be teaching your lesson to your colleagues during a class session. You are strongly encouraged to have a technology component to your lesson. Guidance will be given on topic selection and planning. Lesson plans
will be created in TaskStream. Students will be graded on lesson plan including reflection completed after implementation.

Assessing Mathematical Understanding (TPE 1-8)
In this assignment you will examine methods for assessing mathematical understanding. First you will examine a K-8 student’s mathematical understanding by conducting an individual assessment, and second you will examine whole group assessment materials. 
You will be writing a 4-6 page report of the individual assessment and ways to address the learning needs of the student, the whole class assessment, and a reflection. Assignments will be graded on comprehensiveness of assessment, alignment of plans for instruction with results, depth of reflection as well as writing organization and quality.

GRADING POLICY FOR THE COURSE
In order for you to receive credit for this course, all assignments must be completed at a B- level or higher. Unsatisfactory work will be revised until it meets the assignment criteria. Work needs to be completed and turned in at the beginning of class. Readings are to be completed before class. Regular and prompt attendance is essential for your success.

Grading on assignments and for the class will reflect the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>B</td>
<td>80-83%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>B-</td>
<td>79-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>C</td>
<td>70-73%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>C-</td>
<td>69-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>D</td>
<td>60-69%</td>
</tr>
</tbody>
</table>

*Homework is to be completed during the week and prior to the next class. E.g., week one homework is due at the beginning of class week two.
<table>
<thead>
<tr>
<th>Week/date Block 8</th>
<th>Topic</th>
<th>Homework* and assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of class syllabus &amp; course requirements.</td>
<td>Reys Chapters 2 &amp; 3 Vaughan, Bos &amp; Schumm – Ch. 15</td>
</tr>
<tr>
<td>Week 2</td>
<td>Teaching through problem solving. Math Content Standards</td>
<td>Reys Chapter 4 Math Journey Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Developing understanding in mathematics.</td>
<td>Reys Chapters 6, 10 &amp; 14</td>
</tr>
<tr>
<td>Week 4</td>
<td>Assessing math understanding Base ten number system</td>
<td>Reys Chapters 8 and 9</td>
</tr>
<tr>
<td>Week 5</td>
<td>Number concepts Number sense Measurement &amp; Geometry</td>
<td>Reys Chapters 15 and 16 Content Standards Due</td>
</tr>
<tr>
<td>Week 6</td>
<td>NASA/JPL Guest Speaker Math and Science Integration Real-world connections</td>
<td>Reys Chapters 12 and 13 Math Website and App Review Due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Fractions, Decimals &amp; Percents</td>
<td>Reys Chapter 17 Math Tutoring Plan/Small Group Lesson Plan Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Math Tutoring – Richman ES Or Small Group Lesson Plan Presentation</td>
<td>Math Tutoring Reflection</td>
</tr>
<tr>
<td>Week 9</td>
<td>Statistics, Data Analysis &amp; Probability</td>
<td>Assessing Mathematical Understanding</td>
</tr>
<tr>
<td>Week 10</td>
<td>Closure Big Idea for the class Evaluations</td>
<td></td>
</tr>
</tbody>
</table>
Sample Syllabus
While this is a sample, these are required part of any syllabus developed for 436. A list of possible assignments can be changed if they are aligned with course goals and objectives.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Department of Elementary and Bilingual Education

Multiple Subject Credential Program
EDEL 436: Curriculum and Instruction in Elementary School Teaching - Science
Semester and Year

Instructor:
Day/Time: Location:
Office: E-mail:
Phone: Technical support: (657) 278-7777
Office hours:
Note: You can view this document in Open Office (www.openoffice.org) for free.

Education Unit Conceptual Framework

Core Values
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c. demonstrate ability to use technology as a resource

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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

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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.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students http://ed.fullerton.edu/Current/studentresources.html

Course Description from Catalog: An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, and direct instruction applied to the teaching of science.

COURSE OBJECTIVES
In keeping with the COE conceptual framework and the Department theme, learners in this course will:

1. Develop instructional skills required to encourage conceptual learning for all students (including students with special needs) and enhance students’ skills and attitudes in science (TPE 1, 5, 6, 9).
2. Match learning and curriculum objectives and goals to appropriate models of teaching, student needs, and students’ cultural background (TPE 4, 7, 9).
3. Engage in decision-making about content, structure, and assessment in the elementary science with awareness of language, culture, socioeconomic, and gender issues (TPE 1, 2, 3, 7, 8, 10).
4. Become familiar with the California Science Content Standards and professional opportunities and resources related to science education (TPE 1, 12, 13).
5. Use community resources and technology to enhance science learning (TPE 5, 11).
6. Develop skills and instructional strategies to create developmentally appropriate science curriculum comprehensible to English learners and students with special needs (TPE 4, 6, 7). These may include, but are not limited to:
   - Cooperative learning
   - Use of manipulative materials
   - Preview of key concepts (in native language if possible)
   - Explicit teaching of key vocabulary
   - Adapting teacher talk
   - Adapting text material
• Building prior experiences and cultural backgrounds
• Use of graphic organizers, pictorial input, narrative input, frequent peer-interaction, and other Specially Designed Academic Instruction in English (SDAIE) strategies
• Assistive technology

STUDENT LEARNING GOALS
In line with the Department of Elementary and Bilingual Education’s goal of preparing educational leaders through a course of study that bases practice upon knowledge of current research, students in this course will demonstrate:

• the significance of students’ backgrounds as it relates to learning and teaching science
• an understanding of science concepts, skills, and diverse instructional strategies
• assessment of young students’ understanding of concepts, skills, and learning needs
• an application of their understanding in an elementary classroom aligned with fieldwork competencies and Teacher Performance Expectations.

COURSE OBJECTIVES AND PROGRAM PROPOSITIONS
Courses in our program are aligned with the core propositions established by the National Board for Professional Teaching Standards (NBPTS). There are five core propositions. More information can be found at http://www.nbpts.org/the_standards/the_five_core_proposition

The specific assignments that address these standards and TPE are found below. For more information please go to the following website:
http://www.ctc.ca.gov/SB2042/AdoptedPreparationStandards.doc

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Objectives</th>
<th>TPE</th>
<th>Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, b</td>
<td>1. Develop instructional skills required to encourage conceptual learning for all students (including students with special needs) and enhance students’ skills and attitudes in science.</td>
<td>TPE 1, 5, 6, 9</td>
<td>Course Readings Online Responses Integrated Science Unit</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1a, 1b, 2a</td>
<td>2. Match learning and curriculum objectives and goals to appropriate models of teaching, student needs, and students’ cultural background.</td>
<td>TPE 4, 7, 9</td>
<td>Course Readings Integrated Science Unit: 6 lesson plans</td>
</tr>
<tr>
<td>2 a-d, 3a-c</td>
<td>3. Engage in decision-making about content, structure, and</td>
<td>TPE 1, 2, 3,</td>
<td>Course Readings Online Responses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>assessment in the elementary science with awareness of language, culture, socioeconomic, and gender issues.</th>
<th>7, 8, 10</th>
<th>Research-Based Rationale Science Autobiography Integrated Science Unit: Content Organizer &amp; Management/Grouping Community Resources Assignment &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, 1c</td>
<td>4. Become familiar with the California Science Content Standards and professional opportunities and resources related to science education.</td>
<td>TPE 1, 12, 13</td>
<td>Course Readings Class Activities Online Responses Integrated Science Unit: Content Organizer &amp; Resources</td>
</tr>
<tr>
<td>1c, 2b, 2c, 3a</td>
<td>5. Use community resources and technology to enhance science learning.</td>
<td>TPE 5, 11</td>
<td>Course Readings Online Responses Integrated Science Unit Community Resources Assignment</td>
</tr>
<tr>
<td>1a, 2a-c, 3a, 3b</td>
<td>6. Develop skills and instructional strategies to create developmentally appropriate science curriculum comprehensible to English learners and students with special needs.</td>
<td>TPE 4, 6, 7</td>
<td>Course Readings Online Responses Integrated Science Unit Research-Based Rationale Science Autobiography</td>
</tr>
</tbody>
</table>

**Required Texts:**


California Science content Standards and Framework Online: [www.cde.ca.gov/board](http://www.cde.ca.gov/board)

**Other Texts/Resources of Interest:**


**Journals of Interest:** *Science and Children, Science Scope, The Science Teacher, Science Activities*
This course will address TPEs: 1-13.

GRADING POLICY
The final grade for this course will be credit or no credit. In order for you to receive credit for this course, all assignments must be completed at a minimum of a B (80%) level, including professional presentation (typed, neat, proper grammar and spelling, etc.). Revision of work that fails to meet the minimum standards will be required. Successful completion of the course is necessary for advancement to student teaching or the second semester.

Criteria for each assignment are given in the descriptions and will be reviewed in class. Prompt and regular attendance as well as completing readings and assignments by the given dates provides opportunities for students to fully participate and form timely connections between the course and the assignments. Classes frequently include highly participatory and collaborative activities that cannot be recreated.

EXTRA CREDIT OPTIONS: None

ADDITIONAL INFORMATION

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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/DSS/

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, Academic Senate UPS Document 300.021.

Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Attendance Policy: Attendance is required for each class session. After missing more than two hours of a class session, a student must contact the instructor for make-up assignments.

Titanium: As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need more help, contact 657-278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, update information. Fieldwork Requirement: If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan.

In the event of emergency, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/

Class Structure
Each class will usually consist of a combination of these components:
1. Mini-lessons: Brief lectures and activities related to science classroom practices.
2. **Curriculum Seminars:** Discussions and activities related to the elementary curriculum, science teaching, management, and/or critical issues in science education.

3. **Text-Discussions:** Sharing responses to the assigned text readings, children’s literature, and CA content standards in small and large groups.

4. **Hands-on Science Activities:** Activities that demonstrate various models of instruction, extended inquiry, and science content will be presented.

5. **Student Presentations and Critiques:** Peer review of unit lessons and other class assignments will be included during most class sessions.

**Course Expectations and Assignments**

1. **Attend and participate.** This is essential since so much of this class involves peer discussion. When you are absent, it not only impacts your learning, but also that of your peers (Course Objectives 1-6; TPE 1-13).

2. **Prepare for each class session and Respond to Class Activities and Assignments on the Course Web Page.** It is critical that you come to class having thoroughly read and studied the material presented in each assigned reading so that you can contribute to an insightful discussion of the topics listed in the syllabus. Each week you are expected to write a brief reaction statement for each reading assignment. Include the following: What “struck” you about the content? How will this information help you develop as a science teacher? Integrate your reading responses with critical reflections related to any service learning experiences and other areas related to science instruction. Refer to Koch, pp. 41 – 51 for additional examples. Post your responses each week on the course discussion board (Course Objectives 1-6; TPE 1-13).

3. **Write a Research-Based Rationale Statement.** During the semester you will write and revise your goals for developmentally appropriate science instruction. For each goal you should include (1) why you believe it is important and how it supports learning for all students (including English learners and students with special needs), (2) teacher behaviors and strategies that will meet the goal, (3) what student actions will you see to demonstrate that they met the goal, and (4) evidence and/or expert opinion that supports your goals. Limit your response to no more than three double-spaced pages (Course Objectives 3, 6; TPE 3, 4, 5, 6, 7, 11)

OR

Write a science autobiography based on your personal science history and goals as a science educator. This is a reflective piece, 2-3 pages or a timeline with explanations. Describe your past science experiences and then conclude with a personal reflection on how this will affect your philosophy of teaching science, particularly how you will support learning for all students (including English learners and students with special needs). (Course Objective 6; TPE 3, 4, 5, 6, 7, 11)

4. **Develop an integrated science unit.** Plan an integrated science unit that incorporates major recommendations for science education and that addresses appropriate content. Include the following:
   a. **Content organizer** that includes the generalization(s), two-three developmentally-appropriate concepts (see CA content standards), and at least two misconceptions anticipated from students. (Course Objectives 3, 4; TPE 1, 8, 9)
b. **Six lessons** related to the content generalizations and concepts using different models of teaching such as Group Investigation, Learning Cycle, Problem Based Learning. A specific objective should be included with each lesson. *(Course Objective 2; TPE 1, 6, 9)*

- Within the six lessons include: (1) informal learning experiences (outside the walls of the classroom such as the school playground), (2) literacy skills, (3) technology, and (4) adaptations for English learners and students with special needs. *(Course Objectives 1, 5, 6; TPE 4, 5, 6, 7, 9, 11)*
- Materials, management/grouping strategies, and time needed for each lesson. *(Course Objective 3; TPE 10)*
- Informal and formal assessment procedures that match the goals and objectives. *(Course objective 3; TPE 2, 3)*
- References and Resources *(Course objective 4)*

**OR**

**Develop an overview for a science unit.** Plan an integrated science unit that incorporates major recommendations for science education and that addresses appropriate content, particularly for teaching English Language Learners and students with special needs. Include the following:

a. A content organizer that includes the grade level and major concepts based on the CA standards, a copy of the appropriate pages of the CA Science Standards, five resources for lessons on the topic, and at least two misconceptions anticipated from the students. *(Course Objectives 3 & 4, TPE 1, 8, 9)*

b. Two to three pages of background information on the grade level concepts and other sub-concepts. It should be developed in any format that, in your own words, shows that you understand the concepts to be taught. *(Course Objective 4, TPE 1, 9)*

c. One copy of a “found” lesson from the Internet and other resources. Re-write this lesson using one of the inquiry-based models of instruction from your Guillaume book (2002). Include strategies to make learning comprehensible to ELL students and students with special needs *(Course Objectives 2 & 5; TPE 1, 6, 9)*. Include the following with your lesson:

- Materials, management/grouping strategies, and time needed for each lesson. *(Course Objective 3; TPE 10)*
- Informal and formal assessment procedures that match the goals and objectives. *(Course objective 3; TPE 2, 3)*
- References and Resources *(Course objective 4)*

5. **Community Resources**

Select and visit a potential fieldtrip site (neighborhood park, museum, zoo) in the community for at least two hours. Consider the site from the viewpoint of the teacher. Write a 2-page paper addressing the following: (a) What special benefits could my students gain from visiting this site? (b) What would I need to do to adequately prepare my students before the visit (consider adaptations for English learners and students with special needs)? (c) What resource materials (including Online materials) are available to assist my preparation, teaching, and post-trip activities? *(Course Objectives 3 & 5; TPE 4, 7, 11)*

6. **Response to Community Resource**
Post a response to a peer’s Community Resource PowerPoint presentation on Titanium. The peer will be assigned and must not be a member of your field trip group, should you choose to join a group. Explicitly respond to one of the following questions, using detailed and specific information that demonstrates your careful thinking:

a) How well does the site you visited via PowerPoint support English learners? Cite specific strengths or strategies for addressing stumbling blocks addressed by the authors.

b) How well does the site you visited via PowerPoint extend learning opportunities to families at home? Cite specific strengths or strategies for addressing stumbling blocks addressed by the authors.

c) How well does the site you visited via PowerPoint support students with a particular instructional challenge? Cite specific strengths or strategies for addressing stumbling blocks addressed by the authors. Note: Students with special needs should NOT be lumped into a single group. Specific needs that are met or challenged by the site should be addressed. For example, some sites might present challenges for students with behavioral difficulties. Others might be difficult for those with speech needs. Still others might challenge students with visual or hearing impairments. (Course objectives 4, 5, and 6 and TPE 4, 7, 8, 9, 11, 12, 13)

7. Model Learning Cycle Lesson
Inductive instruction often presents an unfamiliar skill set to teachers, particularly because much classroom instruction is heavily deductive. For this reason, we need supported opportunities to design, implement, and reflect on inductive instruction. With an assigned small group, design and implement one 30 minute lesson that use the learning cycle model. You will teach your lesson to the block on your assigned date. Specifications:

a. Ensure that all group members play an equal role in lesson design and implementation. You will each evaluate the other group member’s participation.

b. You will need to create your lesson based on the content and K-12 SCAS and/or NGSS.

d. Teach grade-level science processes and encourage attitudes in addition to content.

e. Explicitly develop a set of key vocabulary terms (approximately 3). Active Teaching and Ed El 434 are resources for strategies for vocabulary instruction. Note: Most importantly, ensure that you develop concepts before teaching terms. Poor instruction: Defining words during the engage phase of your lesson.

f. Identify and explicitly address, through design and implementation, one specific learning need (e.g., support for behavior difficulties, giftedness, or a reading disability). Pick the learning need based on the students within your assigned classroom.

g. Include, through design and implementation, instruction that addresses the needs of English learners.

h. Include a technology integration. Suggest a website for later use by “students” and their families. (Course objectives 4, 5, 6 and TPE 1, 2, 4, 5, 9, 10)

8. Science Circus Station
Learning centers provide an excellent opportunity to differentiate science instruction for the interests and needs of our students. Prepare a science circus station for a topic that is likely to be addressed in your second semester student teaching classroom. Bring to class:

a. Class Profile of your second semester class. This requires that you interview your master teacher in advance.
b. Task card for an activity related to a science topic you may have the opportunity to teach. Again, you will need to have a conversation with your master teacher. On the card’s reverse, list the following:
   1) Grade level.
   2) Two related grade-level science standards: One for content and one for investigation.
   3) Completed depth and complexity form, suggesting follow-up questions that differentiate for students who are advanced in knowledge, skills, or interest related to the topic.
   4) A brief, specific statement of how the task might address (or need to be modified for) one of the students in your class, given the specific needs identified in the profile.

c. A rubric for teacher’s use as a performance assessment. The rubric must address the two standards listed on the card.

d. The materials for 3 or 4 block mates to try the science circus station. (Course objectives 3 and 6 and TPE 1, 4, 8, 9)

Tentative Topic Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Class Focus</th>
<th>Assignment</th>
<th>TPEs/Course Objectives</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nature of Science and Science Teaching</td>
<td>Koch, Chapter 1-2</td>
<td>Course Objectives:1, 4</td>
<td></td>
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<tr>
<td></td>
<td>Academic Content Standards</td>
<td>Koch, Chapter 3</td>
<td>TPE: 1, 6</td>
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<td></td>
<td>How Children Learn Science</td>
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<td></td>
<td>Koch, Chapter 3</td>
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<tr>
<td>Week 2</td>
<td>Elementary School Science Content: Big Ideas and the Curriculum</td>
<td>Koch, Chapter 14</td>
<td>Course Objectives: 1,2, 3, 4</td>
<td></td>
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<tr>
<td></td>
<td>Planning for Science Instruction: Lesson Plans and Instructional Strategies</td>
<td>Koch, Chapter 12</td>
<td>TPE: 4, 9, 10</td>
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<td></td>
<td>Koch, Chapters 6</td>
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<td>Week 3</td>
<td>Planning and teaching students who are gifted and talented</td>
<td>Vaughn, et al., Chapter 16 (teaching content, gifted students)</td>
<td>Course Objectives: 1, 2, 3, 6</td>
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<tr>
<td></td>
<td>Equitable Science Practices, Science in the</td>
<td>Koch, Chapters 6</td>
<td>TPE: 6, 7, 8, 10</td>
<td></td>
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<tr>
<td>Week</td>
<td>Assessed Content</td>
<td>Textbook References</td>
<td>Course Objectives</td>
<td>TPE</td>
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<tr>
<td>4</td>
<td>Students’ Own Environment</td>
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<td></td>
<td>Science Process Skills and Field Science</td>
<td>Koch, Chapter 5 &amp; 7</td>
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<td></td>
<td>Sustained Inquiry in Science</td>
<td>Koch, Chapter 8</td>
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<tr>
<td>5</td>
<td>Assessing What Students Know and Are Able to Do Alternative Conceptions</td>
<td>Koch, Chapter, 15</td>
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<td></td>
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<td>Koch, Chapter 4</td>
<td></td>
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<tr>
<td>6</td>
<td>Integrating Technology into Science Instruction</td>
<td>Koch, Chapter 13</td>
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<tr>
<td></td>
<td>Extending the Curriculum</td>
<td>Koch, Chapter 9</td>
<td></td>
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<tr>
<td>7</td>
<td>Involving Parents and Community in Science Instruction</td>
<td>Koch, Chapter 16</td>
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<tr>
<td></td>
<td>Reflection, Rationales, and Self-Assessment</td>
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</table>

**Grades:** Assignments will be graded as credit or no-credit. In order to receive credit, you must demonstrate proficiency at the A or B level.

**Late work:** All assignments are due as indicated on the syllabus at the beginning of each class period.
CALIFORNIA STATE UNIVERSITY FULLERTON College of
Education
Department of Elementary and Bilingual Education

EDEL 437:
Social Studies Curriculum and Instruction in Elementary School Teaching

Instructor:
Office Phone Number: Office
Room Number: Email:
Office Hours:

*You can view this document in Open Office for free.

Course Description
EDEL 437 is a course with an emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, and direct instruction applied to teaching of social studies. Must be taken as credit/no credit. A "B-" (80% or higher) is required to receive a grade of credit.

Table 6- Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>Education Unit Conceptual Framework</th>
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<tbody>
<tr>
<td>A transformational journey toward educational advancement and achievement</td>
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</tbody>
</table>

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

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

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

Table 7- Department of Elementary and Bilingual Education Theme

<table>
<thead>
<tr>
<th>Department of Elementary and Bilingual Education Theme</th>
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<tbody>
<tr>
<td><strong>Equity and Excellence</strong> – 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.</td>
</tr>
<tr>
<td><strong>Community and Social Change</strong> – 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.</td>
</tr>
<tr>
<td><strong>Knowledge and Wisdom</strong> – 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.</td>
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</tbody>
</table>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](#).

COURSE OBJECTIVE
This course will aid candidates in providing effective instruction in history/social science. The course will address content standards and strategies specific to the social sciences, and it will reinforce candidates' ability to provide all learners with access to the core curriculum. This means that candidates will use technology, pedagogical approaches, and differentiated instruction to meet the wide variety and range of needs presented by California's learners. Finally, the course will provide support to candidates' ability to use what they have learned in other
program experiences to enhance their own practice and students' learning. Examples include the candidates' ability to reflect on their own perspectives and practices and the candidates' ability to develop students' literacy through social studies.

In keeping with CSUF's conceptual framework, COE's philosophy, and the Department's theme, this course will emphasize active learning opportunities for you as candidates, and the instructor will strive to regularly model good teaching practices. There will be structured, regular opportunities for you to discuss the readings and to reflect on your observations and experiences from the field.

**STUDENT LEARNING GOALS**

By the end of this course you will be able to:

1. Start with the learner by examining your own perspectives and expectations and by drawing from your knowledge of students and their families.
2. Teach the history-social science standards including content and analytical skills.
3. Plan instruction and use pedagogical, management, and assessment strategies that are appropriate for social studies and that provide access to the core curriculum for all learners including English Learners and students with special needs.
4. Support all students' content area literacy development in the social science.
5. Connect your knowledge of social science instruction to broader issues and competence related to teaching and learning.
6. Engage in the profession of education by (a) collaborating with others via technology and in person and (b) by analyzing social science education practices and materials and your own practice.
7. Integrate technology appropriate for social studies instruction in order to support the teaching and learning process.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>TPE’s</th>
<th>Course objective</th>
<th>Activity or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a; 1b; 1c; 2a; 2b; 2c; 2d; 3a; 3b; 3c</td>
<td>1,2,3,4, 5,6,7, 8, 10,11, 13</td>
<td>Plan integrated curriculum, use pedagogical, management, and assessment strategies that are appropriate for social studies standards, and provide access to the core curriculum for all learners including English Learners and students with special needs.</td>
<td>Small Group Integrated Unit Plan: Concept Mapping Resource Sketch Timeline for Lesson Planning Matrix for Differentiated Instruction</td>
</tr>
<tr>
<td>1a; 1b; 2b; 2d</td>
<td>1,2,4,5, 7,8,9</td>
<td>Support all students' content area literacy development in the social sciences.</td>
<td>Small Group Integrated Unit Plan: Resource Sketch</td>
</tr>
<tr>
<td>1a; 1b; 2a; 2b; 2c; 2d; 3a; 3b; 3c</td>
<td>6,8,9, 12</td>
<td>Connect your knowledge of social science instruction to broader issues and competence related to teaching and learning.</td>
<td>-Current Events -Pay it Forward or Involved Citizens</td>
</tr>
<tr>
<td>1a; 1b; 1c; 2a; 2b; 2c; 2d; 3a; 3b; 3c</td>
<td>3,4,6,8, 10,13</td>
<td>Engage in the profession of education by (a) collaborating with others via technology and in person and (b) by analyzing social science education practices, materials, and your own practice.</td>
<td>Small Group Integrated Unit Plan: Timeline for Lesson Planning Resource Sketch Reflection Current Events Flat Stanley</td>
</tr>
<tr>
<td>1a; 1b; 2b; 2c; 2d; 3a; 3b; 3c</td>
<td>2,4,9</td>
<td>Integrate technology appropriate for social studies instruction in order to</td>
<td>Small Group Integrated Unit Plan: Resource Sketch</td>
</tr>
</tbody>
</table>
support the teaching and learning process.

TEXTS


OTHER REQUIRED MATERIALS Instructor’s Note: Articles are posted on the MSCP Community Site. Please post the articles on your course Titanium site.


RECOMMENDED TEXT

Titanium. As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

GRADING POLICY FOR THE COURSE
In order for you to receive credit for this course, all assignments must receive a B- (80%) or higher. Unsatisfactory work will be revised until it meets the assignment criteria. Work needs to be completed and turned in at the beginning of class. Readings are to be completed before class. Regular and prompt attendance is essential for your success.

PLANNED ASSIGNMENTS
ONLINE COMP CHECKS (Due by 11:55 p.m. the night before class)
It is imperative that you stay up to date with the reading assignments for the course. To ensure success, you will complete a quiz on Titanium each week prior to the class session that the assigned readings are due. Quizzes will be posted on Friday each week.

CURRENT EVENTS: Each class session will begin with a discussion of pertinent current events. As a social studies teacher it is imperative that you keep abreast of your world around you. Please watch the news, listen to news radio, log on to news websites, or any other means that gives you credible news updates. Try to focus on larger national/global issues rather than local. On your assigned week you will need to select a current event and
type a one-paragraph synopsis of the issue. Be prepared to lead a small group discussion on the current event you selected.

SMALL GROUP INTEGRATED UNIT PLAN - See Titanium for details and instructions.
In groups of four to five, identify a grade level and social studies topic that you would like to develop into an original, interdisciplinary unit of study. The grade level and topic must be aligned with the California Content Standards. The unit must also integrate language arts and at least one other content area, in addition to social studies. A grading rubric will be used to evaluate your unit.

1. Begin planning your unit by choosing a content standard and researching essential concepts and facts. Each group member will write a summary of scholarly knowledge based upon the sub-standards of your grade. (approx. 3-5 pages)
2. Design one group concept map based upon the grade level standards and your content knowledge.
3. Turn in one copy and make copies for each group member.
4. Gather resources and develop one group resource sketch.
5. Create one group timeline for lesson planning of sequential lessons.
6. Create one group matrix for differentiated instruction using the “tic-tac-toe” strategy modeled in class.
7. Write a letter to the families of the students involved in this unit.
8. Compile into one organized well-presented binder with title page, clearly labeled tabs for each section, and a copy of the grading rubric for each group member.

Instructors: Choose Either Involved Citizens Assignment or Pay it Forward Project

INVOLVED CITIZENS ASSIGNMENT - See Titanium for details and instructions.
One of the goals of Social Studies instruction is the development of citizens who participate in their local, national, and worldwide societies. This project allows all candidates to develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual well being of all students. Each candidate will work with a small group to select an activity that will broaden his/her understanding of people, the teaching profession and the social world.

PAY IT FORWARD PROJECT – See Titanium for details and instructions.
This project will give you the opportunity to practice active citizenship and connect service learning to the curriculum. The goal of this project is to enhance your understanding of the goals and responsibilities associated with social studies education through experiential learning. You will use a five-step curriculum model to address a local, national, or world issue. You will work with community partners and other organizations to raise awareness for the issue selected by your class.

Instructors: Choose Either Flat Stanley or Artifact Activity

FLAT STANLEY - See Titanium for details and instructions.
After reading Flat Stanley, a popular children’s book, you will create a paper doll modeled after the main character in the book. You will send your “Flat Doll” to visit at least one friend or family member in another city, state, or country. You will include a letter with your “Flat Doll” and ask the host family to document all of his/her adventures by taking photos with your doll at interesting locations in the area. Encourage the “host family” to write a letter describing his/her trip and send your doll back to you, along with any photos or artifacts, before _________.

ARTIFACT ACTIVITY - See Titanium for details and instructions. This activity allows candidates the opportunity to examine and discuss his/her personal history and how one’s own beliefs, attitudes and expectations about students and families are shaped. Candidates think about and bridge historical events with their personal history.
REQUIRED MATERIALS AND EQUIPMENT

- **Writing journal**, please bring to class each week a small social studies journal (a small composition book will suffice)

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES

- **Content Standards** available at [www.cde.ca.gov](http://www.cde.ca.gov) (bookmark this site, you may be asked to print out or obtain standards at one grade level, but do not print out the entire document!)

- **State framework** available for download at [www.cde.ca.gov](http://www.cde.ca.gov) (bookmark this site, you may be asked to print out or obtain standards at one grade level, but do not print out the entire document!)

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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Support Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

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**Fieldwork Requirement**: If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan.

**In the event of emergency**, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/
TENTATIVE SCHEDULE

Week 1, Month and Day

Topic(s)
Course Overview
Citizenship Education
Service-Learning
Civic Responsibility
Deliberation: Active Listening and Speaking Skills

Assignments Due
None

Reading Assignments
Lindquist pp.1-18
Parker (2001)

Week 2, Month and Day

Topic(s)
Migration, Immigration, and Geography
Art and the Human Condition

In-Class Activities
Everyone is From Somewhere
Making Adaptations
Deliberation
Discussion Skills Checklist
Examining Primary Source Documents

Assignments Due
Artifact Activity
Current Event: Group 1
Comp. Check

Reading Assignments
Lindquist Ch. 1 & 2
Ponder & Lewis-Ferrell (2009)

Week 3, Month and Day

Topic(s)
Planning Social Studies Instruction
Big Ideas
Generalizations
Concepts

In-Class Activities
Making Adaptations
Assignments Due
Bring grade level standards
Current Event: Group 2
Comp Check

Reading Assignments
Lindquist Ch. 3
Schultz Ch. 1&2

Week 4, Month and Day

Topic(s)
History as the Organization Thread of the Social Studies Curriculum
Absorbing v. Doing History

In-Class Activities
Making Adaptations
Shadows and Children’s Literature

Assignments Due
Resource Sketch
Scholarly Knowledge
Current Event: Group 3
Comp Check

Reading Assignments
Lindquist Ch. 4
Schultz Ch. 3&4

Week 5, Month and Day

Topic(s)
Powerful Teaching Strategies
High-Quality Resources
Differentiated Instruction
Learning Styles
Bloom’s Taxonomy

In-Class Activities
Making Adaptations
Station Teaching: Civil Rights Centers

Assignments Due
Group Concept Map
Current Event: Group 4
Comp Check

Reading Assignments
Lindquist Ch. 5
Schultz Ch. 5&6
Week 6, Month and Day

**Topic(s)**
Integrating the Curriculum
Using Historical Fiction

**In-Class Activities**
Making Adaptations
Literature Circles

**Assignments Due**
Timeline for Lesson Planning
Current Event: Group 5
Comp Check

**Reading Assignments**
Lindquist Ch. 6
Curtis: *Watson’s Go to Birmingham, 1963*

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Week 7, Month and Day

**Topic(s)**
Emergent Curriculum
Global Interdependence

**In-Class Activities**
Presentations

**Assignments Due**
Flat Stanley
Service-Learning Project
Unit Plan

**Reading Assignments**
Lindquist Ch. 7
Schultz Ch. 7
California State University, Fullerton
Department of Elementary and Bilingual Education
EDEL 438 Supervised Fieldwork in Elementary Teacher Education
EDEL 439 Student Teaching in Elementary School Semester:
SAMPLE SYLLABUS

Block Leader: 
E-mail: 
Office: 
Phone: 

Block: 
Location: Varies 
Day/Time: Varies 
Technical support: (657) 278-7777 
Office hours: 

Instructor: Assigned university supervisors (contact information will be provided).

Note: You can view this document in Open Office (www.openoffice.org) for free.

Table 1- College of Education Unit Conceptual Framework

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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**
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**Outcome 2: Reflective and Responsive Practitioners**
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- d. think critically

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Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](http://ed.fullerton.edu/Current/studentresources.html)
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Notice of Injury in the field:
If you are injured in the field during a CSUF course assignment/placement, it is your responsibility to contact the CSUF Workers’ Compensation Manager at 657.278.2824. Health Insurance/Student Injury:
Purchasing and maintaining your own health insurance is very important and highly recommended. Do not assume that either the University or the school site will provide medical coverage in your role as a fieldwork student or a student teacher. For some illnesses or injuries, the Student Health Center on campus may be able to provide treatment. In the event of an injury on campus or at your school site, please contact Kim Naujokas (knaujokas@fullerton.edu/657-278-4021) within 24 hours of the incident. If Kim Naujokas is unavailable please contact Risk Management 657.278.7346.

Regarding English Learners:
The state has recently developed specific requirements for multiple subject candidates regarding the teaching of English learners. These requirements include specific university instruction and fieldwork experiences that will help candidates to develop their knowledge, skills, and abilities for the effective teaching of English learners. This course will provide opportunities for candidates to learn strategies for assessment and classroom organization, including management of first and second languages that help promote English language development and academic success among English learners. The course will also provide candidates with opportunities to learn about the significance of students’ family backgrounds and experiences. In their fieldwork candidates will be required to demonstrate understanding of concepts learned in this course and they will be assessed on their abilities.

COURSE GOALS
In keeping with the COE philosophy and department theme, learners in this course will:

1. Organize subject matter, plan instruction, and design learning experiences for all students.
2. Engage and support all students in learning.
3. Assess student learning.
4. Create and maintain an effective environment for students.
5. Relate professionally to students and adults.
6. Exhibit personal attributes that are consistent with professional educators.

In keeping with the goals of this course, students will address all the TPEs (1-13) and all program outcomes.

FINAL EXAMINATION SCHEDULE
There will be no final examination for this course. The instructor reserves final examination week for individual appointments with students. Students will be notified of appointment times. Check posted final examination dates on the University website.

EXPECTATIONS
As students interested in exploring a career in elementary education, it is expected that you will bring to your fieldwork/student teaching the same enthusiasm and professionalism you expect of professional educators. Therefore, it is expected you arrive at your assigned school site promptly and regularly, complete your assignments and lesson plans on time with high personal and professional standards, and express concerns openly, appropriately, and in a timely manner.
ATTENDANCE
Attendance is essential for a successful fieldwork and student teaching experience. Any absences must be made up. If an absence is absolutely necessary, you must notify the school, master teacher, and the supervisor in advance. If you are responsible for any instruction the day of your absence, your instructional materials and lesson plans must be delivered to your master teacher, who will serve as your substitute.

REQUIRED TEXTS AND MATERIALS

1. Multiple Subject Credential Program Handbook & necessary forms -- Access online at: http://ed.fullerton.edu/EIEd/handbook.html
   All MCSP Students are held accountable for all information contained in the MSCP Handbook.

2. Fieldwork/Student Teaching Notebook as described in assignments below. A 3-ring binder is typically used for this. Specific instructions will be given by the block leader and/or university supervisor.

3. E-mail, TITANium* and Internet Access: Per the CCTC Technology Standards, technology must be included consistently throughout the Teacher Education Program. Daily access is required. To set up your e-mail and internet access through CSUF, call: Titan Helpline at 657.278.7777. You can use the computers in the Library North basement computer lab, which also has assistance available. Call for hours.

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COURSE SCHEDULE:
Block Leader may include the FW and ST schedules here.
RESPONSIBILITIES AND ASSIGNMENTS:
See the MSCP Handbook for all student responsibilities and expectations during fieldwork and student teaching. Students are accountable for all information in the MSCP Handbook, as well as items discussed by the block leader and supervisor.

The following are suggested plans for phasing in teaching responsibilities during fieldwork and student teaching. These schedules are suggestions only. Student Teacher and Master Teacher pairs (with the support and input of the university supervisor) are encouraged to design a plan that works for elementary student needs and candidate abilities.

Fieldwork: This plan should adjusted for the first-semester or second-semester Fieldwork assignment)
- Weeks 1 & 2
  Observe master teacher and students; get to know students’ names, classroom layout, and classroom procedures.
- Weeks 3 & 4
  Assume responsibility for some daily classroom routines (i.e., morning opening, read aloud, transitions to and from recesses, daily dismissal, etc.). Design and construct a content area bulletin board.
- Weeks 5 & 6
  Assume responsibility for planning and teaching routine whole class lessons, such as spelling and/or daily math activities. Assume responsibility for planning and teaching a small group, such as reading and/or math.
- Weeks 7&8
  Assume responsibility for the planning and teaching of two continuing small groups, and the planning and teaching of two whole class lessons, such as math, lang. arts, and/or physical education.

Student Teaching:
- Week 1 (of the 5- week and 8- week placements)
  Continue conducting all daily routines, and planning and teaching routine whole class lessons, such as daily math exercises, spelling, etc. Continue the planning and teaching of two small groups in reading and/or math.
- Week 2 (weeks 2 and 3 of the 8- week placement)
  Add planning and teaching of other reading and math groups/whole class activities, including physical education.
- Week 3 (weeks 4 and 5 of the 8- week placement)
  Add planning and teaching of another curriculum area (e.g., science or social studies)
- Week 4 (weeks 6 and 7 of the 8- week placement)
  Add planning and teaching of another curriculum area (e.g., science or social studies)
- Week 5 (week 8 of the 8- week placement)
  Assume responsibility for all classroom routines and the planning and teaching of all subjects, and classroom maintenance.

1. Write detailed formal lesson plans for the first week a subject is taught (lesson plan format may be suggested by block leader). After demonstrating adequate preparation, organization and confidence (as approved by your master teacher and supervisor), shortened lesson plans (outlines) may be used (lesson plan format may be suggested by block leader). During the week of complete take-over you should have weekly plans outlined following the format of your master teacher’s lesson plan book. A formal lesson plan must be prepared for all lessons observed by your supervisor. All formal lesson plans should be submitted to your master teacher in advance of
teaching the lesson. Be sure to inform your master teacher where they can find your brief plans and outlines if they wish to see them (these should be kept in your notebook).
2. Reflect upon your experiences in the classroom daily. These reflections may be hand or typewritten, should be kept in your notebook and made available for your supervisor to see when they visit the classroom (format may be suggested by block leader).

3. Maintain a fieldwork/student teaching notebook. This should include all documents as outlined on the attached page describing the notebook sections (format may be suggested by block leader). You may be asked to draw from this notebook to construct a working portfolio required at the end of your final semester in the MSCP (portfolio requirements will be discussed at a seminar meeting).

4. Prepare for supervisor's observations. If you are teaching a lesson, be sure that you have a typewritten, formal lesson plan prepared and out in full view. Fill out a pre-observation form (format may be suggested by block leader) and have it with your lesson plan. Your notebook should be available, as they will use this to check your progress. Be aware that your supervisor will be setting a time for you to meet with him/her regarding the observed lesson. Attend and participate in these discussions.

5. At the end of the semester, the teacher candidate is responsible for collecting and turning in all necessary paperwork and evaluations. It is the candidate’s responsibility to make sure that all electronic evaluations have been successfully submitted by the master teacher and supervisor to the electronic evaluation system no later than the final day of field work and/or student teaching.

**GRADING POLICY FOR THE COURSE AND EVALUATIONS**

EDEL 438 and EDEL 439 are credit/no credit courses. To receive credit, all responsibilities outlined above and included in the MSCP Handbook must be satisfactorily met and any assignments (such as lesson plans) must be completed at a level equivalent to a grade of “B-” (minimum of 80%). In addition, basic levels of competence must be met, as listed on the appropriate forms and the course goals. Please be aware that the failure to meet the level of performance to earn a grade of credit will result in use of a performance improvement contract. If a contract is issued all requirements stated in the contract must be met to earn a grade of credit. Performance improvement contracts remain in effect until the candidate completes the MSCP.
Curriculum and Instruction—Ed El 450: Visual and Performing Art Methods

Instructor: Kristine Quinn  
Office Phone Number: (657)278-5786  
Office Room Number: EC 371  
Office Hours: MW,F 11:00-12:30  
Email: kquinn@fullerton.edu

Course Description

EDEL 450 is a course with an emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, and direct instruction applied to teaching of the performing arts. Must be taken as credit/no credit. A “B” (3.0) or better is required to receive a grade of credit.

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

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**STUDENT LEARNING GOALS**

Students will learn specific strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgments about the arts as related to art, dance, drama and music. Students will learn to teach how various art forms relate to each other, other subject areas, and to careers as related to art, dance, drama and music. (TPE 4,5,9,10)

**COURSE OBJECTIVE**

Through this course, students will engage in meaningful activities, readings, and course discussions on the importance of arts education and understand the five components in a comprehensive arts program: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, applications. (TPE 4,5,9,10)

**REQUIRED TEXTS**

Visual and performing arts framework for California public schools; Kindergarten through grade twelve (2004) Sacramento, CA. California Department of Education. (Can be obtained on-line)
GRADING POLICY FOR THE COURSE

This course must be taken credit/no credit. A grade of (B) or higher is required to earn a grade of "credit." All assignments must be turned in on time, and completed in a thoughtful and comprehensive manner. Assignments should show that the student has given ample thought and consideration to the topic, and is prepared to discuss and/or present the learned information. All assignments must be type written.

Attendance is mandatory for credit in this course.

PLANNED ASSIGNMENTS

All art projects not finished in class will be finished at home and returned the following class session for sharing

1. Write and teach visual and performing arts lessons sometime within your first or second semester student teaching. Make sure that your supervisor or master teacher signs off on your competencies check list.
2. Write one arts-based lesson plan as instructed in EDEL 430.

REQUIRED MATERIALS AND EQUIPMENT

Instructor packet can be purchased at X Copy prior to the first class meeting.
X Copy is located at 2209 E. Chapman Ave., Fullerton, CA 92831
The following art supplies and materials are needed:

- Scissors
- Tape
- Glue
- Glue gun (if you have one)
- Craft supplies for puppets (ribbons, buttons, felt, lace, materials scraps, etc.)
- One sock
- Colored pencils
- Colored markers
- Fine black sharpie pen
- 6 sheets of 12 x 12 paper (scrapbook paper) multiple colors: 2 dark, 2 light, 2 neutral
- 3 small bottles of acrylic paint: one dark, one light, one neutral

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES

(Supplemental reading—use complete citation, guest speakers, use of labs, etc.)

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**Two week plan for distance instruction should on-campus instruction be interrupted:** (adapt as appropriate)

In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Attendance Policy:** To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absence or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. This assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. Please note that make-up assignments cannot take the place of the in-class experience.

**Fieldwork Requirement:** If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan. (inquire of your department office)

**In the event of emergency,** contact the University Police at 657-278-3333.

http://emergencypreparedness.fullerton.edu/

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### 5-WEEK SCHEDULE

**Table 3- Schedule of Assignments and Readings**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
<th>SAMPLE ACTIVITIES</th>
<th>REQUIRED READINGS AND MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Art 1/27</td>
<td>Review framework</td>
<td>Framework p. 156-167</td>
</tr>
<tr>
<td></td>
<td>TPE 4,5,9,10</td>
<td>Students create painted papers (part 2)</td>
<td>Bring 6 12 x 12 paper (heavy scrapbooking paper- plain colors), and 3 bottles of small acrylic paints (one dark color, one light, one neutral)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students learn about the elements of art, including color, composition, light, line, mood, movement, perspective, and texture through a directed analysis of various art pieces.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students discuss the 10 essential components of arts education</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Art 2/3</td>
<td>Students create observational drawings, and grid drawing, and tessellations</td>
<td>Read Art section of packet</td>
</tr>
<tr>
<td></td>
<td>TPE 4,5,9,10</td>
<td>Framework p. 156-167</td>
<td>Bring painted papers, scissors, glue, ruler, tape, markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring large portfolio</td>
<td></td>
</tr>
</tbody>
</table>
| Week 3 | Music & Dance Art 2/10 TPE 4,5,9,10 | Review framework  
Students listen to and respond to various music selections (from various cultures) and respond in drawing  
Students listen to and respond to various music selections and respond in writing  
Students learn and participate in rhythm games  
Students learn basic music reading and practice with percussion instruments  
Students learn the importance of music in teaching other subjects and participate in singing historical songs.  
Students create painted papers (part 1) | fine black sharpie  
Framework p. 136-145  
Read Music section of packet  
Bring colored pencils or crayons or markers |
| --- | --- | --- | --- |
| Week 4 | Drama Puppets 2/17 TPE 4,5,9,10 | On-line session  
View ppt on blackboard  
Create sock puppet and bring to class next week |  
Framework p. 124-135  
Read Drama section of packet  
Bring a sock puppet |
| Week 5 | Drama & Dance 2/24 TPE 4,5,9,10 | Review framework  
Students participate in Reader’s Theater  
Students participate in performing short skits with puppets  
Students learn to explore movement in both spontaneous and structured assignments  
Students participate in performing short skits  
Students learn to explore movement in both spontaneous and structured assignments |  
Framework p. 146-155  
Read Drama section of packet  
Bring a sock puppet |
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.

Program 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 & 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.

COURSE DESCRIPTION FROM THE CATALOG

Description: Seminar in current issues of elementary school teaching, including classroom management, parent-teacher communication, school law and child abuse reporting. Must be taken Credit/No Credit. A “B” (3.0) or better is required to receive a grade of credit.

Units: (1)

Prerequisite: admission to Multiple Subject Credential Program. Seminar in issues and procedures of elementary school teaching. Must be taken Credit/No Credit. A “B-” (80%) or better is required to receive a grade of credit.

COURSE OBJECTIVES

Teacher candidates will:
1. understand the importance of effective communication with all families. (TPE 11) (PO 2a, 3b)
2. understand the teacher’s unique role in advancing each student’s academic achievements. (TPE 8, 10, 12, 13) (PO 1a, 1b, 2b, 2d)
3. participate in professional seminars related to child abuse reporting, school law, classroom management, and school achievement. (TPE 12 & 13)(PO 3a, 3b, 3c)
4. demonstrate the ability to use technology. (TPE 2, 4, 9) (PO 1c)
5. discuss the appropriate procedures for job application, job interviews and credential application.
6. demonstrate understanding of appropriate and effective elements to back to school night and parent conferences as well as all parent communication issues. (TPE 11) (PO 2a, 3b)

STUDENT LEARNING GOALS

Students will:
1. Develop awareness of issues related to K-8 education, including child abuse reporting, school law, and classroom management.
2. Know legal requirements with regard to child abuse reporting.
3. Understand the importance of teacher-parent communication and ways to facilitate this communication.
4. Understand the job interview process.
This course addresses several TPE. The specific assignments that address these standards and TPE are found below. For more information please go to the following website:

http://www.ctc.ca.gov/SB2042/AdoptedPreparationStandards.doc

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Objectives</th>
<th>TPE</th>
<th>Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a, 3b</td>
<td>1. understand the importance of effective communication with all families.</td>
<td>TPE 11</td>
<td>Parent/Teacher Communication Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a, 1b, 2b, 2d</td>
<td>2. understand the teacher’s unique role in advancing each student’s academic achievements.</td>
<td>TPE 8, 10, 12, 13</td>
<td>Interview/Resume Seminar School Law Module Parent/Teacher Communication Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a, 3b, 3c</td>
<td>3. participate in professional seminars related to child abuse reporting, school law, classroom management, and school achievement.</td>
<td>TPE 12 &amp; 13</td>
<td>School Law Module Child Abuse Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>4. demonstrate the ability to use technology.</td>
<td>TPE 2, 4, 9</td>
<td>Interview/Resume Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>5. discuss the appropriate procedures for job application, job interviews and credential application.</td>
<td></td>
<td>Interview/Resume Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a, 3b</td>
<td>6. demonstrate understanding of appropriate and effective elements to back to school night and parent conferences as well as all parent communication issues</td>
<td>TPE 11</td>
<td>Parent/Teacher Communication Seminar</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS**

*Your First Year of Teaching and Beyond* by Ellen Kronowitz or
*The First Days of School* by Harry Wong or
*A First Year Teacher’s Guidebook for Success* by Bonnie Willamson

**COURSE EXPECTATIONS**

This is a professional course that is preparing you to be part of a teaching faculty at an elementary school. Please respect your colleagues and the instructor at all times (both in online forums and in face to face sessions). Cellular phones are not to be used (or checked) during class. All students are encouraged to share his/her ideas, but also to acknowledge that each person is entitled to their own opinion and should feel comfortable doing so.

*Extra Credit Policy:* There are no extra credit options in this course.
Contacting the Instructor: In addition to the office hours you may contact the instructor by email or phone. Please title all emails EDEL 451. Emails received Monday 10 am - Friday 12 pm will be returned within 48 hours. Emails received on weekends and holidays will be returned the following business day. Emails are a professional form of communication and you should not write in an email something that you would not be comfortable saying in person. In addition, it is common courtesy to address the recipient of the email and to close with your name. *Senders are not always identifiable from the email address. Unidentifiable emails will not be returned.*

Titanium: As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Late Assignment Policy: All assignments are allocated a due date to help students stay on track and to allow for adequate feedback and grading. If you are having difficulty meeting a due date, please notify the instructor in advance so a mutual agreement can be made. No assignments will be accepted more than two weeks late and assignments submitted up to two weeks late may have a 10% per week point deduction. Please see the grading policy below to ensure understanding of consequences of not submitting an assignment.

| 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 attending class sessions, carrying out class assignments, or writing papers or examinations. According |
| 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 |
| **Two week plan for distance instruction should on-campus instruction be interrupted:** | In case of instruction interruption, please check the course site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Course website discussion board forum), and text and electronic readings. For additional information, please |
| Attendance Policy: | To meet the California state credential standards, students are required to |
all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

In the event of emergency, contact the University Police at (657) 278-3333.

PLANNED ASSIGNMENTS

Attend & Participate. Attend each class session/professional seminar (total of 5). (Course Objectives 1-5)

Participate in Titanium. Access Titanium weekly to check Announcements, participate online, email peers and instructor, etc. (Course Objective 3-4)

Complete Child Abuse Online Module. Follow the directions on the handout given during the session. Complete this online module by date specified on the tentative schedule. (Course Objective 3)

Complete School Law Online Module. Follow the directions on the handout given during the session. Complete this online module by date specified on the tentative schedule. (Course Objective 3)

GRADING POLICY FOR THE COURSE

Grading Point System
Course work for EDEL 451 will be evaluated according to the following point system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview/Resume Seminar</td>
<td>25</td>
</tr>
<tr>
<td>Parent/Teacher Communication Seminar</td>
<td>25</td>
</tr>
<tr>
<td>Child Abuse Module</td>
<td>25</td>
</tr>
<tr>
<td>School Law Module</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grades Schedule

Credit for the Course = 80-100 points
No Credit for the Course = less than 80 points

This is a Credit/No Credit course. Credit assumes a grade of B- or better (80-89=B, 90-100=A)

EXAMPLE TENTATIVE SCHEDULE
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic/Speaker</th>
<th>Readings Due</th>
</tr>
</thead>
</table>
| 1       | 1/31     | Block Business: Student Teaching Orientation  
|         |          | Introduction to the course                                                    | Review MSCP Handbook and bring to first class session.  
|         |          |                                                                                | Discussion Board Forum Post                                                  |
| 2       | 3/14     | Classroom Management First Year/First Day  
|         |          | Teacher/Parent Communication Back to School Night Issues Parent Conferences  
|         |          | *Guest Speaker: Carol Black, principal*                                        | Read: *Wong Ch. 1-3; 11-13; 18-20* Discussion Board Forum Post               |
| 3       | 3/21     | Lecture and Discussion: Topic School Law  
|         |          | Introduction to the School Law Online Module                                  | Discussion Board Forum Post                                                  |
|         | 3/28-4/1 | Spring Recess – No Classes                                                      |                                                                               |
| 4       | 4/4      | Lecture and Discussion: Topic Child Abuse Reporting, Bullying Introduction to the Child Abuse Online Module | Due: *School Law Online Module* Discussion Board Forum Post                  |
| 5       | 4/11     | Understanding the Job Interviewing Process  
|         |          | *Guest Speaker: Andrew Fisher, principal at California Elementary*              | Due: *Child Abuse Online Module* Discussion Board Forum Post                |
| Finals Week | 5/23    | Whole Class: Meet with Block Leader to                                          | Due: *EDEL Paperwork*                                                        |
A transformational journey toward educational advancement and achievement

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   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
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Course Overview
Prerequisite: Admission to Multiple Subject Credential Program. This course is a 1-unit seminar and provides input that complements and expands the student teaching experience through presentations and discussion of issues related to field experience. Through activities in this course, students will have the opportunity to enhance knowledge of current issues and problems related to teaching and learning and develop strategies to address them. In addition, students will be involved in various professional development activities to enhance their professional growth.

Course Objectives And Student Learning Goals
1. Develop physical education lesson plans that include: a) a variety of motor skills with children to promote their understanding of human movement; b) knowledge of rules and strategies for games and sports with children; and c) a development of student self-confidence and self-worth in relation to physical education and recreation (TPEs 2-6, 9-11) (PO 1a, 1b, 1c, 2a, 2b).
2. Develop instructional strategies to enhance children’s awareness and implementation of a healthy lifestyle (TPE 2-6, 9-11) (PO 1a, 1b, 1c, 2a, 2b).
3. Become familiar with state and federal laws pertaining to the education of school age children and children with disabilities and/or who are gifted, child abuse, and classroom management (TPEs 8, 12, & 13) (PO 1b, 2b, 3a, 3b, 3c).
4. Develop ethical and professional responsibilities in the Individual Education Program (IEP) process (TPEs 1-13) (PO 1abc, 2abcd, 3abc—all).

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

The specific assignments that address these standards and TPE are found below. For more information please go to the following website:
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<tr>
<th>Program Outcomes</th>
<th>Course Objectives</th>
<th>TPE</th>
<th>Course Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, 1b, 1c, 2a, 2b</td>
<td>1. Develop physical education and lesson plans that include: a) a variety of motor skills with children to promote their understanding of human movement; b) knowledge of rules and strategies for games and sports with children; and c) a development of student self-confidence and self-worth in relation to physical education and recreation</td>
<td>2-6, 9-11</td>
<td>PE Lesson Plan and Reflection Health Lesson Plan and Reflection PE Seminar</td>
</tr>
<tr>
<td>1a, 1b, 1c, 2a, 2b</td>
<td>2. Develop instructional strategies to enhance children’s awareness and implementation of a healthy lifestyle.</td>
<td>TPE 2-6, 9-11</td>
<td>Health Online Modules Health Seminar</td>
</tr>
<tr>
<td>1b, 2b, 2d, 3a, 3b, 3c</td>
<td>3. Become familiar with state and federal laws pertaining to the education of school age children and children with disabilities and/or who are gifted, child abuse, and classroom management</td>
<td>TPE 8, 12, 13</td>
<td>IRIS Module State and Federal Laws Seminar</td>
</tr>
<tr>
<td>1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c</td>
<td>4. Develop ethical and professional responsibilities in the Individual Education Program (IEP) process</td>
<td>TPE 1-13</td>
<td>IRIS Module IEP Seminar IEP Reflection Essay</td>
</tr>
</tbody>
</table>

**PLANNED ASSIGNMENTS**

**Attend & Participate.** Attend each class session/professional seminar (total of 5). (Course Objectives 1-5)
**Participate in Titanium.** Access Titanium weekly to check Announcements, participate online, email peers and instructor, etc. (Course Objective 3-4)
**Complete Physical Education Lesson Plan and Reflection.** Follow the directions on the handout given during the session. Complete this assignment by date specified on the tentative schedule. (Course Objective 1)

**Complete Health Lesson and Reflection.** Follow the directions on the handout given during the session. Complete this assignment by date specified on the tentative schedule. (Course Objective 2)

**Complete the IRIS, PE and Health Online Modules.** Follow the directions on the handout given during the introductory session. Complete assignments by date specified on the tentative schedule. (Course Objective 2, 3, 4)

**IEP Reflection Essay.** Attend an IEP or a Student Study Team meeting. Submit a 3 page reflection about the meeting. Include information related to the IEP protocols, 2042 legal requirements, modifications for students (Course Objectives 1, 2, 3).

**Grading Policy**

<table>
<thead>
<tr>
<th>Credit for the Course</th>
<th>80-100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Credit for the Course</td>
<td>less than 80 points</td>
</tr>
</tbody>
</table>

This is a Credit/No Credit course. Credit assumes a grade of B- or better (80-89=B, 90-100=A)

**Grading Point System**

Course work for EDEL 452 will be evaluated according to the following point system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Lesson Plan and Reflection</td>
<td>20</td>
</tr>
<tr>
<td>Health Lesson Plan and Reflection</td>
<td>20</td>
</tr>
<tr>
<td>IRIS Module</td>
<td>10</td>
</tr>
<tr>
<td>PE Online Module</td>
<td>20</td>
</tr>
<tr>
<td>Health Online Module</td>
<td>20</td>
</tr>
<tr>
<td>Essay IEP Reflection</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Required Texts**


Multiple Subject Credential Program Handbook

**Recommended Texts**

*Your First Year of Teaching and Beyond* by Ellen Kronowitz or *A First Year Teacher’s Guidebook for Success* by Willamson

**Suggested Helpful References for PE Component**
California State Department of Education. Physical education framework for California Schools: Kindergarten through grade twelve. Sacramento: California State Department of Education.

California Department of Education. The Challenge Standards: Physical Education. (The standards are found online at the California Department of Education website at http://www.cde.ca.gov/).

California Department of Education. The Challenge Standards: Health. (The standards are found online at the California Department of Education website at http://www.cde.ca.gov/).

| 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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at Disability Support Services 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 website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via the online course groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444. |
| Attendance Policy | To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience. |
| Fieldwork Requirement: | Observations related to course content. |
| In the event of emergency, | contact the University Police at 657-278-3333. |
### SEMINAR SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>SEMINAR TOPIC</th>
<th>DUE</th>
</tr>
</thead>
</table>
| 1 Wednesday Jan 27 | Overview Syllabus review  
Introduction to Health and PE Standards  
Read and analyze Health and PE standards  
Introduction to the Online Modules | Assigned reading Chapters 1-3 |
| 2 Wednesday Feb 3    | Lecture topic: State and Federal Laws Seminar related to children with disabilities, gifted, child abuse and classroom management  
Iris Modules Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle  
Assigned readings Chapters 4-6 |
| 3 Wednesday Feb 10  | Discussion topic: Physical Education in the Elementary School  
Instructional strategies and lesson plan design  
Introduction to the Physical Education Online Module | Assigned readings Chapter 7  
Responses to the Iris Modules  
Discussion board forum |
| 4 Wednesday Feb 17  | Discussion topic: Understanding Health Choices  
Introduction to the Healthy Lifestyle Online Module  
Instructional strategies and lesson plan design | Assigned readings Chapters 8-9  
Physical Education Online Module  
Discussion board forum |
| 5 Wednesday Feb 24  | Individual Education Plan (IEP) Guidelines and Responsibilities Seminar | Healthy Lifestyles Online Module  
Discussion board forum  
PE and Health Lesson Plan and Reflection  
IEP Reflection Essay |
Location: ALL class sessions for this course are online. There are no on-campus meeting times for this course.

Days/Time: Each week runs from Monday through Sunday. Although there are no specific live class sessions, there are specific dates and times when activities and assignments are due. In addition to answering emails and responding to posts in the discussion forums each week, virtual office hours will also be held during the week.

Education Unit Conceptual Framework

Figure 1 Image of Conceptual Framework

**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**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners
CSUF EDEL MSCP Program Assessment 2013

<table>
<thead>
<tr>
<th>Department of Elementary and Bilingual Education Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity and Excellence</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Community and Social Change</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Knowledge and Wisdom</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>Online seminar focusing on Teaching Performance Assessment (TPA) support for the Multiple Subject Credential program. Must be taken Credit/No Credit.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES/STUDENT LEARNING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course addresses Teaching Performance Expectations (TPE) 1, 3, 4, 6-9, 12, and 13, and Program Outcomes 1abc, 2abcd, 3abc.</td>
</tr>
<tr>
<td>Teacher candidates will:</td>
</tr>
<tr>
<td>1. Demonstrate an understanding of Teaching Performance Assessment (TPA) tasks Subject- Specific Pedagogy and Designing Instruction.</td>
</tr>
<tr>
<td>2. Develop the ability to design instruction, adapt instruction for individual learners, and evaluate plans for assessment.</td>
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<tr>
<td>3. Reflect on and evaluate their teaching practice through the completion of the TPA tasks.</td>
</tr>
<tr>
<td>4. Submit each TPA task to Taskstream by the deadline posted on the TPA Community Titanium Site.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE EXPECTATIONS</th>
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</thead>
<tbody>
<tr>
<td>This is a professional level course and each candidate is expected to conduct him/herself in a professional manner. It is expected that all candidates will actively participate in their own learning and show respect to peers and the instructor at all times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES</th>
</tr>
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<tbody>
<tr>
<td>Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions <a href="http://ed.fullerton.edu/Current/studentresources.html">http://ed.fullerton.edu/Current/studentresources.html</a>.</td>
</tr>
</tbody>
</table>

Minimum hardware and software specifications:

- Computer system capable of color, sound, video with an operating system installed after 2000
- A monitor capable of displaying information at least 800X600 pixels
- High Speed Internet connection
- CSUF Email account (with attachment capability)
- Plug-ins: Adobe PDF reader, Real Player, Flash
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- Software: Microsoft Office (Word, PowerPoint, Excel), Stuffit Expander, Netscape Composer (http://wp.netscape.com/communicator/composer/v4.0/index.html) or other webpage development program
- Microphone and headset
• Quicktime player and recorder
  (http://www.apple.com/quicktime/download/win.html - free download or get the upgrade for $30)
• Subscription to Taskstream

Prerequisite technical competencies:
It is expected that candidates are proficient at
• the use of the Internet for email (including the use of attachments)
• the use of a word processor
• making a PowerPoint presentation
• using CSUF’s library online resources (Wilson Web, EBSCO, ERIC)
• the use of Titanium course delivery system

SUPPORT
This course utilizes CSUF’s Titanium teaching and learning environment and candidates will be given some guidance on the specific uses required for this course; however, candidates are encouraged to seek assistance via the Titanium forum help desk and/or view the Titanium student tutorial (http://www.fullerton.edu/ittraining/other/moodle/tutorials/Titanium_Student_Tutorial/Titanium_Student_Tutorial.htm). Candidates can also receive technical assistance from the CSUF Help Desk (http://fullerton.edu/it/helpdesk or 657-278-7777).

Candidates will also be required to submit their California Teaching Performance Assessments (TPAs) to Taskstream, a web-based software program that all candidates subscribe to and use from the beginning of the program. Guidance on the specific uses required for this course will be given, but candidates are also encouraged to seek technical support from Taskstream’s Mentor Services at 1-800-311-5656.

COMMUNICATION POLICY
The primary means for communication will be the use of Titanium and email. It is assumed that candidates will log on to Titanium at least three times each week to view course content, read the weekly expectations and announcements, and to respond to discussions. Candidates should check their CSUF email several times a week. Candidates are solely responsible for staying abreast of due dates, course expectations and course updates. Candidates should expect at least two emails a week during the 5-week course. If a candidate is not receiving emails, he or she should contact the instructor.

Contacting the instructor:
The best way to contact the instructor is via email. Emails received Monday 10 am to Friday 5 pm Pacific Standard Time (PST) will be returned within 24 hours. Emails received on weekends or holidays will be returned the following ‘business’ day. Please title all emails with EDEL 453 – Block #. Please understand that emails are considered professional communication and candidates should not write in an email what he or she would not be comfortable saying in person. It is common courtesy to include an opening and a signature. A candidate’s name is not always identifiable from the email address. Unidentifiable emails will not be returned. If an email requires a detailed response then a candidate may be asked to meet the instructor for an appointment.

ONLINE CLASS POLICY
It is expected that candidates participate in the online forum as is determined necessary for the weekly assignment. This may include, but is not limited to participating in chat sessions or asynchronous discussion forums, working with group members on a common project, and conducting individual research. Candidates should be reminded that the Titanium forum is a professional forum and their participation in this forum should be respectful and professional at all times. With the increase of
instant messaging, text messaging and personal email, it is easy to forget to use appropriate language when engaged in an online discussion for professional purposes. Please use professional language at all times. Refer to http://www.albion.com/netiquette/corerules.html for netiquette guidelines. Candidates are required to read through this document if he or she is unfamiliar with online professional decorum. The above link provides access to a document that describes proper behavior for an individual working online. The document is an online e-book with 10+ Web pages.
COURSE FORMAT
This is an online course with no on-campus meetings that requires candidates to be in control of their own learning. Each candidate is expected to complete ALL readings prior to posting discussions. Additionally, candidates are encouraged to use resources such as online tutorials, course documents and texts, and each other. One of the benefits of online courses is that candidates can elect to do their learning at a time convenient to them as an individual. This does not, however, mean that this course can be completed as an independent study. Regular participation each week is expected. That being said, in this course, an ‘online week’ begins on Monday and ends on Sunday. Modules for each week will be available on Monday morning by 12 pm (noon) PST. Weekly posts, assignments, and task submissions are due on Sunday by 12:00 pm (noon) PST.

ASSIGNMENTS

1. Weekly Participation: Candidates are expected to actively participate in all online class sessions and complete all weekly assignments. The instructor will provide support using a variety of formats that may include online discussion boards, online chat sessions, and e-mail communication. Materials and instructions for preparing and submitting the CalTPA tasks are available on the CalTPA Community Site (see Titanium).

2. Complete and submit the required CalTPA Task(s): Candidates are expected to follow the guidelines and adhere to the Code of Honor to complete and submit the required task(s). Each CalTPA task must be submitted on Taskstream by the deadline posted on the CalTPA Community Site in order to receive course credit for EDEL 453. Failure to submit by the deadline will result in a grade of “NC” (No Credit) for the course. Please read the submission policy and late policy carefully. Candidates will be required to accept the terms of the CalTPA Code of Honor before submitting CalTPA responses on Taskstream.

3. Pass the Subject-Specific Pedagogy and Designing Instruction tasks with a score level 3 or higher. The CalTPA tasks are evaluated using the rubrics developed by the CTC: http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html

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 candidates are required to complete.

Extra credit policy:
There are no opportunities for extra credit.

Late assignment policy:
Please see detailed submission policy outlined in the syllabus.

Alternative procedures for submitting work:
In the event that the course Titanium site is unavailable for submitting work, candidates may submit assignments via email (as an attachment), fax (657.278.5133), or by leaving the assignment in the department office (EC 324). If Titanium is unavailable or if there are issues with attaching documents or posts, please contact the Titan Help Desk at (657.278.7777).

GRADING POLICY FOR THE COURSE
This is a Credit/No Credit course. Candidates must participate in all weekly discussion forums and submit and pass the required CalTPA Task(s) by the deadlines in order to receive credit for this course.
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Weekly discussion forums will be graded using the rubric on the last page of this syllabus. Ten points are possible each week (5 weeks/50 points total). Candidates must complete all five posts and earn at least 40 out of 50 possible points to receive credit for this portion of the course.

Candidates are also required to submit all CalTPA tasks to Taskstream on time. Please read the submission policy to learn how late submissions will impact grades in this course.

Candidates must also receive a 3 or higher on each CalTPA task to receive credit in this course. The CalTPA tasks are evaluated using the rubrics developed by the CTC: http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html

Candidates will have two opportunities to pass each CalTPA task in the EDEL 453 course. If a candidate cannot pass a CalTPA task after two rounds of scoring then he or she will receive a “No Credit” in the EDEL 453 course.

REQUIRED TEXTS


OTHER INSTRUCTIONAL MATERIAL AND WEBSITES

MSCP TPA Website: http://ed.fullerton.edu/EDEL/TPA.html

REQUIRED TASKS

1) Self-Enroll in the TPA Community Titanium Site
   a) Log into your student portal and enter Titanium
   b) Select "Click here to access Titanium Communities"
   c) Click "Customize this page" (upper right hand corner)
   d) Click "Add a block" and select “Courses”
   e) In the courses block, click the “All courses” link
   f) In the “Search courses” box, type your search term “TPA - Elementary and Bilingual Education”
      • Select a course and click on the “Enroll me” button.
      • Click "Enroll" (see right) for the Organization

2) Self-Enroll in the Block Collaborative Program on Taskstream
   a) Log into Taskstream using your user account and password
   b) Look for the yellow box and select “Enter Code”
   c) Type in the block code given to you by your EDEL 453 course instructor.
CalTPA GRADING POLICY

- Candidates will have two opportunities to pass each CalTPA task in the EDEL 453 course.
- The CalTPA task(s) must be submitted for the first round of scoring by 12:00 pm PST (noon) on the due date(s) posted on Titanium.
- If a candidate does not pass the first round of scoring then he or she will be required to attend face-to-face remediation sessions on campus after scores are released. Candidates will be required to resubmit the revised CalTPA task(s) for the second round of scoring by 12:00 pm PST (noon) on the due date posted on Titanium.
- If a candidate does not pass the 2nd round of scoring then he or she will receive a no credit in EDEL 453.
- If a candidate earns a no credit in EDEL 453, then he or she will be required to take EDEL 499, a TPA remediation course offered during intercession and summer.
- The candidate will have one opportunity to revise and resubmit the task(s) while enrolled in the EDEL 499 course. **Candidates who do not pass the DI task during round 1 or 2 of scoring must create a new lesson for the third submission.**
- If a candidate is unable to pass the third round of scoring, then he or she will be stopped out of the program and allowed to retake EDEL 499 during the next session.
- A candidate will not be allowed to continue coursework in the program until he or she earns a passing score on both the SSP and DI tasks.
- Candidates will be permitted to retake EDEL 499 until they successfully pass both tasks.

LATE POLICY
Failure to submit any task on time will result in the loss of one or more opportunities to resubmit a task during the regular semester and/or an automatic “no credit” in EDEL 453. **No exceptions.**

If a submission is up to 3 hours late:
- Candidates will be charged one submission.
- The (late) submitted task will be scored, but if it is a non-passing score, no opportunity for resubmission during the regular semester will be allowed.
- Candidates will be required to enroll in EDEL 499 during intercession or summer to be eligible to resubmit the task (s) during the third round of scoring.
- If a candidate is unable to pass the third round of scoring, then he or she will be stopped out of the program and allowed to retake EDEL 499 during intercession or summer.
A candidate will not be allowed to continue coursework in the program until he or she earns a passing score on both the SSP and DI tasks.
If a submission is more than 3 hours late or deemed incomplete by an assessor:

- The submission will not be scored and candidates will receive a no credit in EDEL 453. Candidates will be allowed to complete all other courses in progress.

- Candidates will be required to enroll in EDEL 499 during intercession or summer to be eligible to submit the task(s) again. Candidates will have one opportunity to pass the CalTPA task(s) while enrolled in this course.

- If a candidate is unable to pass this round of scoring, then he or she will be stopped out of the program and allowed to retake EDEL 499 during intercession or summer.

- A candidate will not be allowed to continue coursework in the program until he or she earns a passing score on both the SSP and DI tasks.

Other Submission Errors:

- Submissions that are unreadable by the assessor (i.e. technical difficulty, not pressing submit, wrong format, etc.) will be held to the same consequences as submissions that are less than 3 hours late.

- Submissions that are deemed incomplete by the assessor will be held to the same consequences as submissions that are more than 3 hours late.

- Submissions that use a content area that differs from what is specified for the task will not be scored during the first round of scoring. One submission attempt will be charged for this error. Resubmissions will be allowed during the 2nd round of scoring in the regular semester.

ADDITIONAL INFORMATION

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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Support Services Office 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/. Additional information on this policy as it relates to the TPA is available in the Code of Honor Guidelines available on the MSCP TPA Titanium Community site.
Instruction Interruption Plan

Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Titanium site for instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Titanium

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Attendance Policy

To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

Fieldwork Requirement

Students must administer the instructional/assessment lesson developed for the required tasks in their fieldwork classroom. Releases must be obtained from all who are represented in the TPA task response.

Emergency Contact

In the event of emergency, contact the University Police at 657-278-3333.

OVERVIEW OF CALTPA SUBJECT-SPECIFIC PEDAGOGY TASK (SSP)

This task assesses the candidate’s knowledge of principles of content-specific and developmentally-appropriate pedagogy. The candidate responds in writing to each of four case studies. The candidate:

- describes and explains instructional strategies and student activities to address learning goals and developmental needs of students (context provided),
- analyzes an assessment plan presented and analyze how an additional assessment might provide additional assessment information,
- adapts subject-specific pedagogy for an English learner, and
- adapts subject-specific pedagogy for a student with special needs.

TPES ADDRESSED WITHIN THE TASK

TPE 1 - Making subject matter comprehensible to students
TPE 3 - Assessing student learning
TPE 4, 6, 7 - Engaging and supporting students in learning
TPE 9 - Planning instruction and designing learning experiences for students
OVERVIEW OF CALTAP DESIGNING INSTRUCTION TASK (DI)

All candidates must complete the DI task in MATHEMATICS. This task assesses the candidate’s ability to learn important details about a class of students and plan instruction that is shaped by and addresses those student characteristics. The candidate:

• learns about students and plans instruction based on the learning goals,
• adapts the plans for an English learner and for a student who presents a different instructional challenges, and
• reflects on the connection between instructional planning and student characteristics.

PERFORMANCE CONTEXT

The candidate is given a five-step set of directions:

Step 1-Selecting the academic content (in math) and learning about the whole class
Step 2-Learning about two focus students: An English learner and a student who presents a different instructional challenge
Step 3-Planning academic instruction for the whole class
Step 4-Adapting the lesson for the two focus students
Step 5-Reflecting on connecting instructional planning to student characteristics

TPES ADDRESSED WITHIN THE TASK

TPE 1-Making subject matter comprehensible to students
TPEs 4, 6, 7-Engaging and supporting students in learning
TPEs 8, 9-Planning instruction and designing learning experiences for students
TPE 13-Developing as a professional educator
## COURSE SCHEDULE

Table 1: An overview of the weekly course topics, readings, class activities, and assignment due dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due:</th>
<th>Post(s)/Class Activities Due:</th>
<th>Assignment(s) Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td><strong>Module #1</strong> Introduction to the CalTPA</td>
<td>Chapters 1 &amp; 2 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
<td>Self-enroll in the TPA Community Titanium Site</td>
</tr>
<tr>
<td></td>
<td>• Understanding the Rubrics</td>
<td></td>
<td></td>
<td>Self-enroll in the Block Collaborative Program on Taskstream.</td>
</tr>
<tr>
<td></td>
<td>• CalTPA Vocabulary</td>
<td></td>
<td></td>
<td>*Refer to the self-enrollment directions</td>
</tr>
<tr>
<td></td>
<td>• Code of Honor Guidelines</td>
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<tr>
<td></td>
<td>• Submission Policy</td>
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<tr>
<td>Week 4</td>
<td><strong>Module #2</strong> Making Adaptations</td>
<td>Chapters 3, 5, &amp; 6 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
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<td></td>
<td>• ELL</td>
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<td></td>
<td>• Learners with special</td>
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<tr>
<td>Week 5</td>
<td><strong>Module #3</strong> Introduction to Subject-Specific Pedagogy</td>
<td>Chapter 7 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
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<tr>
<td></td>
<td>• Task template</td>
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<tr>
<td></td>
<td>• Task-specific rubric</td>
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<td></td>
<td>• Benchmark cases</td>
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<td></td>
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<tr>
<td>Week 6</td>
<td><strong>Module #4</strong> Introduction to Designing Instruction (DI)</td>
<td>Chapter 8 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
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<td></td>
<td>• Task template</td>
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<tr>
<td></td>
<td>• Task-specific rubric</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Benchmark cases</td>
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<tr>
<td>Week 7</td>
<td><strong>Module #5</strong> Preparing your CalTPA responses</td>
<td>Chapter 4 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
<td></td>
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<td></td>
<td>Directions for Submission Using Taskstream</td>
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<tr>
<td></td>
<td>Review Submission and Late Policy</td>
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<td></td>
<td><strong>Check TPA Community Site on</strong></td>
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<tr>
<td></td>
<td><strong>SSP and DI Task Submissions</strong></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Submit SSP and DI Titanium for Due Dates</strong></td>
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</tr>
</tbody>
</table>
RUBRIC FOR WEEKLY PARTICIPATION AND POSTS

Table 2. The rubric that will be used to evaluate the weekly posts on Titanium.

DISCUSSION FORUM RUBRIC

Your participation in weekly discussion forums comprises a large part of your grade in this course. Therefore, it is essential that you read and clearly understand the grading rubric used to assess your contributions to the online discussions.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Entries are accurate, substantive, and demonstrate original thought.</td>
<td>Entries are accurate, of some substance. And make practical academic or real life applications (when appropriate).</td>
<td>Entries may contain an error or less substance and may not be applicable to academics.</td>
<td>Entries not substantive, contain errors and not applicable to academics.</td>
</tr>
<tr>
<td>Demonstration of knowledge and understanding gained from assigned reading.</td>
<td>Very clear that required course readings and weekly modules were understood and incorporated well into responses.</td>
<td>Readings and course content were understood and incorporated into responses.</td>
<td>Postings have questionable relationship to reading or course material.</td>
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<td>Adherence to online protocols (see list below)</td>
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<td>1 online protocol not adhered to</td>
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<td>10-9</td>
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<td>6-5</td>
<td>4 OR LESS</td>
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</tbody>
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PROTOCOLS FOR ONLINE POSTING ARE AS FOLLOWS:

1. Posts should be made on time.

2. Avoid posts that are limited to cursory statements. Instead, support your statement with concepts from the readings or offer related examples or experiences.

3. Address the questions as much as possible and remain focused.

4. Try to use evidence/information from articles/books/coursework that support your posts. Include page numbers when possible.

5. Bring in related prior knowledge (work experience, prior coursework, readings, etc.).

6. Use proper Netiquette.
Instructor: Jennifer Ponder, Office: EC- Office Hours: *Each instructor needs to list specific dates and times Telephone: 657-278- Skype: E-mail:

Location: ALL class sessions for this course are online. There are no on-campus meeting times for this course.

Days/Time: Each week runs from Monday through Sunday. Although there are no specific live class sessions, there are specific dates and times when activities and assignments are due. In addition to answering emails and responding to posts in the discussion forums each week, virtual office hours will also be held during the week.

**Education Unit Conceptual Framework**

![Image of Conceptual Framework](image.png)

*Figure 1 Image of 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.

COURSE DESCRIPTION
Prerequisites: Ed El 430, 433, 435, 438 and admission to student teaching. Online seminar focusing on California Teaching Performance Assessment (TPA) support for the Multiple Subject Credential program. Must be taken Credit/No Credit.

COURSE OBJECTIVES/STUDENT LEARNING GOALS
The course addresses Teaching Performance Expectations (TPE) 1-13 and Program Outcomes 1abc, 2abcd, 3abc.
Teacher candidates will:
1. Demonstrate an understanding of Teaching Performance Assessment (TPA) tasks Assessing Learning and Culminating Teaching Experience.
2. Develop the ability to assess student learning, modify assessment strategies for individual learners, and evaluate the results to inform instruction.
3. Reflect on and evaluate their teaching practice through the completion of the TPA tasks.
4. Submit each TPA task to Taskstream by the deadline posted on the TPA Community Titanium Site.

COURSE EXPECTATIONS
This is a professional level course and each candidate is expected to conduct him/herself in a professional manner. It is expected that all candidates will actively participate in their own learning and show respect to peers and the instructor at all times.
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions http://ed.fullerton.edu/Current/studentresources.html.

Minimum hardware and software specifications:

- Computer system capable of color, sound, video with an operating system installed after 2000
- A monitor capable of displaying information at least 800X600 pixels
- High Speed Internet connection
- CSUF Email account (with attachment capability)
- Plug-ins: Adobe PDF reader, Real Player, Flash
- Software: Microsoft Office (Word, PowerPoint, Excel), Stuffit Expander, Netscape Composer (http://wp.netscape.com/communicator/composer/v4.0/index.html) or other webpage development program
- Microphone and headset
- Quicktime player and recorder (http://www.apple.com/quicktime/download/win.html - free download or get the upgrade for $30)
- Subscription to Taskstream
- Access to a digital video camera
- Access to a scanner: Artifacts (e.g., student work, videos, etc.) and release forms must be submitted electronically on Taskstream.

Prerequisite technical competencies:

It is expected that candidates are proficient at

- the use of the Internet for email (including the use of attachments)
- the use of a word processor
- making a PowerPoint presentation
- using CSUF’s library online resources (Wilson Web, EBSCO, ERIC)
- the use of Titanium course delivery system

SUPPORT

This course utilizes CSUF’s Titanium teaching and learning environment and candidates will be given some guidance on the specific uses required for this course; however, candidates are encouraged to seek assistance via the Titanium forum help desk and/or view the Titanium student tutorial (http://www.fullerton.edu/ittraining/other/moodle/tutorials/Titanium_Student_Tutorial/Titanium_Student_Tutorial.htm). Candidates can also receive technical assistance from the CSUF Help Desk (http://fullerton.edu/it/helpdesk or 657-278-7777).

Candidates will also be required to submit their California Teaching Performance Assessments (TPAs) to Taskstream, a web-based software program that all candidates subscribe to and use from the beginning of the program. Guidance on the specific uses required for this course will be
given, but candidates are also encouraged to seek technical support from Taskstream’s Mentor Services at 1-800-311-5656.
COMMUNICATION POLICY
The primary means for communication will be the use of Titanium and email. It is assumed that candidates will log on to Titanium at least three times each week to view course content, read the weekly expectations and announcements, and to respond to discussions. Candidates should check their CSUF email several times a week. Candidates are solely responsible for staying abreast of due dates, course expectations and course updates. Candidates should expect at least two emails a week during the 5-week course. If a candidate is not receiving emails, he or she should contact the instructor.

Contacting the instructor:
The best way to contact the instructor is via email. Emails received Monday 10 am to Friday 5 pm Pacific Standard Time (PST) will be returned within 24 hours. Emails received on weekends or holidays will be returned the following ‘business’ day. Please title all emails with EDEL 453 – Block #. Please understand that emails are considered professional communication and candidates should not write in an email what he or she would not be comfortable saying in person. It is common courtesy to include an opening and a signature. A candidate’s name is not always identifiable from the email address. Unidentifiable emails will not be returned. If an email requires a detailed response then a candidate may be asked to meet the instructor for an appointment.

ONLINE CLASS POLICY
It is expected that candidates participate in the online forum as is determined necessary for the weekly assignment. This may include, but is not limited to participating in chat sessions or asynchronous discussion forums, working with group members on a common project, and conducting individual research. Candidates should be reminded that the Titanium forum is a professional forum and their participation in this forum should be respectful and professional at all times. With the increase of instant messaging, text messaging and personal email, it is easy to forget to use appropriate language when engaged in an online discussion for professional purposes. Please use professional language at all times. Refer to http://www.albion.com/netiquette/corerules.html for netiquette guidelines. Candidates are required to read through this document if he or she is unfamiliar with online professional decorum. The above link provides access to a document that describes proper behavior for an individual working online. The document is an online e-book with 10+ Web pages.

COURSE FORMAT
This is an online course with no on campus meetings that requires candidates to be in control of their own learning. Each candidate is expected to complete ALL readings prior to posting discussions. Additionally, candidates are encouraged to use resources such as online tutorials, course documents and texts, and each other. One of the benefits of online courses is that candidates can elect to do their learning at a time convenient to them as an individual. This does not, however, mean that this course can be completed as an independent study. Regular participation each week is expected. That being said, in this course, an ‘online week’ begins on Monday and ends on Sunday. Modules for each week will be available on Monday morning by 12 pm (noon) PST. Weekly posts, assignments, and task submissions are due on Sunday by 12:00 pm (noon) PST.
ASSIGNMENTS

1. **Weekly Participation:** Candidates are expected to actively participate in all online class sessions and complete all weekly assignments. The instructor will provide support using a variety of formats that may include online discussion boards, online chat sessions, and
2. **Complete and submit the required CalTPA Task(s):** Candidates are expected to follow the guidelines and adhere to the Code of Honor to complete and submit the required task(s). Each CalTPA task must be submitted on Taskstream by the deadline posted on the CalTPA Community Site in order to receive course credit for EDEL 453. Failure to submit by the deadline will result in a grade of “NC” (No Credit) for the course. Please read the submission policy and late policy carefully. Candidates will be required to accept the terms of the CalTPA Code of Honor before submitting CalTPA responses on Taskstream.

3. **Pass the Assessing Learning and Culminating Teaching Experience tasks with a score level 3 or higher.** The CalTPA tasks are evaluated using the rubrics developed by the CTC: [http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html](http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html)

**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 candidates are required to complete.

**Extra credit policy:**

There are no opportunities for extra credit.

**Late assignment policy:**

Please see detailed submission policy in the syllabus.

**Alternative procedures for submitting work:**

In the event that the course Titanium site is unavailable for submitting work, candidates may submit assignments via email (as an attachment), fax (657.278.5133), or by leaving the assignment in the department office (EC 324). If Titanium is unavailable or if there are issues with attaching documents or posts, please contact the Titan Help Desk at (657.278.7777).

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**GRADING POLICY FOR THE COURSE**

This is a Credit/No Credit course. Candidates must participate in all weekly discussion forums and submit and pass the required CalTPA Task(s) by the deadlines in order to receive credit for this course.

Weekly discussion forums will be graded using the rubric on the last page of this syllabus. Ten points are possible each week (5 weeks/50 points total). Candidates must complete all five posts and earn at least 40 out of 50 possible points to receive credit for this portion of the course.

Candidates are also required to submit all CalTPA tasks to Taskstream on time. Please read the submission policy to learn how late submissions will impact grades in this course.
Candidates must also receive a 3 or higher on each CalTPA task to receive credit in this course. The CalTPA tasks are evaluated using the rubrics developed by the CTC: http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html
Candidates will have two opportunities to pass each CalTPA task in the EDEL 453 course. If a candidate cannot pass a CalTPA task after two rounds of scoring then he or she will receive a “No Credit” in the EDEL 453 course.

REQUIRED TEXTS


OTHER INSTRUCTIONAL MATERIAL AND WEBSITES
MSCP TPA Website: http://ed.fullerton.edu/EDEL/TPA.html

CalTPA GRADING POLICY

- Candidates will have two opportunities to pass each CalTPA task in the EDEL 453 course.

- The CalTPA task(s) must be submitted for the first round of scoring by 12:00 pm PST (noon) on the due date(s) posted on Titanium.

- If a candidate does not pass the first round of scoring then he or she will be required to attend face-to-face remediation sessions on campus after scores are released. Candidates will be required to resubmit the revised CalTPA task(s) for the second round of scoring by 12:00 pm PST (noon) on the due date posted on Titanium.

- If a candidate does not pass the 2nd round of scoring then he or she will receive a no credit in EDEL 453.

- If a candidate earns a no credit in EDEL 453, then he or she will be required to take EDEL 499, a TPA remediation course offered during intercession and summer.

- Candidates who do not pass the AL or CTE task during round 1 or 2 of scoring must create a new lesson for the third submission. For AL, this will also include administering a new assessment to a whole class. For CTE, this will also include teaching a new lesson to a whole class and submitting a new video to accompany the new lesson.

- Candidates will have two options for resubmission after completing the EDEL 499 course:
  - Revise and resubmit by the third round of scoring during intercession or summer.
Candidates in the combined program will not be allowed to continue coursework in the program until he or she earns a passing score on both the AL & CTE tasks.

Candidates in the two and three semester programs will not be recommended for a preliminary credential until he or she earns a passing score on both the AL & CTE tasks.
Candidates will be permitted to retake EDEL 499 until they successfully pass both tasks.

**LATE POLICY**

Failure to submit any task on time will result in the loss of one or more opportunities to resubmit a task during the regular semester and/or an automatic “no credit” in EDEL 453. **No exceptions.**

**If a submission is up to 3 hours late:**

- Candidates will be charged one submission.
- The (late) submitted task will be scored, but if it is a non-passing score, no opportunity for resubmission during the regular semester will be allowed.
- Candidates will be required to enroll in EDEL 499 during intercession or summer to be eligible to resubmit the task(s) during the third round of scoring.
- If a candidate is unable to pass the third round of scoring, then he or she will be allowed to retake EDEL 499 during intercession or summer.
- Candidates in the combined program will not be allowed to continue coursework in the program until he or she earns a passing score on both the AL & CTE tasks.
- Candidates in the two and three semester programs will not be recommended for a preliminary credential until he or she earns a passing score on both the AL & CTE tasks.

**If a submission is more than 3 hours late or deemed incomplete by an assessor:**

- The submission will not be scored and candidates will receive a no credit in EDEL 453. Candidates will be allowed to complete all other courses in progress.
- Candidates will be required to enroll in EDEL 499 during intercession or summer to be eligible to submit the task(s) again. Candidates will have one opportunity to pass the CalTPA task(s) while enrolled in this course.
- If a candidate is unable to pass this round of scoring, then he or she will be allowed to retake EDEL 499 during intercession or summer.
- Candidates in the combined program will not be allowed to continue coursework in the program until he or she earns a passing score on both the AL & CTE tasks.
- Candidates in the two and three semester programs will not be recommended for a preliminary credential until he or she earns a passing score on both the AL & CTE tasks.

**Other Submission Errors:**
• Submissions that are unreadable by the assessor (i.e. technical difficulty, not pressing submit, wrong format, etc.) will be held to the same consequences as submissions that are less than 3 hours late.
Submissions that are deemed incomplete by the assessor will be held to the same consequences as submissions that are more than 3 hours late.

Submissions that use a content area that differs from what is specified for the task will not be scored during the first round of scoring. One submission attempt will be charged for this error. Resubmissions will be allowed during the 2nd round of scoring in the regular semester.

ADDITIONAL INFORMATION

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 attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Support Services Office 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/. Additional information on this policy as it relates to the TPA is available in the Code of Honor Guidelines available on the MSCP TPA Titanium Community site.

Instruction Interruption Plan
Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Titanium site for instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.
Attendance Policy
To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

Fieldwork Requirement
Students must administer the instructional/assessment lesson developed for the required tasks in their fieldwork classroom. Releases must be obtained from all who are represented in the TPA task response.

Emergency Contact
In the event of emergency, contact the University Police at 657-278-3333.

OVERVIEW OF CALTPA ASSESSING LEARNING TASK (AL)
- 2 and 3 semester credential programs must complete the AL task in SOCIAL STUDIES
- The combined masters/credential program must complete the AL task in SCIENCE
- This task is completed with actual K-12 students.

This task assesses the candidate’s ability to assess students’ learning. The candidate:
- plans student assessment activities based on the learning goals
- administers student assessments to evaluate student learning
- adapts the assessments for English learners and for students with an identified special need
- analyzes and uses assessment results to plan instruction
- reflects on assessment implementation and the connection to student learning

PERFORMANCE CONTEXT
The candidate is given a five-step set of prompts:
- Step 1: Selecting the assessment content and planning for the assessment
- Step 2: Learning about the whole class and two focus students: an English learner and a student with an identified special need
- Step 3: Adapting the assessment for the two focus students
- Step 4: Analyzing assessment evidence of student academic learning
- Step 5: Reflecting on what has been learned through the task
TPES ADDRESSED WITHIN THE AL TASK
- TPE 3: Assessing student learning
- TPEs 6, 7: Engaging and supporting students in learning
- TPEs 8, 9: Planning instruction and designing learning experiences for students
- TPE 13: Developing as a professional education

OVERVIEW OF THE CALTPA CULMINATING TEACHING EXPERIENCE TASK (CTE)
- Culminating Teaching Experience (CTE) (must be completed in LANGUAGE ARTS)
- This task is completed with actual K-12 students, and a video recording is made of the classroom instruction. The video must be uploaded electronically to Taskstream. You must obtain release forms from all adults and students who appear in the video. Video release forms can be found on the TPA Community site on Titanium.

This task assesses the candidate’s ability to integrate the strands of the previous three tasks. The candidate:
- learns about students and plans student instruction and assessment activities based on the learning goals
- adapts the plans and assessments for English learners and for students with other instructional challenges
- teaches the lesson and administers the assessments
- analyzes and uses instruction and assessment results to plan further instruction
- reflects on the lesson, the classroom instruction, the learning results, and on his/her effectiveness as a teacher

PERFORMANCE CONTEXT
The candidate is given a six-step set of prompts:
Step 1: Learning about the whole class and two focus students: an English learner and a student with a different instructional challenge
Step 2: Planning academic instruction for the whole class
Step 3: Adapting the lesson for the two focus students
Step 4: Teaching and video recording the lesson
Step 5: Analyzing the lesson and the evidence of student academic learning
Step 6: Reflecting on what has been learned through the task

TPES ADDRESSED WITHIN THE CTE TASK
- TPE 1: Making subject matter comprehensible to students
- TPEs 2, 3: Assessing student learning
- TPEs 4, 5, 6, 7: Engaging and supporting students in learning
- TPEs 8, 9: Planning instruction and designing learning experiences for students
- TPEs 10, 11: Creating and maintaining effective environments for student learning
- TPE 13: Developing as a professional education
## COURSE SCHEDULE

Table 1: An overview of the weekly course topics, readings, class activities, and assignment due dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due:</th>
<th>Post(s)/Class Activities Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong></td>
<td>Review of the CalTPA</td>
<td>Chapters 1 &amp; 2 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
</tr>
<tr>
<td>Module #1</td>
<td>• Rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Code of Honor Guidelines</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Submission Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Posts due by Sun @ 12:00 pm PST (noon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Making Adaptations</td>
<td>Chapters 3, 5, &amp; 6 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
</tr>
<tr>
<td>Module #2</td>
<td>• ELL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learners with special</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Posts due by Sun @ 12:00 pm PST (noon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Introduction to Assessing Learning (AL)</td>
<td>Chapter 9 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
</tr>
<tr>
<td>Module #3</td>
<td>• Task template</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Task-specific rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Benchmark cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Introduction to Culminating Teaching Experience (CTE)</td>
<td>Chapter 10 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
</tr>
<tr>
<td>Module #4</td>
<td>• Task template</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Preparing your CalTPA responses</td>
<td>Chapter 4 in CalTPA Prep Guide</td>
<td>Discussion Forum Posts</td>
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<tr>
<td>Module #5</td>
<td>Directions for Submission Using Taskstream</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Submission and Check TPA Community Site on Titanium for Due Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Submissions</td>
<td>AL &amp; CTE Task Submission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RUBRIC FOR WEEKLY PARTICIPATION AND POSTS

Table 2. The rubric that will be used to evaluate the weekly posts on Titanium.

DISCUSSION FORUM RUBRIC

Your participation in weekly discussion forums comprises a large part of your grade in this course. Therefore, it is essential that you read and clearly understand the grading rubric used to

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Entries are accurate, substantive, and demonstrate original thought. Statements make practical academic or real life</td>
<td>Entries are accurate, of some substance. And make practical academic or real life applications</td>
<td>Entries may contain an error or less substance and may not be applicable to academics.</td>
<td>Entries not substantive, contain errors and not applicable to academics.</td>
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2. Avoid posts that are limited to cursory statements. Instead support your statement with concepts from the readings or offer related examples or experiences.

3. Address the questions as much as possible and remain focused.

4. Try to use evidence/information from articles/books/coursework that support your posts. Include page numbers when possible.

5. Bring in related prior knowledge (work experience, prior coursework, readings, etc.).

6. Use proper Netiquette.
Other Evidence
315 – ELEL (Exceptional and English Learners) – TWO-part Online Assignment

Part 1 – Context, Challenges, and Modifications
Conduct internet research on one type of learner using a government, academic, or nonprofit website. You may NOT use Wikipedia. Choose 1 student group from either category (A or B):

A
1. English Learners (ELs)
2. Autistic students (AUS)
3. Gifted students (GATE)

B
4. Low Achievers (LA)
5. Attention Deficit Hyperactivity Disorder (ADHD)
6. Emotional Disorders (ED)

For your selected group, write a paragraph* for each of the following. Your responses must include specific details. Cite internet sources at the end of each paragraph:
1. Describe your selected group of students (be specific about common traits, prevalence, etc.)
2. Describe one challenge for these students in the classroom (be specific and concrete).
3. Describe two instructional modifications or accommodations you will make for these students, and one technology resource you will use (use your text for technology resources). Be specific.

Your initial posting will consist of three paragraphs and may take shape like the example below:
Title (in subject line) that reflects the group you focused on: Understanding Emotional Disorders

B. Emotional Disorders (ED)
1. Students with ED include students who… (One paragraph describing this group)
2. Students with ED face the following two challenges….These challenges occur because… (One paragraph describing challenges for this group in classrooms)
3. I will assure that my ED students are included in learning by…. (One paragraph describing two modifications or accommodations and one technological resource)

This first, initial post is due before 11:59 pm, Friday.

Part 2 - Conclusions:
Read three other student posts on three groups, different from your own. Select one of these three posts to compare with your group. In two paragraphs*, compare and contrast the issues between the two groups. What are the primary differences between these groups? The similarities? Which group will pose a larger challenge for you in the classroom? Why? What will YOU do about this challenge? J □

You know the 315 mantra: “be specific!”

This final reply post is due the day of our online class, before 9:45 am.

Include a nifty title that reflects what you learned about the two groups in your response post. Be sure too, that you back up any claims you make (with a cite showing where you got your response information).
A standard paragraph in elementary school begins with a topic sentence and contains a total of four to five sentences. Be sure you meet this standard (at least!) with specific details to support your claims, beliefs, and ideas.
Teacher Graphic Mini-Novel (TGMN)
Your typed responses to the prompts below depend upon your fieldwork experiences and illustrate your understanding of teaching and the classroom. Each numbered section in the focus sets below must be answered on its own page (8.5 x 11), in at least a paragraph of detailed text (5 sentences per paragraph, minimum) and include a drawing(s). Be sure your name is on the front of each of these pages and staple each set. TGMNs will be evaluated based on the following:
1) specific, concrete detail and examples (i.e., describe what happened or what you observed)
2) explicit connections to TPEs. Clearly embed corresponding TPEs (e.g., “TPE 2”) in your responses.
3) organization, grammar, spelling, punctuation, and creativity. Address the questions in the order they are written, below. Use focus set titles and question numbers to distinguish responses, and headings, if requested or applicable.
4) All sections of the mini-novel must be completed to receive credit.

A Tackling Teaching FOCUS QUESTION SET
Describe 2 professional “jobs” teachers adopt that do not involve traditional classroom teaching. Describe one specific interest and one concern you have about taking on each of these roles. Include a drawing with your general description, interest and concern for each of these jobs. 1 job per page [2 pages total]

B Detailing Demographics FOCUS QUESTION SET
Print out your school site’s “School Accountability Report Card” (online), and staple behind this section. List the following for your fieldwork site using the headings below (this first part of this section asks for a list, NOT paragraphs):
1) General School Information
   § School, address, phone number, and district
   § School hours for students and teacher (these are different)
   § Recess and lunch times
   § Average class sizes for primary and upper grades
   § All parent groups or committees, and any parent classes provided
   § All teacher committees
   § All extra-curricular programs for students
Student Demographics (number & percentage of each group for the school and in your classroom)
   § Ethnic makeup of student population (school #;%, classroom #;%)
   § English learners (school #;%, classroom #;%)
   § SPED students (school #;%, classroom #;%)
   § GATE students (school #;%, classroom #;%)
   § Students who qualify for Free or Reduced Lunch Program (school #;%, classroom #;%)
   § Test Score Information (school #;%, classroom #;%)
2) Describe the school, classroom, teacher, and students at your site in two paragraphs. What do you think about this place, this teacher, these students? Be sure to provide examples of why you think these things (TPE 8). Include a direct quote from the reading that frames or supports at least one aspect of your description. [2 pages total; 1 is a list of items requested, the other is the two-paragraph description]

C Feeding Futures FOCUS QUESTION SET
Get a copy of this month’s calendar of school lunches, and have lunch with your students in the cafeteria or eating area, at least once. Describe the lunches offered (use the calendar), the mood of the lunch area, what students do at lunchtime, what is eaten, what is discussed. What is lunchtime like? How does what you see in the lunch area reflect what you’ve seen in the classroom? How is it different? (TPE 11) Include a direct quote from the reading that frames or supports at least one aspect of your description. [1 page & the lunch calendar, stapled]

D Management Maneuvers FOCUS QUESTION SET
Let’s look at the classroom as a whole. 1) What subjects are taught, and when? Provide a daily and weekly
schedule for your classroom. 2) What is the classroom “discipline policy”? How is order maintained? When
teaching, how does the teacher get students’ attention (for transitioning, answering questions, or other reasons)? Describe two attention-getters. When can students use the bathroom or drink water? (TPE 10, 11, & 12). 3) Describe how the teacher designs and uses groups. How many and which students are in small groups together (describe groups in terms of gender, ethnicity, and language)? When and how does the teacher use: a. whole class instruction; b. small group work; c. partner work or dyads; d. one-on-one between the teacher and a student? Ask the teacher: When and why are groups changed? (TPE 5 & 11). [3 pages total]

E Arresting Attention FOCUS QUESTION SET
Find a child you haven’t noticed as much as some others, and discreetly observe her or him. 1) Briefly, describe the following: the way the child looks and acts; How the teacher interacts with and treats this child; How other students interact with this child; What you think about how this child is treated. And, why do you think you paid less attention to this child (TPE 12)? 2) Describe one specific and concrete method you will use to get to know students you may not notice as much as others (TPE 8) and one way you will use what you learn to design responsive instruction for all your students (EL and SPED, too) (TPEs 4 & 6). What will you do to assure your classroom environment is inclusive and responsive (TPE 11)? [2 pages total]

F Covering Content FOCUS QUESTION SET
1) Focus on a lesson in one of the following subject areas: math, language arts, or science. Describe what the teacher does so students know which standard is being taught in this lesson (TPE 1). Next, describe two strategies the teacher uses to make this lesson accessible and to support the achievement of ALL students (address SPED and EL access, too) (TPE 4 & 9). In other words, what, specifically, does the teacher do? 2) Now, think about the time the lesson took to complete, and the transitions to the start of the lesson and what happened once it was over. How is instructional time managed? How do transitions occur? When you get your own classroom, how will you balance time constraints and instructional goals when working to address content standards (TPE 10)? What will you do? Be specific and concrete. [2 pages total, and a copy of the teacher’s daily lesson plan, stapled]

G Assessing Assessment FOCUS QUESTION SET
Identify one formative and one summative assessment used in your classroom. 1) In a paragraph for each assessment (two paragraphs total): type out the standard the teacher created each assessment for, describe each assessment (i.e., what the students were asked to do to show what they learned), and how well each assessment worked and why you think this (TPE 3). 2) After your observation of both assessments (these may happen on two different days), ask the teacher about the relationship of assessment to instruction (TPE 3). How does the teacher monitor student learning during instruction (TPE 2)? How do assessments shape what and how s/he teaches (TPE 9)? [2 pages total, and a copy of a paper teacher-created assessment, stapled]

H Promoting Participation FOCUS QUESTION SET
Observe participation patterns in your diverse classroom: 1) How frequently do learners from distinct gender, ethnic, language, and ability groups volunteer to answer questions? Additionally, how often do students in these distinct groups get called upon when they do not volunteer a response? Is one group more involved than others? What participation patterns do you see? Why do you think this is happening in this classroom? (TPE 3 and 11) 2) How will you assure all students – including SPED and EL – participate equitably in your classroom (TPE 7)? What will you do to make sure everyone participates? Select an inclusive participation-supporting strategy that you will incorporate into your classroom to assure all students participate actively. Write a brief description of this strategy – what will you do, specifically (TPE 5)? [2 pages total]
Name ________________________________

EDEL 315

Young Adult Literature Assignment

Post your YALA to the online forum titled “YALA.” Type up your response using the heading and subheading order described below. Title your post using the last name of your author and a one-word descriptor of your response to the book (e.g., “Flaubert – Fantastique!”). No two title descriptors can be the same.

A. Select quotes that illustrate each of the following:

1. The relationship of the environment on the character’s well being. How does this student’s family, school, or community influence her/his academic, emotional, physical, or social health?
   Type the “quote from the book” you select (and page number). Then, in one-paragraph, describe how this quote shows the influence of the environment (as the family, school, or community) on the student and her/his wellbeing.

2. A bias
   Type the “quote from the book” you select (and page number). Then, in one paragraph, describe how the quote reflects a bias about a particular person or group and what you will do to eliminate this bias if it appears in your classroom. Be specific and concrete.

B. Reflections for a difference:

1. Think about the main character’s schooling and family experiences in relation to your own.
   In two paragraphs, compare two aspects of the character’s home life and school life with your own. What differed? What was similar?

2. Think about what you would do if this character was your student. Which aspects of the character’s life seem to influence her/his academic progress most? Given these issues, what will you do in your classroom – instructionally and socially – to assure this student has an equitable chance at academic success? Be sure that in addressing each question you explain your choices (i.e., why?). Two paragraphs.
The Societal Context of Schooling in The First Year

Each of the boxes focuses on the relationship of one aspect of diversity and the classroom. Provide examples from the film that illustrate these intersections.

<table>
<thead>
<tr>
<th>Social Class (SES) &amp; the Classroom</th>
<th>Sexual Orientation &amp; the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity &amp; the Classroom</td>
<td>Language &amp; the Classroom</td>
</tr>
<tr>
<td>Ableism &amp; the Classroom</td>
<td>You pick a variable &amp; the Classroom</td>
</tr>
</tbody>
</table>

Part B – Reflect and Respond

1) With which teacher are you most similar? Why?

2) Which teacher concerns you the most, and why?

3) Which teacher would you hire for your children’s school? Why this teacher?
**EDEL 315 State of California SCAVENGER HUNT!**

Begin here: [http://www.cde.ca.gov/index.asp](http://www.cde.ca.gov/index.asp) to look for answers, but you will get to go elsewhere too! Post both you and your partner’s name in the subject line of one reply to every question.

Post web addresses you used to find your answers with each response

1. What is the CDE? Why do you need to know about it?

2. Who is the California State Superintendent of Public Instruction? Why does this person matter to your professional goals?

3. What is the FAIR Education Act (Senate Bill 48)? How can you support it in your classroom? Provide one concrete and specific idea.

4. Is Title III a federal or state program? What will you do to support it in your classroom? Provide a concrete and specific strategy.

5. What is the National School Lunch Program? What seems to be the biggest problem with getting students to eat better at school? (Here’s a nice link to help you out on this one! [http://californiawatch.org/k-12/school-lunches-missing-mark-nutrition-standards-16906](http://californiawatch.org/k-12/school-lunches-missing-mark-nutrition-standards-16906))

6. With a partner, find the percentage of free lunch recipients at one of your elementary or high schools (thus, one of you MUST have attended k-12 schools in California):

7. What is ADA and why does it matter to K-12 teachers?

8. What is a Reduction In Force notice? How many were received in California as of March 15, 2013? March, 2012?

9. Are the numbers of new teachers in California going up or down?

10. Which states will not allow you to teach with a California credential?
Before we get started on CH4

30---minute midterm today (CHs 1, 2, 5, & 6, Lectures, &TPEs).

Prof. Patchen

Koch Chapter 4, part 1

Teaching Philosophy:
- Beliefs, knowledge, orientation
- Subtext that informs your teaching

Instruction: The act of teaching

Learning theory: How learning happens and conditions that favor its occurrence

Curriculum: Describes what to teach and how

Learning theories influence instruction and determine curriculum

Shape philosophies and orientations that impact how and why you teach

Conceptually distinct

Credential programs often push to identify with one theory or another.

BUT...

In practice, there is often some overlap or integration.

1) Behaviorist Theory

Learning is a response to reinforcements (“stimuli”) from outer environment

All behavior is learned in steps

Operant conditioning: Behavior learned because of its consequences (reward or punishment)

"behavior modification"

Theorist: B.F. Skinner

Behaviorism in the Classroom

- Teacher strictly controls environment
  - Focus on observable behaviors
  - Lesson based on clear objectives
  - Reinforce each step toward goal
  - Favor positive reinforcements (rewards)

Criticisms:

- Too much bribery, too much control
- Students learn facts, not concepts

2) Cognitive Learning Theory

Stages of cognitive development (Jean Piaget): Intellectual growth occurs in stages:

- Sensorimotor (18 months-2 yrs. old): Learning via sensory impressions, movement
- Preoperational (2–7 yrs. old): Learn words, symbols
- Concrete operational (7-11 yrs. old): Generalize concepts from concrete experiences
- Formal operational (11+ yrs. old): Think in abstractions
☐ Cognitive Learning in the Classroom
Piaget: Match type of learning to stage of cognitive development
Jerome Bruner: Let students discover ideas on their own (“discovery learning”)

Criticisms:
- Children can be in several stages at once – not only in one or another.
- Stages cannot easily be linked to certain ages
- Doesn’t account for learner’s social contexts

3) Constructivist Theory

Several related theories:
- Building on what you know and real-world experience
- New ideas integrated with prior knowledge
- Interaction is key – learning happens through social interaction as we build knowledge

Theorists: John Dewey, Vygotsky

Constructivism in the Classroom

Based on students’ existing ideas, knowledge, skills, attitudes (foundation)
Present contradictory information so student must wrestle, learn
Students need multiple opportunities to learn concepts
Standards and Curricula

How are most curricula developed?
- Many states build on national content area standards – now the Common Core
- School (or district) curricula based on state curricula

NCLB has reduced local control & innovation
- Pressure to adopt uniform state curriculum “that works”
- Teachers rush to “cover the curriculum”
- If it’s not on the test, it may not be taught

Instructional Strategies
- Differentiated Instruction
Builds upon the premise that learners differ.
- Begins where students are.
- Engages students through distinct learning modalities.
- Scaffolds high standards.
- Ensures students realize that success is likely to follow hard work.
- Uses time flexibly.
- Direct Instruction – the most COMMON form of instruction

**Telling, Showing, Practicing, Doing.**
1. Get students’ attention with an introduction (open)
2. Present new knowledge and/or skills (model)
3. Give opportunities for guided practice with feedback
4. Assign opportunities for application (independent practice)
5. Providing additional feedback/reteaching/review
6. Assess progress (assessment)

Cooperative Learning

Grouping Types:
- Informal groups that meet together for a variety of tasks as needed
Formal groups that complete designated, often long-term, tasks
Groups whose members support one another with remembering and completing assignments, studying, and sharing resources (Johnson & Johnson, 1999)
Planning Project--- & Problem---Based Learning

1) Get together in groups of two/three students (one person must be someone you haven’t worked with). Bring paper so you can each write up your plans.
2) Select a topic from the list below (from CH4):
   Differentiating instruction
   Behaviorism
   Cognitive Learning Theory
   Constructivism
3) Everyone writes, everyone wins!
   Next week –
   ELEL Online
Then after the online week....
   Assessment (wrapping up CH4)
   TGMN D & E
   Media Watch groups
EDEL 325 – Privilege Online class assignment — Professor Patchen

Part 1:
After reading the Peggy MacIntosh article, “White Privilege” (in the course packet), reflect critically on your own experiences in terms of your ethnicity, gender, class, and sexual orientation. You must read the MacIntosh piece before tackling this assignment. For each of these categories - ethnicity, gender, class, and sexual orientation - list three specific examples of: A) Ways in which you are privileged; B) Ways in which you are stereotyped.

How are you privileged because of your ethnicity? Gender? Class? Sexual orientation? Next, do the same for ways in which you’re stereotyped because of your ethnicity, gender, class, and sexual orientation. This will result in a list of 24 items total (3 in each of the 4 categories describing how you’re privileged, and 3 in each of the 4 categories describing how you’re stereotyped). The word “because” must appear in each specific example. Please set up your responses as shown below:

A) Ways in which I’m privileged:
ETHNICITY
1) As a __________ person, I am privileged because I receive ---------
2) As a __________ person, I am privileged because it is easier to ----------------
3) As a __________ person, I am privileged because I do not have to ------------

Do the same for:
GENDER
CLASS
SEXUAL ORIENTATION

Upon completing the privilege part above, do the same for “ways in which you’re stereotyped.”

B) Ways in which I’m stereotyped:
ETHNICITY
1) As a __________ person, people think I am --------- because -----
2) As a __________ person, people think it is easier to ----------------- because -------
3) As a __________ person, people think I do not have to -------------because-------

Do the same for:
GENDER
CLASS
SEXUAL ORIENTATION

To be clear, part one (above) of the assignment is asking for a list — not an essay — but you must use complete sentences J

Part 2:
Review all of your responses above. In one paragraph, detail which of the examples you identified makes it easier for you to assimilate, which makes it more difficult. Be sure to explain why you think these things, using examples from what you’ve outlined above.

Due the date of the “Privilege” online course meeting scheduled on the syllabus, by 5 pm. Post your responses to parts 1 and 2 in the discussion board for EDEL 325 titled “Privilege.” Title your work
with the best of your responses (e.g., “I get out of traffic tickets”). Be sure to copy and paste all the elements for privilege and stereotyping, parts 1 and 2, using the structure provided here.
Tracktivity

_Eagles, Foxes, and Turtles_

EDEL 325
Prof. Patchen

**EDEL 325 Tracktivity Instructor Notes (not for students):**


*Materials: Small sheets of paper with individual group names – one per student, either: Eagles; Foxes; or Turtles --- to distribute at random to members of class*

*The Activity Directions:*

Tracktivity: The Eagles, Foxes, and Turtles

Tell class not to settle in because will be doing an activity and will be moving into instructor--- determined groups. Divide class into groups using pieces of paper labeled “Eagle,” “Fox,” or “Turtle.”

Have eagles sit up front, foxes in the middle, turtles in the back. Once divided into groups, ask students to write down what they think the division reflects – thinking about who’s in their group and who is in other groups. Ask: Why are these particular students in each group? Regardless of what they do, be very positive with the eagles, find good things to praise them on (e.g., getting done promptly); give the foxes a bit of neutral reinforcement; and diminish the turtles. Ask students about thoughts once all have something written down. Be positive with eagles, conciliatory with foxes, and abrupt with turtles. Conduct a divided discussion – then say are going to talk about the readings with foxes and eagles, but want turtles to review the readings while we have our discussion. They just aren’t “ready” for the task at hand. After about 10 minutes of discussion, ask groups how it feels to be in their group – what they are thinking about the classroom, themselves, the teacher. Put these pieces of paper in folders.
EDEL 325 – Self-Other Dialogue

Engage in a dialogue with someone who is different from you in ethnicity AND gender or sexual orientation (so one of the ways must be ethnicity). Record the responses to the following questions for both your interviewee and yourself during the conversation. Prior to the interview, let the interviewee know that you want to discuss her/his experiences and understandings of social and cultural diversity in K-12 school in the United States. This assignment works best if you select someone you consider very different from yourself.

1) The topics for the dialogue (all of these components are required; address each of these with your interviewee and take comprehensive notes):
   a. **First topic.** Say to the interviewee, “Let’s talk about elementary school, first. Tell me about a specific incident that made you aware that someone at school was from a different cultural background, or from a different social group. When were you first aware that someone was different from you? What happened?” Make certain the interviewee describes the event in detail and you take good notes. This will help you understand how they perceive difference.
   b. Next, ask the interviewee why she/he remembers this event, “What do you suppose it was about this particular incident that made you remember it?”
   c. Now, answer the same questions with your interviewee. Discuss your first memory of difference and why you remember it.
   d. Spend several minutes discussing your first specific experiences with difference. Then, initiate a conversation comparing your experiences. **Be sure to take notes on all of this.**
   e. **Second topic.** Say, “Let’s talk about high school next. What sort of groups and cliques existed in your high school? Describe these groups or cliques. Which of these groups were in power, and what did power mean? Which groups were treated the worst? Why?” Describe and discuss your understandings of these same questions with your interviewee. **Again, be sure to take notes on all of this (and to hit all of the questions).**
   f. **Third topic.** What did your high schools do about these group divisions? How did administrators or teachers try to make things better in your schools? Or, if things were ignored, what were the consequences? Discuss what happened at both of your high schools with regards to diversity, cliques, and student groups.
   g. **Final topic.** Together think about the situations you’ve just described. Compare and contrast these situations – what joint insights (this means together!) can you come up with about how school agents (administrators, teachers, and students themselves) can make things better between diverse groups. Come up with two NEW ideas together about what schools can do to make things better (beyond a one-day cultural event).

2) The Write-up:
   a. First, identify the two people involved in the discussion and the variables that make you distinct – be specific about the differences between you (and the variables).
   b. Then, briefly describe each person’s first experience with diversity and the reasons why these incidents were remembered. Be sure to address the similarities and differences between your first memories of diversity in an additional paragraph. Think in terms of themes from the class.
   c. Next, describe the two high school experiences regarding diversity and grouping (the “second topic,” above). Compare and contrast how social and cultural diversity was manifested in your two high schools.
   d. Then, what did the high schools do about these divisions (the “third topic”)?
   e. Finally, describe your joint insights (the “final topic,” above) about how schools can make things better.
   f. **Include 1 DIRECT quotation (no statistics or numbers) from our primary text that supports and strengthens your essay AND at least one direct quote from the person you interview.**
**Public School K-8th grade Classroom Observation Essay**

**A)** Find a diverse classroom in which to conduct your observation. The classroom should have a majority of students who are ethnically diverse from you.

Be sure to take notes on each of the following topics during your observation. Be aware too, that everything you note during your observation will not make it into your final paper – you will have to determine which of the things you observed can BEST be used to respond to each of the prompts below.

1) **Demographics & Intercultural Competence** - Describe the ethnic, gender, and linguistic makeup of the students and the teacher. How many students are there in each ethnic, gender, and linguistic group? How do children from different ethnic, linguistic, and gender groups interact? Describe what you see them doing and whether you notice any differences between interactions in the classroom and those outside (e.g., recess or lunch).

2) **Interaction** - Is the classroom characterized by monologue or dialogue (i.e., is the teacher the primary speaker – delivering instructions and asking few questions? Or, are there conversations between teacher and students, and/or between students?). Who initiates interaction – the teacher or students? Describe these processes.

3) **Negotiation** - What evidence is there that issues get negotiated between teacher and student? What kinds of issues are negotiated? How are differences dealt with? Describe (be careful here, negotiation depends upon give and take, merely enforcing set rules is not negotiating).

4) **Diversity** - What types of indications of multicultural representations (i.e., artifacts, books, visuals, etc.) are apparent? Are these representations superficial (e.g., on the walls) or are they substantive and in use (e.g., an element of the active curriculum)? Describe what you see based upon what you are learning in this class.

**B) The Classroom Observation Essay**

Your write-up for this assignment (approximately 2 pages) will use your notes on the above topics to consider a contemporary classroom. Your paper will be both descriptive and analytical. Include:

1) **The Top of the Page**
   
   *Single spaced*, type: your name, the location of the observation, the teacher's name, students’ grade level, and the number of students in the classroom. This is the only part of the paper that is single-spaced.

2) **The Body of the Paper**
   
   Use the questions above (A.1-4) to organize your essay, in the order requested.

3) **The Analysis**
   
   A large part of this essay will be descriptive (what you observed in regards to A1-4), BUT your analysis of these descriptions is key to revealing to me how you understand what you’ve observed in relation to this course. Your descriptive observations set the stage by telling me what you’ve seen, and in your analysis you move beyond description to tell me what you think about what you’ve seen, and how what you’ve seen influences your understandings of diversity, cultural pluralism, and teaching. In your analysis, be sure to support whatever connections you’re making (to this end, use the word “because”) with concrete examples. **Use the following questions to structure your analysis** (like A 1-4, these must also be addressed in your paper – so be sure the terms below appear in your paper):

   1) How does what you’ve observed help or hinder students?
   2) How did what you observed encourage you?
   3) How did what you observed disappoint you?
   4) What did this experience tell you about yourself and your future goals? Why?

   **In this assignment, include at least two direct quotations - one from the textbook and one from one of the other course readings** from the readings-to-date. Think about what you’ve read that you can connect to what you’ve observed (e.g., make a connection through a “compare or contrast,” with what is described in the readings, addressing how you saw or did not see this in your observations). No quotes on statistics, demographics, or populations. A good citation means absolutely nothing if it’s not connected (to this end you must be careful not to just “drop” a quotation in your paper). For now, therefore, do not begin or end paragraphs with quotations – this will help assure you have integrated the quotations into your arguments and do not leave them dangling.
EDEL 325

Cultural Event Poster

General Directions
For this assignment you will be participating in what transpires as you engage in activities, talk with others, and ask questions at a cultural event. First, select a cultural event to attend. The event MUST represent a group from a different continent, region, or “umbrella” ethnic group than your own ethnic background (Oktoberfests are generally verboten, as is the “Return of the Swallows”). The objective is to select an event that will draw a large percentage of a particular group of people who appear very different from you – our aim is to provide you with an experience that simulates what someone entering an unfamiliar classroom or country might feel. Collaborate with 3 others from class to attend an event together and create ONE poster that reflects your experience at the event.

A) Internet Research
Once you’ve determined an event, use the internet to research your selected ethnic group and: 1) identify and describe two cultural traditions, and one important holiday within your selected group’s culture; 2) describe at least two struggles your selected ethnic group has faced in the U.S; and, 3) locate a restaurant that serves your group’s native cuisine in southern California. Be sure to include cites for all internet sources on your poster.

B) Participant Observations and Focal Points
At the event, take notes on the following (each of the elements below must be clearly revealed in textual explanations with images/photos on the poster):
1. Ethnicity - Describe the ethnic makeup of the majority of the event participants.
2. Multiculturalism - Beyond those elements explicitly affiliated with the culture of the event, describe the indications of multicultural/diversity influences, issues, or vendors on the event’s program. Be careful to look for representations of cultures other than the one for which the event takes place (e.g., if you’re at an event celebrating Cinco de Mayo – and there is a booth set up where someone is giving origami lessons, or selling Dutch clogs – these are other than the culture the event is designed for. This is what you are looking for in this category).
3. Activities – Describe the activities available. Be specific.
4. Interaction – Describe the intermingling of “visibly” different groups. How do the members from different cultural/ethnic/linguistic/generational groups interact? Describe.
5. Participation – Describe your specific interactions with others in the event. What specifically did each of you do? With whom did you speak? Include at least one quote from a participant at the event.
6. Education - What did each of you learn about this culture? How will you use what you learned as a teacher? Be specific in addressing each of these prompts. If there is more than one of you working on the poster, be sure to specify who thinks what.

D) Creating the Poster of your Cultural Event
1) Create a visually stimulating and informative poster about your experience at the cultural event. Include:
   a. Artifacts (e.g., fliers, photos, objects) that represent the cultural event you experienced.
   b. Images and text that respond to each of the questions in A & B, above. Use the italicized prompts in A and B above as subheadings on your poster. Include a section titled “Internet Research” that reveals what you found on the internet (again, use the italicized prompts as subheadings in this section also).
2) Your poster will be evaluated on the following:
   a. Quality and comprehensiveness of information represented in response to prompts in A and B above.
   b. Extent of your participation in the event (e.g., do you have quotations from event members? Pictures with event members?).
   c. Creativity.

The posters will be displayed around the class and you will have time to look at one another’s work. Remember, this is a visual assignment – everything must be evident in words and pictures on the poster.

Equity and Diversity in Your Schooling Experiences: The Influences of Assimilation and Pluralism

A descriptive analysis of how your schooling experiences shaped your understanding and behavior in relation to “others.”

First, reflect back on the high school cliques you discussed in the Self-Other Dialogue and think about your position in these cliques (i.e., groups of students). In which clique were you a member? **Was your clique dominant or marginalized** at your high school? That is, was your group in power or out of power? How did people know about the power (or lack of power) of your group? Be specific.

Second, describe your position and role in your group. What did you do in this group? **Were you in a dominant or marginalized role within the group?** How about within the school? How did your experiences in this group shape your understanding of who you were and what was possible for you in school? Be specific.

Third, think hard about your position at school in relation to assimilation. What did you have to do to get into this position or role in your group and the school? What did you have to do to fit in? Or, did others try to fit in with you? In other words, **did you assimilate, or did others assimilate to be like you?** Be specific.

Fourth, think about your position as a dominant or marginalized member of the school in relation to those who were in the opposite position. **How did you think about and act with these “others”** in your high school? Think hard about how you thought of and treated others. Which students did you avoid, or not interact with, generally? Why didn’t you interact with these students? Be specific.

Finally, when we think about cliques, we can start to see how assimilation works, and we can also see where pluralism can develop. Looking beyond your schooling experiences, **where and how** do you see the forces of assimilation and pluralism in schools and workplaces today? Be specific! (As in, where do you see these forces? And, what does assimilation look like? How about pluralism?) Once you’ve identified where and how you see these forces, write a concluding paragraph in which you tell me whether you think assimilation or pluralism results in more equity for students from diverse backgrounds, and why. Again…be specific!

Your paper must include:

a) two of the terms from the list below, underlined and integrated with a specific example that reveals their meanings (no definitions/elaborations/quotations using these terms from the readings);
   - discrimination;
   - stereotype;
   - bias
   - prejudice
   - social construction of race OR social construction of gender
b) two relevant direct quotations from 2 different readings for our course (these cannot be: definitions or descriptions (of assimilation or pluralism, or any of the terms from the list above, or any definitions of terms at all); statistics or demographic information; both from the Koppelman text; or, from just one article). Remember to use APA style for your citations in the essay: (Author(s), year of publication, p. ??).
c) your name, my name, the course (EDEL 325), and the date - single spaced in the upper right corner; page #s at bottom;
d) a really groovy title (no cover page; no works cited page).

The essay must be:

a) no more than three pages, paginated, one-and-a-half spaced

Due next week in my office, EC 346, before the end of our regular class time. IF you bring your paper BEFORE our regularly scheduled class time, take it to EC 324 (the administration office) and ask the assistant to initial it alongside documenting the time received, and put it in my mailbox. Without the assistant’s signature and time, it cannot be accepted.

Any questions? Don’t hesitate to email me: tpatchen@fullerton.edu within the next 48 hours J□.
A final note - Doing well on this assignment depends upon your analytical synthesis of your experiences, the readings, and class discussions. Be sure to support your claims, and include specific examples from your own experiences. Take it seriously; really try your best – why not? You're here – make it work for you.
EDEL 429 Online Module 2: What’s New?

We live in exciting times, and new opportunities await you. Heard of the “Common Core State Standards”? (Districts are transitioning to them even as we speak!) Interested in preschool? (It’s where some of the jobs are!) Know what “TK” and "preppy K" are? (You don’t want to go to an interview without knowing what these terms mean!) Participate in these activities and be in the know!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMON CORE STANDARDS</strong></td>
<td></td>
</tr>
<tr>
<td>1. View the California’s Common Core State Standards pdf that is posted in Module 2 on</td>
<td></td>
</tr>
<tr>
<td>2. Type “Common Core” into your browser and see what pops up. Visit a couple of the sites to see</td>
<td></td>
</tr>
<tr>
<td>3. Explore the web to find out if any of your favorite districts have posted information about the</td>
<td></td>
</tr>
<tr>
<td>4. Visit <a href="http://www.cde.ca.gov/ci/cc/">http://www.cde.ca.gov/ci/cc/</a> and notice the organization of the English Language Arts</td>
<td></td>
</tr>
<tr>
<td>5. Read page 2 of the Rothman article posted in TITANium to understand how the Common Core</td>
<td></td>
</tr>
<tr>
<td><strong>PRESchool</strong></td>
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<tr>
<td>6. View the Preschool Foundations pdf that is posted in Module 2 on TITANium.</td>
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<tr>
<td>7. Skim the California preschool language and literacy foundations* beginning on page 56 of the document available online:</td>
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</tr>
<tr>
<td>What age groups are addressed? What do you recognize? Would you be able to tell a bit about what happens in preschools to support children’s language and literacy development if asked by someone (e.g., a relative, friend, neighbor) who knows you</td>
<td></td>
</tr>
<tr>
<td>8. View California’s Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects by going to <a href="http://www.cde.ca.gov/ci/cc/">http://www.cde.ca.gov/ci/cc/</a> and clicking on the second link under &quot;The Standards&quot; in the middle of the page. Skim the reading standards for kindergarteners found on pages 1, 3, and 5. Skim the writing standards for kindergarteners found on page 7, the speaking and listening standards for kindergarteners found on page 10, and the language standards for kindergarteners found on page 12 and 13. Think about whether and how</td>
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<tr>
<td><strong>TRANSITIONAL KINDergarten</strong></td>
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<tr>
<td>9. View the Transitional Kindergarten pdf that is posted in Module 2 on TITANium. Find out the following: What is Transitional Kindergarten? (Transitional Kindergarten is also known as “TK” and “preppy K”--although there is an effort to standardize the language and use only “Transitional Kindergarten” or its abbreviation, “TK”). What is the current law related to the age</td>
<td></td>
</tr>
<tr>
<td>10. Click on <a href="http://www.youtube.com/watch?v=IS9S2d2EITY">http://www.youtube.com/watch?v=IS9S2d2EITY</a> (or cut and paste it into your browser) to view a 6-minute YouTube video about Transitional Kindergarten.</td>
<td></td>
</tr>
<tr>
<td>11. Explore a couple of district websites to find out about their TK programs.</td>
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</tr>
</tbody>
</table>

**ONLINE DISCUSSION**
12. After completing the activities above, select the area of greatest interest to you at this moment in time (Common Core? Preschool? TK?). Go to the relevant Forum on TITANium and post a comment sharing something you learned. Return to all the Forums occasionally and read what others posted. Reply to comments, if you like.

*Note: The content of this module will appear on Quiz #2.*
**EDEL 429**

**Teaching English Learners Presentation**

As future teachers of English Learners, you are expected to have the knowledge, skills, abilities, and attitudes to teach children from diverse cultural and linguistic backgrounds.

We will form expert groups to review material presented in various sources. You will identify key points and prepare a 10-minute presentation for your peers. Topics will include some or all of the following:

- Emergent Literacy
- Reading and Literature Instruction
- Content Reading and Writing
- Math Instruction
- Science Instruction

(TPE 1A, 2, 4, 5, 7, 8, 9, 11) (PO 1a, 1b, 2a, 2b, 2c, 2d)
EDEL 429: Response to Reading Activity

This activity serves the dual purposes of introducing candidates to fluency research and instruction and modeling literature circles.

Description

- The instructor introduces an article on the topic of fluency (e.g., Rasinski, 2000; Rasinski, 2004) and has candidates, who are seated in groups of four, randomly select a role from the colored cards provided to each group. Roles include Discussion Director, Illustrator, Passage Master, and Connector. The instructor explains the roles, which are also outlined on the cards, and asks candidates to approach their reading of the article from their role.

- Candidates read the article independently, completing the tasks assigned to their role.

- Candidates engage in small group discussions. The Discussion Director poses questions she or he developed during reading and leads the conversation. The Discussion Director then asks members of the group to present their completed tasks for discussion.

- Each group shares one or two comments about the selection with the whole class, and the instructor highlights key ideas from the text.

- Candidates discuss, as a whole group, the processes, applications, and benefits of literature circles in the elementary classroom. They share field experiences they may have had with literature circles, including students' responses to them, management of literature circles, and accountability in literature circles. The instructor provides additional perspectives and information.


Readers Theatre Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>Script: Writing</strong></td>
<td>The script has markings on it that make it difficult for the instructor to read. It has numerous typographical, grammatical, punctuation, and/or diction errors.</td>
<td>The script is neat and free of extraneous markings. There are several typographical grammatical, punctuation, and/or diction errors. Did anyone proofread?</td>
<td>The script is professionally presented. One or two minor errors are present ... or it's perfect!</td>
</tr>
<tr>
<td><strong>Script: Content</strong></td>
<td>Students missed key ideas related to English learners in the assigned reading. They did not elaborate on ideas and focused their writing on entertaining their classmates rather than teaching them.</td>
<td>Students identified one or two key ideas related to English learners in their assigned reading. They presented the key ideas clearly in an interesting scenario.</td>
<td>Students identified several key ideas related to English learners in the assigned reading. They embedded the ideas in an interesting scenario and brought them to life through rich elaborations.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Students were not well prepared. They did not each have a script and/or they appeared confused about their roles and lines. The presentation was difficult to understand due to subdued voices and/or lack of enthusiasm and/or incoherent presentation.</td>
<td>Students were prepared and provided a clear and interesting performance. They probably rehearsed ... once.</td>
<td>A stunning performance! Students engaged the audience with an informative and entertaining presentation. Their fluent reading (including rate, accuracy, and prosody!) of the script made it evident that they rehearsed--as individuals and as a group-- more than once.</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>The presentation was too short or too long.</td>
<td>The presentation took no less than 6 minutes and no more than 12 minutes.</td>
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</tbody>
</table>
Edel 429: Spelling Assessment and Instruction Activity

Candidates take the Elementary Spelling Inventory (Bear, Invernizzi, Templeton, & Johnston, 2012) and identify their own stage of spelling development. They discuss and experience strategies that support spelling growth at each stage.

Description

- Candidates take the Elementary Spelling Inventory and score their own test.
- Candidates analyze the items to identify spelling features and patterns. They group the items accordingly.
- Stages of spelling development (Bear, Invernizzi, Templeton, & Johnston, 2012) are explained, and candidates determine their own stage of spelling development.
- The instructor explains and models instructional strategies for each level of spelling development. Candidates participate in word sorts and word making activities.

EDEL 429: Differentiated Instruction Activity

Candidates read and summarize the characteristics of diverse student populations and research-based principles for teaching to meet their needs. Populations include English learners, economically disadvantaged learners, culturally diverse learners, students with learning disabilities, students with ADD/ADHD, students with intellectual disabilities/slow learners, students with language and speech disorders, and gifted and talented students. Candidates then examine literacy strategies for use with literature and determine their appropriateness or adaptability for select diverse populations.

Description

- Candidates independently read Chapter 2 (Literacy for All: NCLB, RTI, and Diversity in the Literacy Program) in the Gunning text and complete the reading guide.
- Candidates meet in small groups to share and discuss their notes on the reading guide.
- Each group of candidates examines Literature-Based Reading Activities and selects several activities that are well suited or can be easily adapted for use with a particular population (e.g., students with learning disabilities, English learners).
- Each group shares its selections and discusses 1) the features that make an activity appropriate, and 2) the specific adaptations that can be made to an activity to make it appropriate for the group of learners.


### Chapter 2: Literacy for All
Gunning Text Reading Guide

<table>
<thead>
<tr>
<th>Population</th>
<th>Principles for Teaching</th>
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<tbody>
<tr>
<td>English Language Learners</td>
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<td>Economically Disadvantaged Learners</td>
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<td>Culturally Diverse Learners</td>
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<td>Students with Learning Disabilities</td>
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<td>Students with ADD/ADHD</td>
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<td>Students with Intellectual Disabilities/Slow Learners</td>
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<td>Students with Language and Speech Disorders</td>
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<td>Gifted and Talented Students</td>
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</table>
Digital Storytelling: School and Community Snapshot
Ed El 430 Foundations for Elementary Classroom Teaching

A. First, before you visit your school community, think about what you believe a "good" community includes. What specific resources would you expect to see? Think in terms of public and private resources (e.g., what type of housing, employment or businesses, parks). Jot down at least five things you believe a "good" school community should include, before you begin to collect data for this assignment. Your philosophy of education may be of use here.

B. Next, take a tour (walk or drive) through the neighborhood connected to your fieldwork school. You may wish to conduct this tour as a group with your fellow student teachers at the site. Take digital photos to support your story. Record information related to the following elements:
- Businesses (Do not list every business in the neighborhood. Instead, think about how the businesses in the area might affect the students in the school.)
- Public facilities (e.g., parks, community centers)
- Housing (Take photos to provide a sense of setting.)
- School demographics
- Community activities geared toward students at your school
- Community issues and concerns related to your school site (Pick up a local newspaper and analyze its contents.)

C. Take a tour of the school and learn about the culture of the school and the systems in place to support instruction. Identify the support staff and find out what role each person plays in the school.
- How does each person's role support instruction?
- Refer to Teaching Tip 2.1 on p. 25 in the Guillaume Primer. Use the questions provided to help you "uncover" your school site's culture.
- Examine school documents, rules, ceremonies, rituals, and routines.
- Interview your teachers and find out what they say about the "culture" of their school. Some candidates interview other staff members too.

D. Study numeric data relating to the school and student performance. Research the School Accountability Report Card online. Study test scores (including for all student sub groups) at the California Department of Education’s website (cde.ca.gov).

Digital Story Guidelines
- You will present your findings in a digital format during Week 6.
- Your digital story must include digital images, narration, music or sound, and raw data. Many formats are appropriate. Examples include narrated PowerPoint or KeyNote presentations, iMovies, and Camtasia recordings.
- Maximum Length is 10 minutes.
- Be creative! Tell an interesting and positive story about your school and neighborhood community!
- Bring a laptop to class and share your story with a small group during week 6.
- Save an electronic copy of your digital story and submit week 6.

Individual Requirements:
- Complete a Reflection of no more than 1 page that focuses on what you learned from doing this assignment and how the information affects you as a future teacher.
- Reflect specifically on your expectations and the realities of what you found. Identify one pedagogical practice that you will include to assure you foster high expectations for academic performance and secure equitable opportunities for your particular community.
- Complete a "Self and Group Evaluation"
Parenting an Exceptional Child Assignment

Syllabus Description

Congratulations! This year a child with exceptional needs will join your family! You will receive your child and his/her specific condition, disability, or exceptionality. You will investigate the need and collect resources that assist professionals by providing information and suggestions for meeting needs.

a. Give your child a name and research the characteristics of the disability or exceptionality.
b. Prepare a glogster (www.glogster.com) that describes the disability, including its characteristics and gives high-quality resources for parents and teachers.
c. The glogster should also provide specific strategies that teachers can use to accommodate your child’s special needs in the classroom. Make sure your site is user friendly and easy to read. We will share these resources with all block members.
d. Include a category on the block portal for your assigned special need. Add links for high-quality websites with very brief descriptions of each source.
e. Compose a blog posting that addresses the questions below. This posting should answer from the heart of a parent, as if you were being interviewed.
   - How does it feel to be the parent of your child?
   - How is your child developmentally the same and different from other children at the various ages?
   - What professionals or agencies do you deal with? What services are available to you and your child?
   - How did you find out about the above services?
   - What financial burden, if any, are you experiencing?
   - What other information do you want to share?
Parenting an Exceptional Child Scoring Rubric
20 points possible

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Missing (0pts)</th>
<th>Unacceptable (2pts)</th>
<th>Basic (4 pts)</th>
<th>Distinguished (5pts)</th>
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<tr>
<td><strong>Glogster</strong></td>
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<td>Description</td>
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<td>Resources</td>
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<td>Teacher Strategies</td>
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<td><strong>Portaportal</strong></td>
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<td>Resources</td>
<td></td>
<td>Did not include</td>
<td>1-3 high-quality</td>
<td>More than 3 high-quality</td>
</tr>
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<td>Description of</td>
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<td>high-quality books</td>
<td>books or</td>
<td>books or websites</td>
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<td>resources</td>
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<td>or resources</td>
<td>websites</td>
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<tr>
<td>Included Glogster Link</td>
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<tr>
<td><strong>Blog</strong></td>
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<td>Did not address</td>
<td>Provided</td>
<td>Provided clear and</td>
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<td>6 Questions</td>
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<td>questions</td>
<td>cursory responses to</td>
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<td>Included Glogster link</td>
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<td>questions</td>
<td>all questions</td>
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<td><strong>User-Friendly</strong></td>
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<td>Did not provide</td>
<td>Provided</td>
<td>Added creative</td>
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<td>charts, boxes,</td>
<td>charts, boxes,</td>
<td>touches such as</td>
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<td>lists, or visuals</td>
<td>lists, and/or</td>
<td>different styles and</td>
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<td>visuals</td>
<td>or size of font;</td>
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<td>unique format such</td>
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<td>as brochure, flyer,</td>
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<td>or pamphlet; color;</td>
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<td>logos; quotes, etc.</td>
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</table>
EDEL 430: Assessment and Evaluation Analysis (TPE 3) (PO 2b)

An important role the teacher plays is that of assessor, and teacher accountability for documenting students' progress is of great interest to the public today. This assignment allows you to explore current practices of assessing and reporting student learning.

a. Interview your master teacher on how he or she uses assessment to inform instruction. How are the assessment results used to inform instruction? What happens after assessments? Additionally, ask your teacher how assessments are modified for special needs students and English learners. Take notes and bring evidence of a specific example from your teacher’s class, if possible. If not, find an appropriate assessment tool (check online) that you can modify and bring this example to class.

b. Next, ask the teacher to share and explain her or his grade book with you: What information is kept in the grade book? How often are grades inputted? How are grades shared with students and their families? Take notes on how the teacher manages student records.

c. See if any teacher at your site uses a computer program to manage student records. If the software is available, sit down and play with the program for 15 minutes or so. If no such program is available at your site, either download a free grade book program and try it out, or try setting up an Excel spreadsheet to manage grades. What can you learn about students' learning by looking at student grades across time or subjects? Record your results and print out a sample page, if possible.

b. Bring your notes from a. and b. and your work from c. to class to inform a discussion. This is a less formal assignment than the others, but you will submit your work.
Suggestions for Gathering Information about Your Students

(Note: This information is for your use as a planner and instructor. Include students’ first names or initials only.)

<table>
<thead>
<tr>
<th>Number of students in the class</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>General description of the class</strong></td>
<td><strong>Examples: What is the group like in terms of physical, social and emotional development?</strong></td>
</tr>
<tr>
<td><strong>Students designated as English learners</strong></td>
<td><strong>Total Number:</strong></td>
</tr>
<tr>
<td></td>
<td>California English Language Development Test (CELDT) Levels (If available):</td>
</tr>
<tr>
<td></td>
<td>Beginning</td>
</tr>
<tr>
<td></td>
<td>Early Intermediate</td>
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<td></td>
<td>Intermediate</td>
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<td></td>
<td>Early Advanced</td>
</tr>
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<td></td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Students with Individual Education Program (IEP)</strong></td>
<td><strong>Number:</strong></td>
</tr>
<tr>
<td></td>
<td>Listing of major areas (goals &amp; services) for each student:</td>
</tr>
<tr>
<td><strong>Students with other identified needs (e.g., 504 plans)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced learners</strong></td>
<td><strong>Students formally identified as gifted: Other</strong></td>
</tr>
<tr>
<td></td>
<td>students working at advanced levels:</td>
</tr>
<tr>
<td><strong>Gifts</strong> <em>(Note: Do not leave this section blank. Look hard!)</em></td>
<td><strong>Areas of special strengths, skills and expertise:</strong></td>
</tr>
</tbody>
</table>

Part 2 – Attach a one-page, typed summary that identifies key human development factors that need to be considered for the age of the students in your classroom. Cognitive, social and emotional development should all be addressed and reference must be made to key theorists.
Opportunities to Practice

1. Inclusive and responsive teachers pursue understanding and continued growth. Choose one approach for inclusive and responsive teaching addressed in this chapter where you judge your knowledge to be limited. Examples include sheltering instruction and meeting the needs of students identified as gifted. The Web sites from this chapter and from Chapter 3 provide some suggested resources.

2. Use Figure 4.5 to complete a scavenger hunt for resources at your site. Tell people it is for an assignment but take careful notes for later.

<table>
<thead>
<tr>
<th>At your site, find someone who...</th>
<th>Name:</th>
<th>Service or procedure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can point you to translation services and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teaches students with identified needs who are taught in the general education setting for at least a portion of the day</td>
<td>Name:</td>
<td>Location or contact information: Teaching responsibility:</td>
</tr>
<tr>
<td>3. Has expertise or responsibility for teaching students identified as advanced or gifted</td>
<td>Name:</td>
<td>Location or contact information: Expertise:</td>
</tr>
<tr>
<td>4. Differentiates instruction regularly</td>
<td>Name:</td>
<td>Location or contact information: One sample strategy:</td>
</tr>
<tr>
<td>5. Has certification or expertise in working successfully with English learners</td>
<td>Name:</td>
<td>Location or contact information: One piece of advice:</td>
</tr>
<tr>
<td>6. Has a great reputation for including families</td>
<td>Name:</td>
<td>Location or contact information: One piece of advice:</td>
</tr>
<tr>
<td>At your site, find materials that...</td>
<td>Equipment: or Location:</td>
<td></td>
</tr>
<tr>
<td>7. Use assistive technology or general technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Provide challenges for eager learners or to increase engagement or content</td>
<td>Materials: Location:</td>
<td></td>
</tr>
<tr>
<td>9. Help you arrange the learning space for students who need fewer distractions</td>
<td>Materials: Location:</td>
<td></td>
</tr>
<tr>
<td>At your site, find services that...</td>
<td>Services: Accessing the services:</td>
<td></td>
</tr>
<tr>
<td>10. Help you meet the needs of families with limited income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Help students who are working on clear speech</td>
<td>Services: Accessing the services:</td>
<td></td>
</tr>
<tr>
<td>12. [Pick a need based on your students] Need:</td>
<td>Services: Accessing the services:</td>
<td></td>
</tr>
</tbody>
</table>
4. Classroom Assessment Interview
   An important role the teacher plays is that of assessor, and teacher accountability for documenting students' progress is of great interest to the public today. This assignment allows you to explore current practices of assessing and reporting student learning.
   a. Interview your master teacher and take notes.
   b. Ask these questions (plus any others of interest to you as an assessor):
      • How does your master teacher use assessment to inform instruction? (formative assessment)
      • How does he or she manage student records?
      • How are grades kept?
      • How is the grade book organized, what’s recorded and how often? How is the grade book used for determining report card grades?
      • How does the district employ benchmark assessments?
      • How are assessment data used during Professional Learning Communities?
      • How is assessment modified for special needs students and English learners?
   c. Organize and type your notes.
EDEL 433 - Literature Activities Feedback Sheet

Using chapter one of the Literature-based Reading Activities text as background, please provide at least one positive comment and one suggestion for the presenters. The positive comments may be framed around the elements shared in question form below and the suggestion should complete the sentence that begins as follows: “When I try this, I might consider...”

How did the presenters promote active engagement with ideas related to the book?
How did the presenters promote discussion the book or ideas in the book?
How did the presenters honor diverse opinions?
How did the presenters develop or activate background knowledge?
How did the presenters promote higher-level thinking?
How was the activity appropriate for a broad range of readers, including English learners?

Positive Comments

When I try this, I might consider...

Presenters: ________________________________
EDEL 433: Organizing and Managing a Literacy Program Activity

Candidates share visions of their future literacy program based on observations at their field placement sites, conversations with their Master Teacher, and course readings.

Description

- Prior to coming to class, candidates read Chapter 13 of the Gunning text (Creating and Managing a Literacy Program).

- Candidates participate in a jigsaw in which they read portions of Chapter 2 of the *California Reading/Language Arts Framework for California Public Schools* (Goal and Key Components of Effective Language Arts Instruction), first developing expertise with peers who are assigned the same portion of text and then meeting in groups based on the grade level of their student teaching placement.

- In their grade-alike groups, candidates discuss the literacy program implemented in their field placements. They share weekly and daily schedules, grouping practices, intervention practices, involvement of other professionals, family partnerships, materials including technology, and evaluation practices. Candidates consider the practices they observed in the field light of the information learned from the readings.

- Candidates draft tentative visions of a literacy program for a future classroom at the grade level they have been discussing.

- One candidate representing each grade level shares with the entire class.


California State University, Fullerton Department of Elementary and Bilingual Education Multiple Subject Credential Program

Master Teacher Language Arts Program

CSUF’s Multiple Subject Credential Program emphasizes student teachers’ ability to provide comprehensive, balanced instruction in the language arts. Student teachers will be placed in field settings where they observe, have the opportunity to teach, and receive guidance in implementing comprehensive, balanced instruction in the language arts.

Master Teachers: Please provide the following information.

<table>
<thead>
<tr>
<th>Master Teacher Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s):</td>
</tr>
<tr>
<td>School:</td>
</tr>
<tr>
<td>District:</td>
</tr>
</tbody>
</table>

In order to ensure that our student teachers are placed in settings consistent with the requirements for teacher preparation programs, please verify that you are implementing and will support your student teacher in implementing the following components of a comprehensive, balanced reading program, as adapted from the Reading/Language Arts Framework for California Public Schools (2007).

**PRIMARY GRADE MASTER TEACHERS**

<table>
<thead>
<tr>
<th>Program Element</th>
<th>My instructional program includes explicit and systematic instruction and diagnostic support in the following (place a check mark):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic awareness (e.g., rhyming, matching phonemes, blending phonemes into</td>
<td></td>
</tr>
<tr>
<td>words, segmenting words into phonemes)</td>
<td></td>
</tr>
<tr>
<td>Phonics (e.g., letter-sound correspondences for letters and letter clusters;</td>
<td></td>
</tr>
<tr>
<td>word families)</td>
<td></td>
</tr>
<tr>
<td>Decoding (e.g., reading simple and increasingly complex, multisyllabic words</td>
<td></td>
</tr>
<tr>
<td>in connected text)</td>
<td></td>
</tr>
<tr>
<td>Word-attack skills (e.g., sight words, affixes, use of context, compound words,</td>
<td></td>
</tr>
<tr>
<td>familiar patterns)</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Vocabulary, including academic language</td>
<td></td>
</tr>
<tr>
<td>Fluency in reading connected text</td>
<td></td>
</tr>
<tr>
<td>Comprehension skills</td>
<td></td>
</tr>
<tr>
<td>Literary response and analysis</td>
<td></td>
</tr>
<tr>
<td>Writing skills and strategies and their application</td>
<td></td>
</tr>
<tr>
<td>Listening and speaking skills and strategies</td>
<td></td>
</tr>
<tr>
<td>Differentiated instruction to meet the needs of the full range of learners (e.g., flexible grouping that includes grouping for intervention)</td>
<td></td>
</tr>
<tr>
<td>Use of California State Board of Education adopted core instructional materials</td>
<td></td>
</tr>
</tbody>
</table>

### UPPER GRADE MASTER TEACHERS

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>My instructional program includes explicit and systematic instruction and diagnostic support in the following (place a check mark):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word -attack skills (e.g., decoding and structural analysis as applied to multisyllabic words)</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Vocabulary, including academic language</td>
<td></td>
</tr>
<tr>
<td>Fluency in reading connected text</td>
<td></td>
</tr>
<tr>
<td>Comprehension skills, including contextual skills</td>
<td></td>
</tr>
<tr>
<td>Literary response and analysis</td>
<td></td>
</tr>
<tr>
<td>Text-handling and strategic reading skills</td>
<td></td>
</tr>
<tr>
<td>Writing skills and strategies and their application</td>
<td></td>
</tr>
<tr>
<td>Listening and speaking skills and strategies and their application</td>
<td></td>
</tr>
<tr>
<td>Differentiated instruction to meet the needs of the full range of learners (e.g., flexible grouping that includes grouping for intervention)</td>
<td></td>
</tr>
<tr>
<td>Use of California State Board of Education adopted core instructional materials</td>
<td></td>
</tr>
</tbody>
</table>
CSUF EDEL MSCP Program Assessment 2013

READING/LANGUAGE ARTS PERFORMANCE OBJECTIVES

STUDENT’S NAME: __________________ BLOCK #: ___________ ACADEMIC YEAR: ___________

Objectives of the reading/language arts courses are listed below. After each objective are spaces for university instructors, master teachers, and student teachers to indicate with initials that the candidate has met the objective. An “X” in the box notes the individual who is required to evaluate the student’s progress in meeting that objective. With the consent of the university instructor, a person other than the one indicated may be authorized to evaluate completion of an objective.

Note: Initials are required in each box marked with an “X”.

<table>
<thead>
<tr>
<th>OBJECTIVES:</th>
<th>EVIDENCE OF REQUIREMENTS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the program the student will demonstrate:</td>
<td>University Instructor</td>
</tr>
<tr>
<td>1. Knowledge of the research on how children learn to read, including English Learners, children with reading difficulties, and proficient readers and the ability to develop instruction based on this knowledge.</td>
<td>x</td>
</tr>
<tr>
<td>2. Knowledge of the structure of the English language and the cognitive bases of reading.</td>
<td>x</td>
</tr>
<tr>
<td>3. Knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge.</td>
<td></td>
</tr>
<tr>
<td>4. Ability to develop systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.</td>
<td></td>
</tr>
<tr>
<td>5. Ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words.</td>
<td></td>
</tr>
<tr>
<td>6. Understanding of the importance of fluency in reading, how to assess fluency, and ways to develop instruction to promote fluency.</td>
<td></td>
</tr>
<tr>
<td>7. Ability to use explicit instruction in developing vocabulary and concept formation.</td>
<td></td>
</tr>
<tr>
<td>8. Knowledge of and ability to provide explicit instruction in comprehension, including the following:</td>
<td></td>
</tr>
<tr>
<td>8.1 Developing and activation students’ background and knowledge</td>
<td></td>
</tr>
<tr>
<td>8.2 Comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences</td>
<td></td>
</tr>
<tr>
<td>8.3 Metacognitive strategies</td>
<td></td>
</tr>
<tr>
<td>8.4 Study skills strategies</td>
<td></td>
</tr>
<tr>
<td>9. Ability to develop a case study that demonstrates the ability to:</td>
<td></td>
</tr>
<tr>
<td>9.1 conduct assessment and evaluation of reading performance.</td>
<td></td>
</tr>
<tr>
<td>9.2 plan and deliver reading instruction based on assessment and evaluation.</td>
<td></td>
</tr>
<tr>
<td>10. Knowledge of appropriate instruction for struggling readers and the ability to provide such instruction.</td>
<td></td>
</tr>
<tr>
<td>11. Ability to use a range of instructional materials including State Board of Education adopted core instructional materials for instruction and intervention, high quality literature, and expository texts, all of which reflect cultural diversity.</td>
<td></td>
</tr>
<tr>
<td>12. Ability to develop ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and nonfiction texts.</td>
<td></td>
</tr>
<tr>
<td>13. Knowledge of the interrelatedness of listening, speaking, reading, writing, and thinking skills and the ability to develop curriculum that integrates the language arts.</td>
<td></td>
</tr>
</tbody>
</table>
## CSUF EDEL MSCP Program Assessment 2013

### Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>University Instructor</th>
<th>Master Teacher</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Knowledge of and ability to promote the use of oral language, including the ability to encourage speaking and listening proficiency by engaging students in oral language activities such as role playing, storytelling, informal discussions, and formal presentations.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>15. Ability to utilize ongoing assessment to determine students’ progress toward state-adopted content standards in listening and speaking, to analyze and interpret results, and plan appropriate instruction based on the results.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>16. Knowledge of components of effective instructional delivery in writing and the ability to assess student writing.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>17. Ability to effectively integrate the language arts with content areas of the curriculum.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>18. Knowledge of curriculum, materials, and effective reading instruction for English Learners in relation to the content standards.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>19. Knowledge of English language development and the professionals, materials, methods, and strategies used to support children in becoming speakers of English.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>20. Knowledge of the role of home and community literacy practices as they relate to literacy development.</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>21. Knowledge of environmental, psychological, physical, cultural, and linguistic factors that influence motivation and the ability to learn to read, and the ability to provide instruction that reflects this knowledge.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>22. Familiarity with the <em>Reading/Language Arts Framework for California Public Schools and English-Language Arts Content Standards</em></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>23. Familiarity with some selections from the California State Department of Education’s <em>Recommended Literature: Kindergarten through Grade Eight</em> and the ability to develop lessons based on this literature.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>24. Knowledge of a variety of ways to organize a classroom for reading instruction to accommodate the needs of all students, including English Learners.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>25. Knowledge of approaches to in-service in reading: professional organizations, journals, and texts as a source of knowledge, and local sources of materials for teaching reading.</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>26. Attendance at one professional meeting where the teaching of reading/language arts is discussed.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

### If both placements are third grade and above:

<table>
<thead>
<tr>
<th>Objective</th>
<th>University Supervisor</th>
<th>Master Teacher</th>
<th>Student Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher had extended opportunities to observe and participate in beginning reading instruction in a first-grade classroom.</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Signed:

- **University Instructor**
- **Master Teacher, Placement I**
- **Master Teacher, Placement II**
- **University Supervisor, Placement I**
- **University Supervisor, Placement II**

Date:________________________

**Student**

Date:________________________

**NOTE:** RETURN THIS FORM TO UNIVERSITY SUPERVISOR AT END OF FINAL SEMESTER OF PROGRAM WORK.
Access to Books Activity

After candidates learn that access to books and opportunities to read are crucial for literacy development, they compare the experiences and opportunities provided different students and consider the implications for their own practice.

Description

- Candidates participate in a class lecture and discussion in which the components of effective comprehension instruction are shared, one of which is that students must have plentiful opportunities to read and access to text materials.

- Candidates examine data from research that reveal inequitable opportunities and access among students. Research articles may include the following:


- Candidates work in small groups to discuss the data and brainstorm actions they can take to reduce the inequities.
Achievement Data Carousel Activity

This activity allows candidates the opportunity to examine and discuss state and national reading achievement data disaggregated by ethnicity, gender, and socioeconomic status as well as international achievement data and data about teacher’s education and literacy resources in diverse communities. Candidates draw tentative conclusions about opportunities to learn afforded diverse groups and consider implications for their future work in the teaching profession.

Description

- Data from a variety of sources are displayed on charts posted around the room. Candidates wander from chart to chart with a partner, view and interpret the data, and write a comment on poster paper. Data include the following:

  - NAEP state comparisons (average reading scale score for grade 4) sorted by gender
  - NAEP state comparisons (average reading scale score for grade 4) sorted by national school lunch program eligibility
  - NAEP state comparisons (average reading scale score for grade 4) sorted by race/ethnicity
  - NAEP national achievement data (average reading scale score for grade 4) sorted by teacher’s highest degree
  - NAEP State Snapshot for grades 4 and 8
  - PIRLS international data on reading achievement
  - Reading Across the Nation ranking of daily reading among states
  - Reading Across the Nation early childhood literacy resources (public libraries)
  - Reading resources in four neighborhoods (Neuman & Celano, 2001)

- After viewing and responding to all charts, candidates discuss their observations first in small groups and then with the whole class. They note trends and consider what the data might reflect about opportunities to learn. They generate questions and develop a personal commitment statement that they keep with them for the remainder of the program.

Note: This activity is often done the first day of class to spark questions about educational equity that will guide students’ thinking about literacy teaching and learning throughout the program.
Case Study (See Tentative Schedule for due dates): With the approval of your Master Teacher (and possibly another site teacher) and in collaboration with your partner(s), use the IRI to assess the reading skills of two students. Each of you must conduct a portion of the assessment and support your partner(s) with the other portion(s). The students must be in the same grade level—grade three or higher—and must be English speakers in a general education setting. The students must represent a range of skill levels. Do not select two low-achieving readers or two high-achieving readers, for example. This assignment is intended to have you experience a range of performance on the IRI.

- **Section 1: Background**
  Review STAR test results, talk to the students’ current and former teachers, and conduct classroom observations of your two students. Complete the School Information and Student Information forms. Be prepared to discuss your findings with classmates.

- **Section 2: Test Results and Interpretation 1**
  Administer the IRI. Your partner(s) will observe and support you while you administer a portion of the assessment. You will observe and support each partner while he or she administers a portion of the assessment. Use the guidelines provided in your IRI manual to help you record the data and identify each student’s reading levels (independent, instructional, frustration, and listening). Complete the top half of the Summary of Quantitative Analysis form on p. 105 in your manual. Also complete the Summary Table of Percentages chart on that page. Bring these forms with you to class, along with the raw data, and be prepared to discuss your findings.

- **Section 3: Test Results and Interpretation 2**
  With your partner(s), select one of your students for a detailed analysis of oral reading miscues and comprehension errors. Complete the forms provided on pages 106-108 in the manual. Also complete the Types of Miscues in Context chart and the Comprehension Skills Analysis Chart on p. 105. Be prepared to discuss your findings and whether your results, in general, coincide with the information gleaned from your examination of this student’s background and your observations.

- **Section 4: Instructional Recommendations**
  Now that you have some knowledge of this student’s strengths and weaknesses, what are you going to do? Briefly summarize your diagnosis of the student, select one area of particular concern to address, and then describe two specific strategies you would use to help this student. In addition, identify software that would address the student’s need and include a suggestion that could be implemented at home. Be sure to comment on the need to provide the child with many opportunities to read meaningful selections at his or her independent and instructional reading levels. Complete the Instructional Recommendations form provided on Blackboard or Titanium.

**Selection and Assessment Reminders:**
Do NOT select students who are English Learners.
Do NOT select students who are receiving special services or who have been recommended for special services.
Do NOT select students in grades K-2.
Do NOT select students new to the school. You will be unlikely to obtain background information.
DO select students from the same grade level.
DO participate in both assessments.

**Additional Notes:**
Audio record the students during the IRI administration and submit the recordings with your final report.
Use pseudonyms to protect the students’ privacy.

Final assessment of your understanding of this tool: Review the background information and test results for a fictitious student. These will be provided by your instructor. Complete an analysis of the student’s reading abilities and recommend instruction that targets an area of weakness.
CSUF EDEL MSCP Program Assessment 2013

Students' Pseudonyms ___________________________  Your Names ___________________________
Students' Current Grade Level ________________  Your Block Number ______

These students are NOT English Learners.
   ___ True
   ___ One or both are, but I have special permission from the EDEL 433 instructor to use them for my case study.
      (Ruth's initials: ________)

These students are NOT receiving or recommended for special services.
   ___ True
   ___ One or both are, but I have special permission from the EDEL 433 instructor to use them for my case study.
      (Ruth's initials: ________)

These students are not new to the school.
   ___ True
   ___ One or both are, but I have special permission from the EDEL 433 instructor to use them for my case study.
      (Ruth's initials: ________)

These students represent a range of reading skill.
   ___ True

SCHOOL INFORMATION

School: ________________________  District: ________________________

Go to the California Department of Education (CDE) website to review the Standardized Testing and Reporting 2011 results (http://star.cde.ca.gov/). Follow the links and select your students' county, district, and school from the pull-down menus. Review the report for your school and record the results for your students' grade level in spring 2011 (i.e., last school year).

<table>
<thead>
<tr>
<th></th>
<th>CST Language Arts</th>
<th>CST Mathematics</th>
<th>CST Science (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students tested</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Below Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a paragraph explaining what these data reveal about student performance at this grade level.
STUDENT INFORMATION

Student 1: ____________________

Overall Results

<table>
<thead>
<tr>
<th>CST Language Arts</th>
<th>Score</th>
<th>Level (e.g., Basic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST Science (if applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language Arts Specific Results

<table>
<thead>
<tr>
<th></th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Word Analysis &amp; Vocabulary Dev't</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>Literary Response &amp; Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Writing

|                        |                 |
| Written Conventions    |                 |
| Writing Strategies     |                 |
| Writing Applications   |                 |

What do all the above scores tell you about Student 1, including his or her strengths and weaknesses?
Think about Student 1’s scores in the context of his or her school grade level scores. Record your thinking here.

Summarize your observations of Student 1.

<table>
<thead>
<tr>
<th>Date</th>
<th>Start and End Times</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

What did you learn about your student’s reading strengths and weaknesses from your conversation with Student 1’s teacher(s)?
Your Names

STUDENT INFORMATION

Student 2: _______________

Overall Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Level (e.g., Basic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST Science (if applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language Arts Specific Results

<table>
<thead>
<tr>
<th>Reading</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Analysis &amp; Vocabulary Dev’t</td>
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<tr>
<td>Reading Comprehension</td>
<td></td>
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<tr>
<td>Literary Response &amp; Analysis</td>
<td></td>
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</tbody>
</table>

| Writing                        |                 |
| Written Conventions            |                 |
| Writing Strategies             |                 |
| Writing Applications           |                 |

What do all the above scores tell you about Student 2, including his or her strengths and weaknesses?
Think about Student 2’s scores in the context of his or her school grade level scores. Record your thinking here.

Summarize your observations of Student 2.

<table>
<thead>
<tr>
<th>Date</th>
<th>Start and End Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

What did you learn about your student's reading strengths and weaknesses from your conversation with Student 2’s teacher(s)?
### Section 4: Instructional Recommendations

<table>
<thead>
<tr>
<th>Brief summary of diagnosis (one paragraph):</th>
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</thead>
<tbody>
<tr>
<td>Area that will be addressed (one sentence):</td>
</tr>
<tr>
<td>Strategy 1 (one sentence):</td>
</tr>
<tr>
<td>Discussion of strategy 1 (one paragraph):</td>
</tr>
<tr>
<td>Strategy 2 (one sentence):</td>
</tr>
<tr>
<td>Discussion of strategy 2 (one paragraph):</td>
</tr>
<tr>
<td>Software (one paragraph):</td>
</tr>
<tr>
<td>Reading opportunities (one paragraph):</td>
</tr>
</tbody>
</table>
Section 4

1. Identify ONE specific area to address instructionally, based on the results of the assessment.*

2. Use the Section 4 template provided. Read the prompts carefully. If the prompt asks for a sentence, respond with a complete sentence. That is, you must have a subject and a predicate in your response. If the prompt asks for a paragraph, write a paragraph, not a sentence or two. A typical paragraph would consist of five or six sentences.

3. Use your Gunning, Heilman, and Yopp and Yopp texts and any other resources (such as your class notes, Master Teacher, and the Internet) to identify or develop instructional strategies that could be implemented in the classroom to address your student’s particular reading need. In your discussion of the strategy, explain how you would implement it with your reader. Will you provide individual instruction? Will this instruction occur in a small group setting?

“Strategies” you may not use include the following:
- telling the student to try harder
- telling the student to practice reading more
- telling the student to only read books at her or his independent level
- giving the student homework packets or worksheets to be completed independently
- referring the student to a resource teacher
- telling the student to pay attention
- telling the student to work with a buddy

4. Please check and double check your grammar, punctuation, and spelling. You are training to be a teacher and must demonstrate skillful, competent writing. Please check, in particular, your noun/pronoun agreement. If you write about “the student” (singular), you MUST use the singular pronoun (“he” or “she”) when referring to the student. If you write about “the students” (plural), you must use a plural pronoun (“they”) when referring to the students. Before you submit your paper, search it for pronouns and ensure that they match your nouns!

*FAQs:
1) May we address a comprehension weakness and a word recognition weakness? No, that’s more than one area.
2) May we address initial sounds and diphthongs? No, that’s more than one area.
3) May we address main idea and inferencing? No, that’s more than one area.
4) May we address comprehension as a whole? No. You must select a particular weakness within comprehension (e.g., main idea, details, sequencing).
5) May we address word recognition as a whole? No. You must select a particular weakness within word recognition (e.g., short vowels, digraphs, compound words).
6) What if our student has multiple weaknesses? Pick one.
7) May we address fluency? No, we will discuss fluency next semester. Select a word recognition or comprehension weakness to address.
Gunning, Chapter 4: Fostering Emergent/Early Literacy

1. What is meant by the term “emergent literacy”?

2. What are concepts of print? List three.

3. List five things you can do to foster literacy in your classroom.

4. After reading pages 127-134, list five reasons to read aloud to children.

5. Read pages 130-131 for suggestions on reading aloud narrative and informational books. Very briefly, record your thoughts about this section.

6. Read p. 136-139 and describe a shared book experience (also known as shared reading).

7. Read p. 139-140 to learn about language-experience stories. What are they?

8. Skim pages 140-155. We will be discussing writing and spelling next semester.

9. Briefly describe two ways to support children’s learning of the alphabet.

10. Read pp. 158-169 so you are ready to learn about phonological awareness in Week 3.

11. Record one strategy you can use to foster language development.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do a little planning and reflecting with your case study partner. If</td>
<td>With your partner, meet with Ruth to discuss Section 1 of your case study.</td>
</tr>
<tr>
<td>you like, meet with another pair and share your experiences!</td>
<td></td>
</tr>
<tr>
<td>With a classmate, get the Making Words materials, read the instructions,</td>
<td>Peruse the state-adopted reading materials on the back table. In addition to noticing how the materials are organized and the support offered to teachers, examine the reading selections for representation of diverse populations.</td>
</tr>
<tr>
<td>and each of you conduct a practice session with the other acting as</td>
<td></td>
</tr>
<tr>
<td>student.</td>
<td></td>
</tr>
<tr>
<td>With a friend, review course content with the flash cards on the front</td>
<td>Grab a buddy or by yourself, practice analyzing sample IRI data for reading levels. Practice samples—and answers—are on the table at the front of the room.</td>
</tr>
<tr>
<td>table. After quizzing each other, one of you sort the cards in some way</td>
<td></td>
</tr>
<tr>
<td>that is meaningful to you. Explain the sort. Then the other one of you</td>
<td></td>
</tr>
<tr>
<td>sorts the cards in a different way! Pick two “favorite words” and tell</td>
<td></td>
</tr>
<tr>
<td>each other why you like these words.</td>
<td></td>
</tr>
<tr>
<td>Reread the weekly big ideas you wrote in your learning journal using</td>
<td>Find your original Dear Ruth letter in a sealed envelope in the box on the back table. Read it, then write the next edition (from the perspective of Week 7) on a new piece of paper. What’s new? How are you doing? What would you like me to know? Return both letters to the envelope, seal the envelope with a sticker, and return it to the box.</td>
</tr>
<tr>
<td>the slow journaling technique. Make any needed or desired edits. Write</td>
<td></td>
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<tr>
<td>over your words with an ultra fine Sharpie or a Macron pen to make them</td>
<td></td>
</tr>
<tr>
<td>permanent.</td>
<td></td>
</tr>
<tr>
<td>Check out an iPod Touch and, at the designated table, explore a few of</td>
<td>Practice reading aloud your IRI Found Poem. Record it using the online program Chirbit. Make a QR Code and email it to yourself for printing.</td>
</tr>
<tr>
<td>the apps. Keep it to 15 minutes, please. You might check out Dog Party,</td>
<td></td>
</tr>
<tr>
<td>Handwriting, Read Me Stories, Moxie, Write Away, My First Words,</td>
<td></td>
</tr>
<tr>
<td>Dictionary.com, and Strip Designer.</td>
<td></td>
</tr>
</tbody>
</table>

= Must Do
EDEL 433: Learning Disabilities and ADHD Activity

This activity introduces students to the following: definitions and types of learning disabilities, characteristics of students with learning disabilities, prevalence of learning disabilities, instructional techniques and accommodations for students with learning disabilities, definitions and types of attention deficit hyperactivity disorder (ADHD), characteristics of students with ADHD, prevalence of ADHD, and instructional guidelines and accommodations for students with ADHD. It is intended to be both informative and to set purposes for further learning.

Description

- The instructor prepares a set of statements about learning disabilities and ADHD, cuts the statements into individual strips, and provides each pair of candidates with the strips.

- Candidates are told that exactly half the statements are true statements and half are false. They work with their partners to sort the strips into two columns (true and false), based only on what they think they know. Resources are not used.

- When the candidates have finished sorting the statements, the instructor reads each statement aloud and asks candidates to indicate with a signal whether they designated the statement as true or false. The instructor provides the correct answer and elaborates on each statement.

- Candidates re-sort their statements throughout the activity so all pairs conclude the activity with all statements in the correct column.

Sample Statements (based on the work of Vaughn, Bos, & Schumm, 2010)

1. Learning disabilities is a general term that refers to a heterogeneous group of disorders that cause students to have learning and academic difficulties.
2. Mathematical computation and/or problem solving difficulties are the most frequent characteristic of students with learning disabilities.
3. One characteristic common to all learning disabled students is short attention span.
4. About as many boys as girls have reading disabilities.
5. Of the students who have reading disabilities in the third grade, most are capable readers by the time they are in high school.
6. Difficulty with phonemic awareness is central to dyslexia.
7. Students with learning disabilities have higher rates of unemployment as adults, fewer live independently as adults, and fewer succeed in postsecondary programs than students in general.
8. Approximately 20% of school-age children are identified as having learning disabilities.
9. During the last three decades, the number of students identified as having LD has been relatively stable.

10. Four instructional practices that are supportive of learning disabled students are advance organizers, “think-alouds,” instruction in self-monitoring, and extended practice.

11. ADD and ADHD are two distinctly different disorders.

12. Students with ADHD have been identified for approximately the last 25 years.

13. There are two types of ADHD.

14. ADHD typically manifests itself early in a student’s life (i.e., before the age of 7).

15. Individuals with ADHD get better as they get older, but more than half of them continue to complain of impulsivity, inattention, low self-esteem and restlessness as adults.

16. Students with ADHD frequently have other behavioral or academic difficulties.

17. Currently best estimates of the prevalence rate of ADHD are from 3 percent to 5 percent.

18. Medication is a “silver bullet” (or single solution) for some students with ADHD.

Motivating All Students to Read Activity

Candidates consider their own motivations to read, learn about the research in reading motivation, and discuss strategies for motivating their students.

Description

• In a class discussion, candidates reflect on their reading experiences and share the titles of books they have recently read for pleasure and then explain how they chose the books. Research on children’s motivation to read is shared and candidates are guided to notice how their responses compare to those identified in the research, including prior experiences with books (e.g., reader likes the author or read it before or heard someone read it), social interactions about books (e.g., a friend recommended it or others were talking about it), access (e.g., reader has immediate access to a book such as in the classroom library), and choice.

• Candidates reflect on the importance of a teacher’s familiarity with children’s literature, which will enable him or her to share a variety of literature with students, and consider ways to stay informed. They share ideas for providing students with opportunities to interact with peers about books and other text materials (print and non-print), discuss how to build and organize a classroom library, and brainstorm ideas for ensuring student choice in selecting reading materials. They share observations of these practices in their field placements. Candidates discuss ways to ensure all students, including reluctant readers, are motivated to read.

• Candidates link the learnings from this activity to the course Book Talks and extend their understanding of access by considering the variety of genres, topics, and reading levels that must be offered in classroom libraries. They discuss the importance of opportunities for students to see themselves in books by ensuring that the range of human diversity is represented authentically in the classroom library.
Assessment – Second Language and ELD Competence from PEREGOY AND BOYLE CH 2

1. What are the four language processes?
((Reading, writing, listening, speaking (p. 63)) Their definition of language proficiency emphasizes, not only grammatical construction, but also knowledge of social conventions of language use – thus they argue that judgments about language proficiency are deeply rooted in social and cultural norms (p. 64)

2. What’s the difference b/w language proficiency and communicative competence?
((Emphasizes idea that proficient language use extends beyond grammatical forms to include language functions as well as social conventions of language for communication (p. 64))

3. What are the language subsystems?
   - phonological – sound system of lang. Phonemes – the smallest distinguishable units of sound that carry meaning (pat v. bat); coordinated and systematic use of rules governing sounds, including intonation, pitch and juncture (p. 65)
   - morphological - system of how words built. Morphemes are meaningful units – which can sometimes stand alone as words, but often appear in combo with other morphemes (these prefixes, suffixes, and “root words” are the building blocks for words). Around the age of 2 children begin to form two-word utterances, around 3 yrs, gradually increase to more than two words. Word formation
   - syntax - word order; structure/architecture of sentences – it’s descriptive rather than prescriptive. Not just “grammar”. Refers to rules that govern a language- (e.g. “I ain’t got no time” – not grammatically correct – but from a descriptive standpoint – it fits into basic English sentence pattern); not grammar b/c not looking at whether particular construction conforms to a language standard (which is what grammar is all about). study of linguistic meaning
   - semantics – study of meaning; connotations structural ambiguities: (eg., “they were hunting dogs”
   - pragmatics – use of language in social contexts.

What is “standard language”?
((- It is the language of the group in power))

What is a lexicon?
((- The vocabulary of language (p.65) – synonyms and antonyms, kinship terms, other aspects of meaning))

What does research suggest that primary language development supports?
((-Second language development (Cummins 1980 and 1981) (P. 67)))

A) 3 FIRST LANGUAGE ACQUISITION THEORIES (behaviorist; innatist; & interactionist):

1) Behaviorist:
   - Emphasizes stimulus-response-reinforcement as the basic elements of learning (P. 68)
   - Empiricist view – also know as behaviourism/cultural determinism
     Much of our behaviour is a function of specific environmental factors – so we learn to write by going through specific training – don’t just acquire it.
   - B.F. Skinner – language learned through “association” and human linguistic communication is a stimulus-response chain; so stimulus causes one person to speak (response which becomes – then, a stimulus) , which causes another to speak (response – and again, a stimulus), etc.
   - Behaviorism basically discredited in linguistics according to Chomsky b/c inadequate to explain observations of child lang development

2) Innatist:
   - Chomsky - holds view humans born already “knowing” something about structure of human language
   - acquisition of language, essentially acquisition of a grammar
- begins at about same time for all children and progresses through predictable stages
- Child acquires 1st language rapidly – majority of grammar down by 5 yrs of age
- Chomsky observations:
  o Adult grammar (the final state)– is extremely complex.
  o Language acquisition is characterized by a fixed onset and uniform stages of development
  o Language acquisition is comparatively rapid
  o All languages have numerous features in common
  o Human language is not taught
  o Language acquisition is independent of intelligence and motivation
  • Then Chomsky says can’t say any of the above unless ASSUME:
  • Then Chomsky says can’t say any of the above unless ASSUME:
    o Humans acquire language b/c genetically programmed to do so
    o This genetic endowment contains language-specific capacities present at birth – only needs to be exposed to a human language
So language is both biologically (what’s present from get go) and culturally determined (what child experiences)

- Four components to grammars of ALL languages:
  o Phonology
  o Morphology
  o Syntax
  o Semantics
-Acquiring a first language doesn’t seem to be a direct function of intelligence.

3) Interactionist (p. 70):
- Gardner argues that Chomsky neglects role of mothers and others in acquisition of language – they’re needed at the very least to help build vocabulary, master rules of discourse, and distinguish b/w culturally acceptable and unacceptable forms of discourse (p. 69?)

- Acknowledges important roles of: Caregivers
  They play a critical role in adjusting language to facilitate use of innate capacities for language acquisition
  Study language of mothers and children
  Children’s language develops over time, not within a single interaction (p. 71)
Summary of three first language acquisition theories on p. 73 in Peregoy and Boyle

D) 3 SECOND LANGUAGE ACQUISITION THEORIES (Peregoy & Boyle - Chapter 2)
Theories on second language acquisition directly related to first language acquisition theories

1) Behaviourist
- Audiolingual method – students memorize dialogues presented on tape, followed by pattern drills to practice verb forms and sentence structure
  o Processes involved include:
    § Imitation, repetition, reinforcement
    § Errors to be corrected immediately
  How do you understand the relationship b/w these methods and the basic principles of the behaviorist theory of 1st language acquisition?

2) Innatist
  § Creative construction theory – proposes ELLs construct rules of L2 in ways similar to that observed in L1 acquisition
  § Krashen’s Five Hypotheses:
1) Acquisition & Learning:
- What is the difference here, b/w learning and acquisition?
- Acquisition = subconscious; picking up language
- Learning – formal knowledge of language (grammar and rules)

2) Natural Order Hypothesis:
- Says student acquire (not learn) grammatical structures in a predictable order.
- Order for L2 not same as order for L1 – but there are similarities.

3) Monitor hypothesis:
- Moves beyond 1st hypothesis to state there is a RELATIONSHIP b/w acquisition and learning (not just that exist and are separate – as Acquisition – Learning Hypo does).
- Says acquisition far more important than learning – it’s what sets and generate language development
- Conscious learning, used as an editor/monitor.
- In order to use the Monitor 3 conditions MUST be met (but while necessary, these three conditions are not, in themselves, sufficient to assure use/good use of monitor – 2nd lang learners may not use monitor well):
  o ELs need time – need enough time to consult and use rules
  o Need to focus on form – need to also think about correctness
  § Need to know the rule – tough one for all of us – since we have an incomplete knowledge of the structure of language

4) Input Hypo (i + 1):
- Acquire by understanding input containing i + 1 – i.e., by scaffolding language with known input and structures a bit beyond acquirer’s current level.
- We acquire structure by understanding msgs and not focusing on the form of the input/analyzing it (so here’s it’s a question of the value of practice/function over form)
- Best way to “teach” speaking according to this model – is through provision of “comprehensible input” through genuine communication
- Input for acquisition need not focus ONLY on i + 1, it only needs to contain it

5) Affective Filter Hypo:
- Effect of personality, motivation and other “affective variables” on L2.
- ELLS need:
  • a low – anxiety environment
  • student motivation to learn L2
  • self-confidence and self esteem

Krashen urges teachers not to force production, but to allow students a “silent period” during which they acquire some language by listening and understanding, rather than through meaningless rote drills

SUMMARY of KRASHEN – “People acquire second languages when they obtain comprehensible input and when their affective filters are low enough to allow the input in. In other words, comprehensible input is the only causative variable in second language acquisition.” (italics added!)

3) Interactionist:
- Views communicative give and take of natural conversations b/w native and non-native speakers as the crucial element of the language acquisition process
- Trial and error process in communication as people try to understand meaning is referred to as the negotiation of meaning
- Also – some researchers have focused on ELs output as an important variable in L2 acquisition (Swain, 1985). Have seen that EL’s output can serve to elicit modification of input from conversational partners to make it more comprehensible

chart on p. 81 (Peregoy & Boyle) for L2 acquisition theories
factors affecting L2 acquisition:
§ age - sometimes tougher when younger, sometimes when older – it depends on a variety of factors
§ teacher expectations
§ social factors
§ cultural factors

4) BICS v. CALP:
BICS – Basic Interpersonal Communication Skills
- Language skills needed for social conversation purposes
- ELLs may demonstrate within 6 mos to two years of entry
CALP – Cognitive Academic Language Proficiency
- Formal lang. Skills
- Includes reading, writing, listening, speaking
- May take anywhere from five to ten years

F) What about EL errors? (p. 91)
Need to consider:
• ELD stage of learner
• Context of language use
• Prevalence of error type
• Importance of error type for communication
• Your specific goals for the students

G) LAWS
Federal law requires that ELLs are assured:
• Access to the core curriculum
• Opportunities for English language development

How has Title VII impacted bilingual programs? Partly b/c of the criteria it established for funding – this influenced types of programs implemented (b/c they were selected for funding!). The majority of funds have been used to support transitional programs, thus promoting the use of this type of program.

Tell me about bilingual programs

H) Bilingual Programs
Two categories of bilingual programs:
○ Additive – aiming for full bilingualism and biliteracy.
○ Subtractive – develops L2 while shifting from identification with L1, culture to eventual loss of L1

6 Most prevalent types of bilingual programs:
○ Transitional
§ Primary lang. instruction provided for 1-3 yrs to build a foundation in literacy and academic content that will facilitate English language and academic content development as students acquire the new language. After transition there is no more support of L1.
  Goal - developing Eng proficiency asap.

○ Maintenance
• L1 instruction provided throughout elementary grades (and sometimes through middle and high school), doesn’t stop while acquire L2 (English).
  Goals - full bilingualism and biliteralism.

○ Immersion
§ Designed to teach a minority language to language majority students. Bilingual program for language minority AND majority.
Canadian programs of this type influenced program development in US two-way immersion and Structured English immersion.

Goal - full bilingualism and biliteracy.

Structured English immersion
To teach English to language minority students through content instruction in English.
Student’s home language is NOT developed in this program (so differs from Canadian immersion above).
Also, English, not the students’ home language dominates class, unlike in the Canadian version.
Goal - developing Eng proficiency

Two-Way Immersion
To serve both language minority and majority students – group equal #s of language minority and majority students together for instruction.
Provides L2 development for both simultaneously
Goal - full bilingual and biliteracy

Newcomer
To support initial adjustment from native country to U.S.
All are recent arrivals
Emphasize systematic Eng instruction
Short term, often only 1 year
Goal – develop English and scaffold student integration into school

H) English Language Development Programs

- Sheltered English or Specially Designed Academic Instruction in English (SDAIE) –content in English, but subject matter organized to facilitate L2 acquisition while teaching grade level material. Most effective for those who’ve already achieved intermediate Eng level proficiency
- ESL pull-out – student instructed most of the time in regular/mainstreamed classroom, but pulled out from class regularly for limited period to receive additional help from an ESL teacher/aide
- English Language Development – all taught in L2 with a teacher with special knowledge of English language development. Most students in these classes are usually non-native Eng speakers with various levels of Eng proficiency. Goal - full English fluency in language, literacy, and academic development.

) Part 2 Collier “Acquiring a 2nd lang for school”
Her conceptual model has 4 major components that work interdependently (define):
- sociocultural – social and cultural processes of everyday life
- linguistic – subconscious aspects of language development
- academic – all school work in subject areas for each grade level; academic knowledge and conceptual development transfer to L2 – thus most efficient to develop academic work through L1, while teaching L2 during other periods of school day through meaningful academic content
- cognitive – in L1 – just aiming for L2 meant watered-down academics

- 1st and 2nd lang acquisition = lifelong process
  - 2nd lang acquisition more vulnerable to influences (better/worse) than was oral development in L1
  - For non-native speakers, goal native-speaker proficiency is a moving target
  - Non-natives of Eng with no schooling in 1st lang take 7-10 yrs/more to reach age/grade level norms of Eng spkg peers.
  - Non-natives with 2-3 yrs of schooling in L1 in home country typically take at least 5-7 yrs to reach typical native spkr performance
  - The MOST significant stu bkgrnd variable is amount of formal schooling stu received in L1.
• Cognitive and academic development in L1 has important and positive effect on L2 schooling
• Also, some studies show if students don’t reach certain threshold in L1 (including literacy), they may experience cognitive difficulties in L2
• What sorts of settings best support natural language acquisition? (p. 87)
Laws and Effects: America’s Next Top (program) Model POSTER*

As a class, we will examine the relationships between EL program models, language acquisition theories, school policies and laws. How do policies impact practice? How have language acquisition theories impacted program models? What role does the legal system have in how students are taught? How have laws shifted over the last couple hundred years? I am getting really curious now and can’t wait to find out what we can discover! J

In a small group of no more than 6 students, you will be assigned a specific EL program model. Using this model, you will create the following on a poster, as a group:

- Create a school J □ put the name of your “school” the center/top of your poster (this will be a pretend school based upon real schools that utilize your particular program model)
- Make up a school description for your “school” for which your model is appropriate. Identify the:
  - languages spoken at the school and percentages of students who speak them;
  - percent in poverty and free lunch recipients;
  - specific resources related to language development in your program model available for: teachers; students; and parents
- State and detail the specific goal(s) of your program model and the specific skills addressed or taught.
- Create a detailed sample 3rd grade classroom’s daily schedule that reflects the model’s organization for instruction and identifies when/how the program is implemented in class (e.g., grouping, content teaching times, etc). Be very detailed about what happens when.
- Detail specific strengths and drawbacks (at least 3 each) of your program.
- Detail how the native language(s) of ELs is supported or constrained within your program.
- Detail three specific ways you will substantively recognize and support students’ native culture in your program.
- You MUST include cites for each section of your poster, for every detail you pulled from the internet, our textbooks, or elsewhere J□
- You must divide responsibilities equitably. Putting the poster together must be done by all students – each must be responsible for all the content.

* Adapted from Sharon Chappell
Bilingual Periods Information Sheet

Hi! Use this document to complete the chart. Read through these brief notes and, as you’re reading, think about what each period is really about and what the periods show about bilingual education here in the U.S. I think you’ll learn something about bilingual education with this activity, and bilingual education is something that’s REALLY important here in California. Indeed, you need to have a position on bilingual education, and it needs to be an educated one – so here’s a step in that direction. There’s LOTS to think about with bilingual education and good, strong arguments on all sides.

Periods:

1600s - late 1800s  The Permissive Period

With respect to white European groups, other languages were permitted (e.g., Dutch, German, French, etc.). There were many native language schools. BUT, not all languages were viewed favorably, the indigenous languages of Native peoples were viewed negatively.

The Continental Congress accommodated politically significant groups, and the Articles of Confederation were published in German and French. There was a belief that a democratic government should not dictate language choice.

During the 1800s, over a dozen states authorized bilingual education. This policy was based on the political clout of the group, those with more power got what they wanted.

At the time, policy debates centered around creating a good America, not on educational issues. The establishment favored assimilation but tolerated politically significant groups. Politically insignificant, oppressed groups were not tolerated (e.g., Native Americans, or Spanish speakers in the Southwest). Ok – do you see why this period might be titled “The Permissive Period”? Look at the points detailed above – most are talking about considering and allowing stuff. Thus, in relation to bilingual education, this period is known as the “Permissive Period.” Does this make sense?

Late 1800s - mid 1900s

New immigrant groups of Italians, Jews, and Slavs entered the U.S. and gave rise to negative attitudes toward these languages. The government imposed English on the new colonies - Hawaii, Philippines, and Puerto Rico–

Americanization was synonymous with English fluency and a discarding “ethnic ways” (hey! That sounds familiar – what’s that called again???). WW I also contributed to negative language attitudes. A rash of legislation aimed at eliminating German language instruction caused the collapse of dual language programs around the country.

Anti-German feeling also led to outlawing the use of German in public meetings, on the street and in classrooms. These sentiments soon spread to all foreign languages, some states passed laws prohibiting the teaching of foreign languages in schools.

Isolationalism and nationalism took a toll on dual language AND foreign language instruction.

1917 Immigration Act stated that immigrants must pass a reading test in English (How easy do you think that was in 1917? Not so easy – given the availability of education in the countries of origin).

1919 Americanization Dept of the US Bureau of Education recommended that states adopt an English-only policy in schools. The purpose of schools was viewed as to Americanize and Anglicize.

By late 1930s bilingual education was virtually eliminated throughout the US except in some private schools.
Hmmmmmm… what could the above section be titled? Hmmmm… what IS it all about? Let’s see….hmmm…. I’m getting something – actually a couple of things! I can’t wait to read what you two decide!!

**Mid-1900s - 1970s**

Successful Soviet launch of Sputnik - - prompted reevaluation of education in general.

1960s Civil Rights movement led to more attention to minority group concerns; groups demanded political, economic and educational changes

1963 – Coral Way Elementary School in Florida – This school showed success with a dual language program for Latinos and non-Latinos. Dual language programs provide instruction in TWO languages and aim for literacy in both (unlike what we see in most schools, which are transition into English programs). In most places today, outside of dual-language programs there is little effort to maintain/develop native languages. Dual language programs are different because they want students literate in two languages, not just English. Dual-language programs are neither compensatory/remedial programs.

1964 - Civil Rights Act – you know what happened here, right?

1968 Bilingual Ed Act (Title VII) - Authorized bilingual education, but did not mandate it for those requesting funds. Although Title VII didn’t mandate bilingual ed (so it didn’t say you had to do it), it did provide funds to districts to establish programs that used primary language instruction to assist LEP students.

May 30, 1970 Memorandum from OCR to school districts specified that districts must take steps to rectify language barriers as part of the obligations under the Civil Rights Act

**Equal Educational Opportunities Act (1974)**

“No state shall deny equal educational opportunity to an individual on account of his or her race, sex, or national origin by . . .(f) failure by an education agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs”

1974 Lau v Nichols- citing Civil Rights Act, this case declared districts would be in violation of Civil Rights Act, Title VI if failed to provide help to Limited English Proficient (LEP) students. Children must receive equal access to education regardless of their inability to speak English

**Castaneda v. Pickard (1974)** This case defined the criteria of “appropriate action” specified in the Equal Educational Opportunities Act. This said bilingual education programs must:
- be based on sound theory
- be implemented effectively
- be evaluated as effective

1970s Many states did pass bilingual education laws, in California **AB 1329** and **AB 507** passed which mandated native language instruction.

As you can see above, Castaneda v. Pickard moved towards more specifics about bilingual education, but things were still pretty vague. In case you haven’t noticed, there’s still no rule on what is good or bad bilingual education, or what specifically needs to be in place. This will cause some problems in the next period.

How about a title for this period? There’s A LOT of stuff going on in this one! Sheez!!!!
Negative research reports on bilingual education came out: in the late 70s, the AIR Study; the 1980s Baker & De Kanter (who studied the effectiveness of bilingual education by reviewing over 300 studies. They found only 28 of the studies were methodologically sound, and then decided based on these 28 that there was no consistent evidence to support the effectiveness of transitional bilingual education

OCR withdrew the proposed Lau remedies

In the 1980s – a lack of government support for primary language instruction, combined with negative attitudes toward increased waves of immigration – weakened support for dual-language instruction

California bilingual education law allowed to sunset in 1987. The State Board of Education established a policy that promoted native language instruction to provide access to core curriculum and asserted that general intent of the law was still operational, but on March 13, 1998 The State Board changed this policy to allow for local control (districts no longer had to apply for waiver from state law /policy).

On June 1998, Prop 227 passed by a wide margin, eliminating bilingual education in California. There is a waiver provision which allows for parental request of bilingual education, and many districts have substantial number of waivers due to the potential consequences of English-only instruction on the literacy and over-all academic development of their children. However, for many schools this law has resulted in only minimal use of the students’ native language (note: the law has not outlawed the use of students’ native languages all together). The exact meaning of instruction that is “overwhelmingly in English,” which is what Prop 227 calls for is still being contested. Some districts interpret this to mean 55% instruction is in English, while others maintain it means 95%.

And that’s it – this is the last one – so go on back to that “Bilingual Education Periods Chart” and respond to those prompts. This is really starting to look interesting!!!!

(Information above adapted from E. Weisman, 2002)

Bilingual Education Periods Chart

1) With a partner, read through the Bilingual Periods Information Sheet (Right Now). Identify key points in each period to include in the chart below. Fill in at least 3 main points from the Info sheet in chronological order in each column below.

2) Analyze what went on in each period and then title each column with a title that reflects what occurred during this period. The first one is done for you.

3) Now, look across the columns. If you had to teach someone something using this chart, what would you say? What do the columns show? What has happened with bilingual education over the last 400 years? Pretend you have to tell someone about the history of bilingual education and do it here, below, in ONE sentence:

4) BONUS question: Come up with a question you could ask using the chart you’ve created. Imagine you are the PROFESSOR (I know, it feels pretty good doesn’t it!), and determine something students could answer using this chart.

Write your bonus question on board. BIG CAVEAT COMING UP! NO one can ask the same question as one that’s already up – so the more you linger, the harder it will be J ̅EARLY BIRDS, HOWEVER, WILL FIND THE WORMS ARE POPPIN!
Bilingual Education Periods Chart

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600s - late 1800s</td>
<td>Late 1800s - mid 1900s</td>
<td>Mid-1900s - 1970s</td>
<td>1980s to Present Day</td>
</tr>
<tr>
<td>The Permissive Period</td>
<td>The</td>
<td>The</td>
<td>The</td>
</tr>
<tr>
<td></td>
<td>Period</td>
<td>Period</td>
<td>Period</td>
</tr>
</tbody>
</table>
Case Studies – First Set – Medina (30 minutes) from EDEL 434 Course Packet
Will complete first set of case studies together, with instructor (me!):

*When it asks you to distinguish between linguistic and academic strengths/weaknesses, what do you think it means?* Linguistic – BICS/CALP, Literacy in native language, support in native language. Academic – content/subject area comprehension.

*When it asks for teacher’s methodological strengths/weaknesses – to what is it referring?* What she/he is doing, strategy-wise.

*When it asks about L2 acquisition knowledge, what does that mean?* What T believes about language acquisition, whether she/he is aware of distinctions b/w BICS/CALP, role of social interaction, Krashen’s hypotheses, etc.

*Suggestions? What do you think the T should do? What would you do?*

Let’s look at the first one now. Select a student to read it aloud. Talk with a new partner, and determine first, the student’s Linguistic and Academic strengths/weaknesses – write these down.

**Student’s L strengths:** Ability to read aloud, familiar with phonemes, tracking and sounds of words, understands meaning

**Student’s L weaknesses:** Unfamiliar with gendered distinctions in vocabulary – hen v rooster; she v he.

**Student’s A strengths:** Fluency in reading, comprehension of content

**Student’s A weaknesses:** Lack of familiarity with gendered terms – but this is not a weakness in content comprehension, as the gender of the bird does not change the story’s meaning

Discuss student factors before going on to T factors. Once again, with a partner determine T M strengths weaknesses, learning acquisition beliefs, and suggestions for improving instruction

**Teacher’s M strengths:** Provides Walter with opportunity to read aloud, and is supportive of Walter’s oral reading fluency.

**Teacher’s M weaknesses:** Doesn’t clarify distinction between hens and roosters and use of feminine pronoun; assumes Walter understands gender distinction but doesn’t state it.

**Teacher’s learning acquisition beliefs:** Believes that Walter’s ability to read and understand story means he understands more subtle nuances. Neglects role of interactionist’s “caregiver,” neglects consideration of Walter’s inexperience with linguistic rules.

**Suggestions for improvement:** Ask Walter what he thinks she means when she makes that distinction – if he is unsure (as he is) clarify.

**Do the remaining 4 in small groups**
434 SDAIE/ELD Lesson Assignment
This lesson must be created by you and reflect your knowledge of instructional planning, SDAIE adaptation of materials and activities, ELD standards, and assessment. You will design a lesson in which you attend to the following elements, in the order presented below. Single space details in each numbered section, double space between sections (like below):

1) At the top right of the page, single spaced, include your name, EDEL 434 meeting day, Subject area of lesson, 25% ELs, date.

2) Select one K-8 standard for Math, Language Arts, Science, or Social Studies. Type the complete standard with its alphanumeric locator (e.g., 5th Grade Mathematics 1.0 Algebra and Functions 1.4 Identify and graph ordered pairs in the four quadrants of the coordinate planes).

3) Write an objective for teaching your standard that includes conditions, behavior, and criteria (e.g., Using a pre-labeled piece of graph paper, students will correctly identify and graph an ordered pair in each of the four quadrants).

4) Select beginning and intermediate level ELD standards for 3 literacy skills (listening & speaking come as a set, reading, & writing) for your lesson. Thus, you will have 6 standards total (1 beginning; 1 intermediate for each of the 3 skills). Type the ELD standards with their alphanumeric locators, and alongside each typed ELD standard: a) describe how these literacy standards will be met; and b) and the ways in which you meet each supports BICS or CALP. For example (double space between each ELD standard and description):

*Writing 1.0 & 2.0 Strategies and Applications*
Beginning Level ELD Standard: The student will label key parts of common objects. > The student will label on a chart the x and y-axis, ordered pairs, as well as providing a title for the graph. (CALP);

Intermediate Level ELD Standard: The student will use more complex vocabulary and sentences appropriate for language arts and other content areas (math, science, history/social science). > After the student orally shares what was learned today with a partner, he/she will write 4 sentences about what was learned in their math journal. (CALP)

5) List 4 SDAIE strategies you will use to teach your lesson, detailing how you will use each. For example,
1. Step-by-step directions written with pictures on the board for reference. These pictures show the following three steps: a) a house frame overlaid on a graph divided into 4 quadrants with 2 sets of eyes looking at it; b) the placement of one set of coordinates, by the “sofa” in quadrant 1; c) the placement of coordinates in all 4 quadrants and the addition of a title.
2. TPR is used as students are asked to move their bodies around the room to find correct quadrant. The room is divided into quadrants with masking tape on the floor.

6) Design an independent assessment (e.g.; The coordinate worksheet used during independent practice (on which students were to identify and graph 5 ordered pairs) will be assessed to assure students have correctly identified and graphed 4 of the 5 pairs to receive credit. Incorrect responses will be analyzed to determine subsequent instruction.
434 ELD/SDAIE Lesson Plan Overview and Rubric

APPENDIX: SDAIE/ELD LESSON PLAN

Using the lesson plan format available on TaskStream, or one that I have provided for you…

Add standard (and possibly associated substandards) from Social Studies you will teach in your lesson.

Once you know what you know the social studies SDAIE/ELD lesson you will teach and have developed a rough draft of your lesson, you will then add a Language Arts standard. The Language Arts standard shows what mainstream students are expected to accomplish in the lesson in terms of listening and speaking, reading, and writing.

Choose an ELD standard at the EL-2 or the EL-3 level that corresponds to the Language Arts standard you have chosen, to show the expectations for an EL who would participate in the lesson (ELD lesson accommodation).

Lesson Format

Overview: Describe how you will develop your lesson based on the standards. Next describe how you will integrate multiple speaking opportunities for the students, and at least two of the other four language processes (listening and speaking, reading, writing), into your lesson. And, lastly identify ELD standards that coincide with the Language Arts standards. Make sure you use the ELD methods or approaches to ensure the Language Arts standard(s) and/or the Social Studies standard are being met.

Lesson Preview for ELs: Develop based on the lesson provided.

Introduction: Cite standard, script in kid-friendly language, and describe three conceptual vocabulary words that correspond to the lesson as a way to develop students’ CALP. Script how you build and tap students’ prior knowledge. Also identify any BICS during this activity (which provides them with multiple speaking opportunities to build oral language).

Body: Model/Guided practice of a lesson utilizing a graphic organizer to support student learning. Identify graphic organizer created as (SDAIE: graphic organizer). Assure “student-colleagues” you teach have a copy of this lesson (for SDAIE lesson implementation in cooperative groups).

Independent Practice/Assessment

While language arts aspects of listening and speaking, reading, and writing are indicated above, here is where you will focus the Language Arts standard. In this part of the lesson you have students address a language arts standard that coincides with the activity just presented (e.g., students write a paragraph, students write sentences). Provide an example of a piece of work you would expect from a mainstream student that would reflect what was taught.

Assessment Rubric

<table>
<thead>
<tr>
<th>Mark - Mainstream Student Performance</th>
<th>Karina – EL 2 student performance</th>
<th>Teresa – Special needs student performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS Standard: (Write out the parts of the standard you are specifically assessing)</td>
<td>Note how Mark performed on this standard based on how you provided instruction.</td>
<td>Note how the EL 2 student performed based on the modifications and accommodations that you provided.</td>
</tr>
<tr>
<td>LA Standard: (Write out the parts of the standard you are specifically addressing).</td>
<td>Note how Mark performed on the writing and/or reading portion of this standard.</td>
<td>Note how the EL 2 writing may have appeared based on your knowledge you have developed over the past weeks about EL syntax. Note how the ELD standard helped you support the EL 2s ability to complete this part of the lesson.</td>
</tr>
</tbody>
</table>

Additional recommendations:

Reflect your awareness of levels of language development through the questions you ask, the materials you use, and in the activities for all learners. Be certain too that your assessment is tightly connected to your instruction (this means the standard should be apparent in the assessment).

Demonstrate your capacity to adjust the cognitive complexity and contextual support necessary to provide meaningful instruction to English language learners by noting when you provide an EL accommodation (providing comprehensible input; providing more time to complete activity; additional support from aide and sometimes student at a higher EL level) as well as EL modifications to your lesson (e.g., place students in the front of the class; provide a preview lesson).

Identify SDAIE strategies within your lesson plan such as (SDAIE: Tapping Prior Knowledge), (SDAIE: Building Knowledge), (SDAIE: Graphic Organizer), etc.

Identify BICS within your lesson plans when you have students engage in group work or have them conduct think-pair-share.

Identify CALP within your lesson plans when you are building academic knowledge. Oftentimes, SDAIE: Building Prior Knowledge is associated with building student cognitive academic ability.
Note: ELD modifications and/or accommodations, SDAIE and/or CALP-SDAIE/CALP must be identified at least two times with specific examples. SDAIE strategies help students reach cognitive academic language development.

**Assessment Rubric for SDAIE/ELD Lesson Plan:**

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Basic</th>
<th>Skilled</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Has chosen one EL focus student, identifies the stage (EL2 or EL3) and notes how she/he accommodates this child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Has chosen one SN student, and identifies the specific special need and how he/she accommodates child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Connection between standards, objectives, and activities revealed throughout plan and assessment.</td>
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</tr>
<tr>
<td>D) Addresses specific levels of English Language Development (ELD) (primarily EL2 or EL3—other levels reviewed and practiced in class)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>E) Development of three of the four literacy skills (one must be listening and speaking so choose reading and/or writing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F) Use of at least three EL modifications and accommodations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G) Development of BICS, and SDAIE/CALP (identification of at least two of each)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H) Mechanics/Format (spelling, punctuation)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) **Distinguished** – Exceeded requirements of the assignment.
3) **Skilled** – Included all of the required elements and met the standards as defined in the assignment.
2) **Basic** – Included some of the required elements and/or met some of the standards as defined in the assignment.
1) **Unacceptable** – Did not include required elements and/or meet standards as defined in the assignment.
EDEL 434 EL/SPED Online Reading Task


Distinguishing Between EL & SPED Issues*

Reading through the information below will help you identify whether an issue is speech or language (EL) related. This will help you determine which types of modifications work better for ELs, which types of accommodations work best for SPED. First, let’s consider some speech issues.

Causes of Speech Difficulties:
Articulation – Some children have lack the ability of the mouth and tongue to coordinate together to make speech sounds

Development - Some children develop the ability to make certain sounds, such as ‘r’ at a later age than their peers.

Possible birth defects, such as a cleft palate, that was not repaired properly, or genetic muscle weakness in the tongue.

Neurological disorders that interfere with the tongue-mouth coordination
More specifically, if ELs have speech problems, they will exhibit any of the following difficulties in both languages (both languages shows it’s a speech thing and not a lack of familiarity with the language thing – in which case it would be an EL thing):

1) *Problems with articulation*
2) *Problems with speech fluency*: speech that is too fast, slow, or hesitant (stuttering). There are three important considerations in problems with fluency:

   a) **Fast** speech may be normal. A child may need only to be taught to slow down and to articulate carefully.

   b) **Slow** speech *could* be an indication of a neurological disorder, but don’t assume it! For example, some children with poor memories have “word-finding” problems that can slow speech. Having trouble retrieving known words from memory is also a common characteristic for a “normal” child speaking a second language!

   c) **Stuttering** – A specialist can determine whether this is physiological or psychological and provide appropriate therapy.
3) **Voice**: Modulation and Tone - too loud/soft or lacking normal modulation. CAUTION: A child who speaks too loudly may have a hearing problem.

4) **Language Difficulties** -
   a) Form of language (Syntax)
   b) Content of language (Semantics)
   c) Use of language (Pragmatics/social communication)
   d) Comprehension
   e) Expression-oral and written

In summarizing what is above, remember that in order for an EL to be designated SPED b/c of any of the language issues above – the issue would need to appear in BOTH the students’ native language and the target language.

Hey hey hey! More below! Scroll down for some classroom counsel!
What can teachers do?

Classroom activities that foster Speech and Language Development and thus aid both ELs and SPED students

- Provide multi-sensory and functional language experiences
- Use culturally relevant literature
- Compare and contrast words in the discourse of the content areas or classroom discourse with peers and adults
- Provide slower models of multi-syllabic words, especially new vocabulary in content areas.
- Sound out multi-syllabic words to aid auditory processing
- Make sure the child is attending to a speaker before a model is provided.
- When a child corrects her/his own speech, provide positive feedback so that she/he is aware of the correction
- For stuttering and delayed of oral expression, provide a stress-free environment and allow free expression
Instructional Considerations

Instructional methods for EL and SPED students are very similar. For example, with both sets of students, teachers successfully use concept mapping, build background knowledge, integrate manipulatives, include hands-on activities, and use realia (to name a few valuable strategies).

**BUT** there is a **key difference** between the two sets of students, and this is something you need to consider when completing the required assignment that follows this overview:

**EL students** generally have intact cognitive processes and **academic knowledge and schema in their first language**, while **SPED students may not have intact cognitive processes and may lack adequate academic knowledge and schema**.

ANYTHING ELSE? Yes! One more page! Waah – it’s almost over!! Scroll down
What 3 things should be considered BEFORE assuming a disability?
1) First language proficiency of the student.
2) The content and the method of instruction
3) Cultural factors that may influence speech and language expression, teacher/student relations, or peer language interactions.

What should a teacher do to get more information?
Collect observational data on the student and consult with the Student Study Team (SST). Bring as much information as possible to meetings with the SST (e.g., Primary Language Data; Observational Data; CUM file with health history)

Remember, if you suspect a speech and language problem:
The Speech and Language Specialist and Special Education teachers at your school site are trained to recognize these disorders. They are there to help you, so don’t hesitate to ask for advice, or an observation of a child in your classroom.

*Adapted from Barb Glaser’s power point presentation on distinctions between EL and SPED students.

The assignment is on the next page
EL--SPED Online Assignment

Make this assignment work for you and your future students. After reading the “434 EL SPED Online” reading above conduct a web search looking for two articles: one on education modifications for ELs; and one on accommodations for SPED.

In your review of each site:
1) In one paragraph, give a general overview of the range of material available on the site and be specific about how you will use the site again to help assure student success.
2) Identify and briefly describe at least 2 ideas from the site that you will use to increase educational access. Be sure to describe why you think these ideas/activities are important to assuring student success – in one paragraph for each idea.

Base upon the description above, will write three paragraphs for each site (3 on modifications for ELs; 3 on accommodations for SPED). Title each set of three paragraphs with a subheading that reflects the website focus (e.g., “Using TPR to meet EL needs.” Or, “Developing SPED student confidence through the use of student designed assessment”).

Cut and paste your assignment into the discussion board titled “EL and SPED Online – Understanding Distinctions.” You'll see a forum there created just for this assignment. Title your posts with something that reveals your specific focus.

To make this more engaging and interactive, read the posts that are up when you begin the assignment and select activities no one has used yet. If you use the same site, your descriptions must be original, and contain no redundancies with those already posted.

The assignment is designed for you to meet the objective about distinctions (similarities and differences) between EL modifications and SPED accommodations.

I think you’ll really like reading through things to find stuff you can actually USE in the classroom.

Prof. P.
Barbara Fierros Foreign Film Assignment
From the list provided below, select and view one of the foreign films (in a language you do not speak and have not studied), then answer the following questions in a three-paragraph essay:

A) What can foreign films teach us about education?
B) What did you learn about language and culture from watching this film?
C) Consider your feelings watching a film in another language to ELs’ experiences in school in the U.S.: How did watching the film in another language make you feel?

At the end of your analysis answer the following questions:
D) How did you select this film?
E) How many foreign films have you seen previously?
F) How did you like this film (as a film – outside of what you think it can teach us about education)?

Your analysis should be approximately one page (single spaced) and must focus on the questions above (do not include a summary of the film). Type your email in Word and copy and paste it into an email. Email your analysis to me (do not send it as an attachment) with the subject line “Your Name, 434, the day of your class, and the film’s title.” At the top of your analysis in the email, also include your name, the course (EDEL 434), semester and day of our class meeting, and the title of the film.

List of foreign films (Be sure to select a film in a language you do not speak):

Small Change (France – director: Francois Truffaut)
400 Blows (France – director: Francois Truffaut)
Au Revoir Les Enfants (France – director: Louis Malle)
Ma Vie en Rose (French – director: Alain Berliner)
Ciao Professore (Italy – director: Lina Wertmuller)
Not One Less (China – director: Yimou Zhang)
Salaam Bombay (India – director: Mira Nair)
Together (China – director: Kaige Chen)
El Norte (Mexico – director: Gregory Nava) Central
Station (Brasil – director: Walter Salles) City of
God (Brasil – director: Fernando Meirelles)
Turtles Can Fly (Iran-Iraq (joint production) – director: Bahman Ghobadi)

If you want a review of any of these films to help in your selection – look up the title at netflix.com or amazon.com where they have reviews from people who have viewed the films. These are all available at Netflix, many are available in the CSUF library (free! J
Newcomer Welcome Kit Instructions

1) Prepare a “Welcome Kit” on paper. Include the following:

A written plan for a new student’s first day. Address the following in a 1-to-2 page essay (identify each of the following topics with a subheading in bold). Include APA citations from our readings (and additional readings if necessary) in your response to #s 1-4 below:

1. Where will the student sit in the classroom? Next to which student? Why?
2. How will you communicate with a new student who doesn’t speak English? (There can be no translators involved and you do not speak the language of the student). What will you do?
3. How will you have prepared your class for the arrival of a new, non-English speaking student? What will you have done with your class before you even know about any new students?
4. Include a list of short-term goals for the student – what do you want her/him to accomplish: the first day; the first week; the first month? Be specific – what is feasible and desirable based upon the readings?

Also,

- Include a list of four different community resources geared toward at least two different particular ethnic or linguistic groups (e.g., Korean Resource Center, Los Angeles; Central American Resource Center (CARECEN), Los Angeles, etc.). If there is nothing in the immediate area of your school, branch out mile by mile until you find something. Be sure to explain what each linguistic or ethnic resource offers to those in need – be specific.
- List 6 activities/games/puzzles/brain teasers that you would collect in a box that may be used with a newly arrived, non-English speaking student (3 items for lower elementary and 3 different ones for upper elementary). Think in terms of manipulatives, puzzles, the arts, number games, etc. Do not include materials that are dependent upon language (e.g., crosswords, scrabble, chapter books, word books etc).
- List and describe at least 2 resources that utilize technology (e.g., instructional CDs on tape, an EL-appropriate computer learning games, websites) that you will include in your welcome kit box.

Finally,

- Create 10 picture cards that illustrate common things in the classroom/school. Include the word in English for the item on the same side as the image on each card. Bring the cards to class when the assignment is due (or the next meeting if the assignment is due during an online meeting).
Oral Language Assessment (SOLOM)

**Testing 1–3: Assessment of an English Learner**

Review relevant readings in Peregoy and Boyle before tackling this assignment. Then, conduct an assessment of an English Learner using the SOLOM (located in the final pages of the Course Packet). You will observe a designated EL over at least two 30-minute periods in:

1) a CALP situation where academic language is being used (e.g., in class during a small group activity where oral language is being used); and,

2) a BICS situation (e.g., lunch/recess).

Type a concise, 2 page (1½ spaced) report detailing the following points in paragraphs in the order below. Use the bolded titles as subheadings for each section of your essay:

1) **Demographics** First name/pseudonym; age; grade level; primary language; nationality; length of time in U.S. schools; school attendance in another country (to what grade level); degree of literacy in native language.

2) **Final SOLOM Scores** State the final, total SOLOM scores for your BICS and CALP observations. Explain whether you feel the 2 scores are appropriate, and why you think they are or are not. Be sure to compare the final BICS and CALP scores to one another. If they are close, explain why and how. If they differ markedly explain this difference.

3) **Comparing Scores to Previous Assessments** Next, compare the students’ current BICS and CALP SOLOM ratings to previous assessments. What do your ratings show? How do your two scores differ/match previous assessments? What does your teacher think about your SOLOM rating?

4) **Individual SOLOM Category Scores** State and describe the student’s score for each of the 5 SOLOM categories, comparing BICS to CALP ratings in each category. Detail what you observed that resulted in your scoring decisions (e.g. “Comprehension” – what did you observe that prompted you to give the student the score you did in this category?). Be specific. Identify similarities and differences in CALP and BICS observations.

5) **Learned About the Student** Describe what you learned about this student.

6) **How this will Help you as a Teacher** Describe how this assessing experience will help you as a teacher.

□
**SOLOM: Student Oral Language Observation Matrix**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Grade:</th>
<th>Date:</th>
<th>Administered By (signature):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Observed:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Comprehension</strong></td>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions</td>
<td>Understands nearly everything at normal speech. Although occasional repetition may be necessary</td>
<td>Understands everyday conversation and normal classroom discussion.</td>
</tr>
<tr>
<td><strong>B Fluency</strong></td>
<td>Speech so halting and fragmentary as to make conversation virtually impossible</td>
<td>Usually hesitant: often forced into silence by language limitations</td>
<td>Speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression</td>
<td>Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.</td>
</tr>
<tr>
<td><strong>C Vocabulary</strong></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible</td>
<td>Misuse of words and very limited: comprehension quite difficult.</td>
<td>Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary</td>
<td>Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximate that of a native speaker</td>
</tr>
<tr>
<td><strong>D Pronunciation</strong></td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.</td>
<td>Pronunciation and intonation approximate that of a native speaker.</td>
</tr>
<tr>
<td><strong>E Grammar</strong></td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.</td>
<td>Makes frequent errors of grammar and word order that occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and/or word order errors that do not obscure meaning.</td>
<td>Grammar and word order approximate that of a native speaker.</td>
</tr>
</tbody>
</table>

**SOLOM Phases:**
- Phase I: Score 5 to 11 = non English proficient
- Phase II: Score 12 to 18 = limited English proficient
- Phase III: Score 19 to 24 = limited proficient
- Phase IV: Score 25 = fully English proficient
In groups of 4, you will receive a SDAIE strategy from my private collection. You will present the strategy in the following way:

A) A complete description of the strategy (5 minutes, maximum), including:
- What do you need to use it, material-wise?
- How does it work? (e.g., does it depend upon movement and support connecting new terms to mnemonic devices? OR, does it depend upon real objects and support connecting new information with real experiences).
- Identify at least one Krashen hypothesis and how this strategy supports it.
- Tell us how you will use this strategy to develop BICS and CALP.
- Detail how you can use this strategy with: 1) beginning ELs; and, 2) intermediate ELs. You must describe a specific ELD standard you can support for each of the two levels with this strategy.
- What is the best way to incorporate this strategy into lessons and why? (e.g., It works well in an open because it will attract attention as you___? OR It works best as a part of the body because it allows students to __as you ____________).

B) Teach us how to use this strategy (8 minutes maximum) in two different subject areas (either Language Arts, Mathematics, Science, or Social Studies), at two different levels; one subject in upper elementary (4-8) and another subject in lower elementary (K-3) – same strategy, different ways!

You will have time at the end of class today to get into groups (of my design), discuss your strategies, and determine next steps.

On the day of the presentations, after describing the strategy as detailed in A above (5 minutes maximum), you will teach two 3-to-4 minute slices (B) that show how your strategy works (8 minutes total for teaching both subject areas). This gives each group 13 minutes total for their entire presentation and allows us two minutes between each group change. All materials must be ready and all group members must be ready. You will be timed, JUST like in a real class and you may not go over, or all will be lost!

Everyone in each group must speak an equal amount, must contribute an equal amount. During presentations, I will ask questions of any group member, at any time. Without conferring, any one must be able to respond on any of the components of the project. Any one, any question, any part. This assures disciplinary authority among all group members (Ford, 2008).

You will need to use at least 3 SDAIE strategies in your presentation: 1. Visuals; 2. Keeping it Real; 3. ____________ your group choice. You will need to rehearse because you will be evaluated on all of the above, your preparedness, time management and PRESENCE. JUST LIKE IN A REAL CLASS.

You must bring a hard copy of a one-page write up that addresses the points you present in A (single space in each section, double space between) with everyone's name on it. You may then compile these pages in a BLOC book that you can Xerox and take into your future classrooms J□ This is a credit/no credit assignment, one you can all use!
Learning Outcome
To understand basic research and theory, the process of first and second language acquisition, including the components of languages, and factors that contribute to second language acquisition (TPE 7, 8, 11).

SOCIAL AND POLITICAL FACTORS THAT AFFECT LANGUAGE LEARNING
- Language status
- Culture, social rules and mores
- Laws (state and federal)
- Citizenship and immigrant status
- School district policies
-Teacher attitudes
-Socioeconomic status (SES)

LANGUAGE THEORIES
- Behaviorism: Language learned by imitation, repetition, the audiolingual method in which students memorized tape-recorded dialogues students were to memorize were followed by pattern drills for practice. Errors were immediately corrected to avoid bad habits (B.F. Skinner).
- Innatism: Children biologically programmed for language (Noam Chomsky’s LAD). Chomsky’s theories prompted psycholinguists to record and describe the developing grammars of young language learners. From this the creative construction theory (Dulay, Burt, & Krashen, 1982). Large-scale studies of English acquisition via the use of colorful cartoon pictures with children found that primary English speakers made errors similar to those of second language learners. Furthermore, Dulay and Burt (1974) found that learner errors would emerge between mother tongue and first language would reveal predictable errors that would occur. Interestingly, one would believe that since Cantonese has no plural markers, they would have difficulty with plurals. And, often when predictions based on contrastive analysis sometimes held true, that wasn’t always the case.

(innatist) Krashen’s five hypotheses:
- The Acquisition/Learning Hypothesis: There is a difference between acquiring and learning the language. Krashen claims that only acquired language is available for natural fluent conversation. However, critics note difficult to point out which system acquisition or learning is at work in language use (McLaughlin, 1987) and need more study.
- The Monitor Hypothesis: The idea that there is an internal monitor in the head of the learner that “monitors” the language output to ensure correct usage. This is made possibly if there is sufficient time, focus on grammatical form, and explicit knowledge of rules.
- The Natural Order Hypothesis: The idea that language learners acquire (rather than learn) the rules of language in a predictable sequence. That is, some features of grammar (e.g., morphemes, negation, etc. come earlier); however, variations may occur due to primary language influence (Lightbown & Spada, 2006; Pica,
**The Input Hypothesis**: Second language acquisition is result of learner’s understanding of target language in natural communication situations. Key idea: (1) language input must be comprehensible; (2) contain grammatical structures beyond the acquirer’s current level of second language development (which can be acquired through extralinguistic ways – gestures, pictures, and general background knowledge); (3) and, that acquisition gained through communication, not grammar.

**The Affective Filter Hypothesis**: That socioemotional variables affect how children learn language that are associated with self-esteem, self-confidence. Thus, teachers must take into consideration the affective and focus on (1) communication rather than grammatical form (especially when they are EL1s, and 2s), and (2) allow students a silent period of about six months rather than force immediate speech production, and (3) create a low-anxiety environment.

**Interactionism**: Comprehensible input is also a tenet of interactionism. Furthermore, it can be explained through interplay between child and the environment whether it be physical (Jean Piaget-physical interaction) or social (Lev Vygotsky). However, it generally refers to the latter in which interactions see how non-native speakers use language to negotiate meaning during conversations. While input has been the focus in the past, output has also become an important variable (Swain, 1985) in terms of eliciting requests for clarification, or in terms of repetition or rephrasing as well as paraphrasing to promote greater understanding.

**FACTORS AFFECTING LANGUAGE USE AND DEVELOPMENT IN L1**
- Developmental sequences (stages)
  - Children do not use adverbs such as “tomorrow” and “last week” correctly until they understand time.
  - In other cases, developmental sequences appear to be determined by gradual mastery of the linguistic elements for expressing ideas:
    - Morphemes, negation, questions

*Developmental sequences in English language acquisition can help you estimate your students’ level of development, which in turn can help you determine realistic goals for language instruction.*

*This discussion of developmental sequences for English language acquisition is narrowed to (1) a select group of morphemes, (2) negation, and (3) question formation. Pragmatics and syntax is covered in another document we will review called Language Subsystems.*

**L1 v. L2: DEVELOPMENTAL SEQUENCES**
- Developmental sequences are similar for L1 and L2
- However, some forms are more difficult to acquire for second language learners.
- And, although the learner’s first language does have an influence on the second language, many developmental aspects are similar for first and second language learners.

**L1 v. L2: MORPHEMES**
- Present progressive –ing (Mommy running)
- Plural –s (two books)
- Distinguishing “a” versus “the” !!!
- Possessive ’s (Daddy’s hat)
- Regular past -ed (She walked)
• Third person singular simple present –s (He runs)

**IN SLA, ELS BETTER AT PLURAL THAN POSSESSIVE, -ING THAN –ED**

**L1 v. L2: NEGATION**
Difficult to learn grammatical rules
Stage 1: Negatives expressed by “no”
  No walk. No do. No brush hair.
Stage 2: Longer utterances…
  Mommy no brush hair.
In Stage 3 he can’t and don’t are utilized but by Stage 4 this is corrected….he didn’t have dinner.

**IN SLA, VERY SIMILAR EXCEPT SOME ELS MAY REMAIN AT THE FIRST STAGE LONGER IF FIRST LANGUAGE IS SPANISH.**

**L1 QUESTION FORMATION**
Questions develop sequentially to wh-
  • Stage 1: Cookie? Mommy book? (also correct utterances such as Where’s mommy?)
  • Stage 2: Use declarative order—You like this? I have some?
  • Stage 3: Can I go? Is that mine? Why you don’t have one? (some declarative order still)
  • Stage 4: Do you like ice cream?
  • Stage 5: Why can’t he go out?

**L2 QUESTION FORMATION**
  • Stage 1: Single words, sentence fragments (Four children?; A dog?)
  • Stage 2: Declarative word order: (The boys throw the shoes?)
  • Stage 3: Fronting: (Where the little children are?) Do Fronting: (Do you have a shoes on your picture?)
  • Stage 4: Inversion in wh- + copula (Where is the sun?
  • Stage 5: Inversion…. (How do you say “perro”?)

**FACTORS AFFECTING SECOND LANGUAGE ACQUISITION**
1. “Intelligence” measurement is complicated and “Aptitude” has been explored but often questioned in terms of bias. Other factors include:
2. Cognition
3. Cultural Considerations
4. Personality
5. Motivation and Attitudes
6. Learner Preferences
7. Learner beliefs
8. Age of acquisition

**COGNITION**
1. Cognition is associated with how well a student knows the primary language. Thus primary language development serves as a resource for English language development cognitively, linguistically, and socially.
2. When we talk about strategies, we often refer to those associated with specially designed academic instruction in English (SDAIE). Thus, as teachers we if we can acknowledge that students new to English bring a wealth of world knowledge and understandings initially acquired
in their first language, they will transfer that knowledge eventually to the second language. Thus, as teachers we tap their prior knowledge (SDAIE).

3. Furthermore, students development general cognitive abilities in their first language (e.g., comparing, hypothesizing, predicting, generalizing, reasoning, and remembering). Moreover, they are able to perceive sounds, words, and grammatical patterns, and it is the idea that these processes that “underly” the first language are available for language use (Jim Cummins’s Common Underlying Proficiency (CUP) model of bilingual proficiency) which according to psycholinguistics reveal a unified core of language, thus the transfer of knowledge.

4. While other abilities also contribute to this transfer of knowledge, the level of academic language contact and exposure in the country of origin can be a factor in how well students perform in the second language. Peregoy & Boyle (2013) provide the example on page 75 of Montha who at age 12 came with great academic skills in her primary language. Despite her late arrival and initial struggle with grades, she was able to transfer those skills to the second language. Yet, she did retain some of her accent as well as strong Khmer ethnic identity. Thus, the level of acculturation must be considered with students.

5. Those who arrive later may be acculturated in ways that they retain the first and yet also adopt the second culture. (This case also, however, highlights personality and Montha’s perseverance and motivation.)

CULTURAL CONSIDERATIONS
1. Getting basic information when student arrives, eg., prior school experiences, languages spoken at home.
2. Students with prior school experiences bring various types of knowledge (e.g., not knowing a word of English to having studied English as well as the types of prior schooling.
3. Important to be in contact with teacher, paraprofessional or community liaison who can ask questions of parents siblings, and find out things including whether schooling was interrupted.
4. Important, in all cases, to validate students for their knowledge to promote a sense of self-esteem and belonging. And, become aware of the child’s background, home language, and culture.
   Moreover, including culturally responsive literature (e.g., Hunger of Memory, 1982 which documents a journey to a new place, or memoir by Victor Villasenor reveals how a young Mexican boy struggles with dyslexia and negative stereotyping) can promote understanding in the classroom and validate individuals. (Also covered in class in Chapter 1, Peregoy & Boyle, 2013, Discussion forums.)

PERSONALITY
1. Belief that being extroverted is correlated to language learning, but studies have shown introverts were just as successful…
On the other hand, “inhibition” has been studied. Suggestion from studies: Inhibition discourages risk-taking which is necessary for language learning (problem for adolescents—self-conscious).

MOTIVATION AND ATTITUDES
1. Overall findings show that positive attitudes and motivation are related to success in second language learning.
2. However, we don’t know whether it’s motivation that produces successful learning or the other way around—complex.
3. More motivated to speak when they can actually use language in a social situation.
4. Motivation and Attitudes in the Classroom
5. Observed that enthusiastic remarks about forthcoming activities lead to higher levels of learner interest.
6. While classroom routines are beneficial, varying activities, tasks, and materials help increase learner interest.
7. Cooperative techniques found to increase self-confidence of students, even weaker ones since everyone has a task or role to play.

LEARNER PREFERENCES
Gardner says learners learn in a variety of ways due to multiple intelligences. What do you think?
1. In your classroom, use a variety of learning modes instead of only one particular learning style to reach more students.

LEARNER BELIEFS
1. While second language learners may not be aware of their learning styles, what they have been exposed to in the past may affect what they deem as “proper” instruction.
2. Teachers may have to find out what their learner beliefs are…

AGE OF ACQUISITION
1. It appears that immigrant parents become communicatively competent but their children become fluent.
2. Critical Period Hypothesis has been challenged: Older adults have a harder time than younger children.
3. Some studies have shown native-like mastery harder for older learners (Patkowski 1980). Snow and Hoefnagel-Hohle 1978 study found adolescents and adults learned faster in the first few months; Children caught up later; but adolescents learned the fastest overall. (Yet, adults can and do attain native-live fluency).

REFERENCE
Methods and Materials for EL instruction

Readings
1. Peregoy & Boyle: pp. 72-92 (Methods); CH 6 Vocabulary development
3. SDAIE Strategies

Materials: Oso café beeswax; Bloom’s taxonomy across stages of language acquisition Xerox; Revist ELD Slice from last meeting (students completed with a partner)

HW – Identify a student at your school site you may conduct SOLOM with.

Activities:
A) Use “Oso café, oso café” with palitos and colored animals to teach a SDAIE lesson. Write the following objective on the board, Usando el libro “Oso café, oso café,” los palitos de animals, y “frame sentences,” los alumnos van a leer (juntos y en voz alta) el cuento sin faltar palabras. Algunos alumnos van a parar cuando oigan el nombre/color del animal que se cuidan” AND write frame sentences on board: animal color, animal color
   ?Que es lo que ve?
   A ver a ver, ya vi
   Un animal color mirandome a mi.
- Do brown bear lesson, distribute palitos, write objective on board, write frame sentences, do choral reading
- Do a “close” ask students what they learned – list their understandings on board (animals and colors) – bring in more students with comments/extending questions during this listing/discussion

B) Use Bloom’s Taxonomy to design questions related to what was just taught (Brown bear). Have students in pairs, write 5 questions across the 5 levels, within 5 of the six categories. For example: Preproduction & Synthesis; Advanced and Analysis.
EDEL 434 Meeting 9 – Working with Aides, Paraprofessionals, and EL/ELD Specialists


Go over case studies

A) 3 peas on how to work with parents
ESL teachers – if available may be valuable resources for tips, strategies, advice, reference
  a. If used – be sure to plan together for instructional purposes (so your Els don’t miss out on things in your class, so s/he doesn’t duplicate things you’re already covering)
2) Paraprofessionals/Aides – the ideal aide works with you, not for you. Again, planning together helps.
  a. Unlikely to have a full-time aide, and perhaps even to have any aide at all. So make the time s/he’s with you really benefit the instruction and learning of the children.
  b. At a minimum share your plans with your aide at the top of each week.
  c. Do not give the aide sole responsibility for Els – why? (you are both explicitly and tacitly condoning linguistic segregation – those students will be working with (generally speaking) a lesser credentialed (and more than likely lesser educated) person; they will have little to no opportunities to work with more fluent English speakers if so segregated.
  d. Clarify expectations
  e. Can help with translating; work with individual students/in small groups; acting as a bridge with the community
3) Community aides – different than paraprofessionals/classroom aides – work b/w schools and communities – these are based on already established relationships b/w community members and schools (say with the fire dept and setting up tours) or they are created by relationships you develop
4) Buddies – be systematic; train buddies; support buddies; recognize buddies
5) Tutors – train; clarify expectations; support; recognize
6) Parents – train; include; clarify; support; recognize – and develop activities can do at home – that are inclusive and engaging
7) Interpreters - be selective (some people will not be right at some times – see p. 244/63 in packet); meet with interpreters before to explain circumstances; stress importance of confidentiality (if relevant)
8) Key to working with parents/community is developing relationships – eat at their restaurants, shop in their stores, walk through their neighborhoods – be with them
EDEL 435 - Curriculum and Instruction- Mathematics
Assessing Mathematical Understanding

In this assignment you will examine methods for assessing mathematical understanding. First, you will examine a K-8 student’s mathematical understanding by conducting an individual assessment, and second you will analyze a whole group assessment.

Course objectives:
1. Develop approaches to mathematics planning and teaching that are consistent with your personal philosophy and with current research and standards on teaching and learning.
2. Demonstrate mastery of a variety of instructional and assessment strategies that address conceptual understanding, computational proficiency, and problem solving ability.
3. Analyze current educational practices in terms of their potential for providing access to valuable knowledge for all including special education, second language learning, gifted and low achieving students.
4. Develop understanding of how background or past experiences affect teaching and learning mathematics.

Part 1 - Meeting the Needs of Individual Students
- Choose a student in the class who presents an instructional challenge. This student should be selected after examining the math assessment from Part 2.
- Spend 15–20 minutes interviewing the student to gain a greater understanding of what the student knows and to identify misconceptions.
  - Make sure you consider attitude, background knowledge, and experiences with the content.
  - The interview should be open-ended and should involve at least one hands-on task (not paper and pencil).

You will be submitting a paper that includes:
- Grade, content area and standard (e.g., grade 3, geometry, 3.1 understanding characteristic of shape)
- Why the student is an instructional challenge (approximately 1 paragraph) Consider specifically, issues related to nativity, language proficiency, ethnicity, social class, gender, ability, religion, and/or gender identity. If there are multiple factors at work, be sure to consider each in your response.
- A narrative summary of the interview (put the questions in the appendix and not here). Use specific examples if appropriate. (approximately 1 paragraph)
- What you learned about the student’s learning needs and background, including descriptions of specific strengths and weaknesses. (approximately 1 paragraph)
- A list of 3 instructional strategies that could be utilized throughout a unit to help the identified student learn. For each strategy provide a:
  - specific example (e.g., manipulative- vague: base 10 block- specific)
A rationale that focuses on human development in support of using this strategy to meet this learner’s needs. (e.g., Use of manipulatives: When adding double digit numbers, the students will construct the numbers using the base 10 blocks, ... This is appropriate for my student because the student needs to build a concrete representation of number which supports Piaget’s theory that learners actively construct their own knowledge). Be specific about how this strategy supports equity (in terms of how this strategy supports this student’s achievement) in your classroom.

A reflection describing what you learned about this experience. Reflect upon your own learning and ability to conduct assessments so that your classroom supports all students’ success. (approximately 1 paragraph)

Part 2 – Examining Whole Group Assessment

(a) Summative Assessment

- Either administer or ask your Master Teacher for a class set of completed end of unit assessments (e.g., chapter test). Provide a copy of the assessment in the appendix.
- Analyze the assessment by conducting an item analysis (e.g., 4 out 20 people missed number 1, etc.). It may be helpful to construct a table and/or chart to display the data. If you do so, this would go in the appendix.

You will be submitting a paper (approximately 1 – 1 ½ pages) that discusses what you learned about:
  - student strengths and weaknesses (teaching gaps – i.e. Everyone got number 7 wrong)
  - assessment strengths and weaknesses
  - this type of assessment. Reflect on the process of analyzing the assessment.
  - What instructional steps you plan to take next to meet the range of student learning needs in your classroom identified in your review of the class assessments (especially considering low-achievers and students struggling with mathematics because of English language proficiency levels)

(b) Alternative Summative Assessment

- Based on what you learned from part A:
  - Design and/or locate an alternative summative assessment for this same content. The focus of this assessment should be on gaining a deeper understanding of student mathematical thinking (not procedural knowledge).

You will submit a paper (approximately 1 page) that includes:
  - A description of the alternative assessment (including the source)
  - Why it is an assessment
  - Why you consider this an effective assessment tool
  - How you would implement it
Your completed assignment should be professionally presented, double-spaced, and spell checked. Insert your name, block number and semester as the header.

It should include in order:

- The rubric
- Part One with each section clearly labeled (approx. 2 pages)
- Part Two (a) with each section clearly labeled (approx. 1-1.5 pages)
- Part Two (b) with each section clearly labeled (approx. 1 page)
- Appendix.
  - Interview questions
  - Part 2 (a) unit assessment – teacher copy, not student examples
  - Part 2 (a) item analysis - if appropriate
  - Part 2 (b) alternative assessment
### EDE 435 - Curriculum and Instruction - Mathematics

**Assessing Mathematical Understanding**

**RUBRIC**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All sections thoroughly and thoughtfully completed</td>
</tr>
<tr>
<td>2</td>
<td>All sections completed. No more than one section lacking depth</td>
</tr>
<tr>
<td>1</td>
<td>All sections completed with inconsistent or limited depth OR Not all sections completed</td>
</tr>
<tr>
<td>0</td>
<td>Not submitted</td>
</tr>
</tbody>
</table>

#### Part One

5 main sections

#### Part Two (a)

3 main sections

#### Part Two (b)

4 main sections

#### Appendix

- A passing assignment is one for which ALL sections have a score of 2 or 3.
- You must resubmit any area in which you receive a 0 or 1.
- You may be asked to resubmit if your writing contains multiple errors in spelling, grammar, or format.
Math Content Standards Review

1. Summary of the selected grade level standard (both primary and intermediate)

2. Activity for primary grade with modifications for ELL, low learners and high achievers.

3. Activity for intermediate grade with modifications for ELL, low learners and high achievers.

4. Reflection – How does the standards develop through the grade levels?
EDEL 435 - Curriculum and Instruction- Mathematics
Small Group Math Lesson

As a group, you will submit a **Small Group Math Lesson** (approximately 2-3 pages) that includes:
- A detailed lesson plan constructed on TaskStream
- A description of the lesson which includes: an introduction, a description of the activity (materials needed) and a conclusion.
- Grade, content area and standards

1 week after your presented your Small Group Math Lesson, individually, you will submit a **Reflection** paper (1-2 pages) that discusses what you learning about:
- Planning for instruction (include strengthens, weaknesses and what you might change for future sessions)
- Student learning
- Yourself as a teacher
- Your completed assignment should be professionally presented, double-spaced, and spell checked. Insert your name; block number and semester as the head

| EDEL 435 - Curriculum and Instruction- Mathematics Assessing Mathematical Understanding RUBRIC |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| Small Group Lesson                          | 3                                             | 2                                             | 1                                             |
| All sections thoroughly and thoughtfully completed | All sections completed. No more than one section lacking depth | All sections completed with inconsistent or limited depth OR Not all sections | 0                                             |
| Reflection                                  |                                               |                                               |                                               |

- A passing assignment is one for which ALL sections have a score of 2 or 3.
- You must resubmit any area in which you receive a 0 or 1.
- You may be asked to resubmit if your writing contains multiple errors in spelling, grammar, or format.
Mathematics Journey/Personal Mathematics History

In this assignment you will be asked to reflect on your personal math journey. You will be writing a two-three page double spaced paper that outlines your experiences of mathematics in an educational setting. You will be asked to reflect on people as well as experiences that have had an impact on your view of mathematics as well as your skill at it. In class we will discuss the implications of autobiographical information and how we can obtain similar information from our students. Students will be graded on the depth of reflection and connections between learning and teaching experiences as well as quality of writing.
Math Website and App Review (TPE 1, 4, 5, 6 & 7)

Technology is an important aspect of classroom learning. As a teacher it will be your responsibility to be knowledgeable of worthwhile websites and apps. For both websites and apps, consider the modifications made or needed to accommodate diverse learners including ELL’s, low achieving and gifted students. Ensure that websites and apps support the California Content and Common Core Mathematics Standards for your grade level.

Websites and Apps:

a. Review a total of 3 websites or mathematics apps, you may choose to do websites, apps, or a combination

b. You may choose any other worthy math websites or apps that would be useful to you as a classroom teacher, or to your future students.

c. The purpose of this assignment is to allow you to become comfortable in searching for references on the Internet, and for you to be knowledgeable about what constitutes good information/websites/apps.
Language Literacy in Science Methods—EDEL 436

General Approaches that Include Language Literacy

1. **The Learning Cycle:** Candidates master inductive (inquiry-based) instruction in science. They master the learning cycle and lead a demonstration learning cycle in class. Inquiry-based instruction:
   a. Requires open exploration before explicit instruction
   b. Integrates concept-based vocabulary instruction
   c. Integrates reading after hands-on exploration (primarily, as appropriate)
   d. Includes an “apply” phase that often includes writing

   **Evidence Files:**
   - Sand Dollar Learning Cycle
   - Model Learning Cycle Lesson
   - Instructional Plan Rubric
   - Project Learning Tree Learning Cycles

2. **Roots of Reading, Seeds of Science:** Candidates experience the interactive use of text and hands-on exploration to learn science by using published materials (Seeds of Science, Roots of Reading, the Lawrence Hall of Science).

   **Evidence Files:**
   - Seeds Science Roots Reading

More Specific Information for Speaking, Reading, and Writing

**Speaking**

1. Candidates read about assessing science learning via oral conversations (Koch 4e, portion of chapter 13)
2. Candidates experience “argumentation from evidence” themselves through the science learning journal assignment. (They select pieces of their work to argue certain points and narrate the presentation electronically through Slide Rocket. Some have gone on to create Slide Rocket presentations for their students and have students create narrated presentations as well.)

   **Evidence Files:**

- Science Learning Journal Assignment
- Sample Science Learning Journals
- Slide Rocket Kindergarten Sample

Reading

1. Candidates learn and demonstrate, through inductive instruction (the learning cycle), the ability to…
   - build a purpose for reading,
   - handle text to meet one’s purposes (e.g., answers one’s questions) using text features and structures
   - build concepts before building terms

2. Candidates demonstrate the ability to teach content-based vocabulary effectively (through the learning cycle).

3. Candidates demonstrate the ability to encourage literacy-science based science learning (and other forms of science learning) in the home setting through the Family Links assignment.

Evidence Files:

- Sand Dollar Learning Cycle
- Model Learning Cycle Lesson
- Instructional Plan Rubric
- Family Links Assignment

Writing

1. Candidates read about writing to learn in science.
   a. Reflective writing (Autobiographical approach to science; Science journals; Koch, 4e, introduced in Chapter; reflective writing exercises occur throughout text)
   b. Science notebooks (Koch 4e, portion of chapter 4)
   c. Assessment of science learning (Koch 4e, Chapter 13)
      i. Science notebooks
      ii. Student portfolios
      iii. Graphic organizers
      iv. Other types of assessment through writing

2. Candidates experience “writing to learn” in science as writers themselves
   a. Learning journals
      i. I wonder (capturing unanswered questions)
      ii. Science spill (autobiographical writing)
      iii. Science in the News (capturing and reflecting on current events in science)
iv. Poetry with science content (Sand dollar)

v. Making meaning through note taking in journals

b. Knowledge exploration assignment
   i. Candidates create graphic organizers related to their chosen research topics (e.g., an animal at Upper Newport Bay)
   ii. Candidates create caption cards, with the dual purposes of informing and entertaining a real audience regarding their research subject

### Evidence Files:
- Science Learning Journal Assignment
- Sample Science Learning Journals
- Knowledge Exploration
- Knowledge Exploration Rubric
- Integrated Science Exploration
Self and Group-Member Evaluation of the Model Lesson Assignment

1. List your name as the first member. Then list the other group member’s names. This information is confidential. I will address general patterns in the ratings, however, to help my students work effectively as group members.

2. Rate each member (including yourself with a + (good) √ (acceptable) or – (less than acceptable) for each category, below.

<table>
<thead>
<tr>
<th>You:</th>
<th>Member:</th>
<th>Member:</th>
<th>Member:</th>
<th>Member:</th>
<th>Member:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How flexible and proactive was this member in scheduling and attending group?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well did this member contribute ideas for lesson development?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How well did this member contribute to gathering materials and resources?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>How well did this member contribute to smooth group functioning?</td>
<td></td>
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<tr>
<td>Any other rating topic that is important to you?</td>
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</tbody>
</table>

**REQUIRED:**
Overall comment: What are your concluding thoughts about what your group did well and what you learned about working as a member of a group for the future?
Data Collection Strategies
For Family Links

Major Point: The more direct information you have from family members as you plan your family links, the better. Thus, hearing from every family is the best. Hearing from some families is okay, but not as good because they might not be representative. Hearing solely from the master teacher is acceptable but far less preferable because it's not firsthand information.

Survey Items: Your goal is to find out what kinds of science-related activities would be appreciated by your families. Whatever your choice of formats, here are some sample questions. Be sure to make your “survey” quick, easy, and positive. Include forced choice and open-ended items.

Sample items:
- We would enjoy doing science activities sent home by the school with our student.
- We would enjoy visiting science-related places suggested by the school with our student.
- We would appreciate science-related websites we could do together in our family.
- A person in our family has expertise in a science-related field and would be happy to share it with the class.
- We would especially like science activities related to ____________.
- We would also like you to know that: ____________.

Remember: The larger the sample, the more representative the findings. If you do not hear from every family, you need to ask yourself how their desires might be different from the family members you did hear from. Careful: No judging, no blaming about why you didn't hear from everyone. Surveys rarely have 100% return rates.

Sample Data Collection Strategies

- Paper Survey: Make it brief. Use forced choice items and one open-ended item. Prepare it in every language used by the parents in the class.
- Web survey: If you know for a fact that your families have internet access, prepare and administer a web-based survey using a tool such as survey monkey (http://www.surveymonkey.com/) or zoomerang (http://www.zoomerang.com/).
- Face-to-face interviews: If you interact with family members directly, ask them a small set of survey questions, in the guise of getting their input for an assignment you’re doing or for your long-term planning.
- Student interviews: Give your students the homework assignment of interviewing their family members about science activities they’d like to try with their families. Be very specific in the questions you have them ask.
- Student feedback: Ask your students as an in-class assignment what they would like for science family links. (Very useful, but this choice provides no information from family members.)
- Master teacher interview: Interview your master teacher about potentially useful family links. Master teachers can provide very helpful information, but this choice is the least preferable of all options because the information is not firsthand. Families need the opportunity to speak for themselves.
Model Learning Cycle Lesson
Project Learning Tree: Science Methods (EDEL 436)

(Due date varies; see schedule. See rubric for peer evaluation of lesson and group member evaluation form). Inductive instruction often presents an unfamiliar skill set to teachers, particularly because much classroom instruction is heavily deductive. For this reason, we need supported opportunities to design, implement, and reflect on inductive instruction. With an assigned small group, design and implement a 20- to 30-minute lesson that uses the learning cycle model. You will teach your lesson to the class. Specifications:

a) Ensure that all group members play an equal role in lesson design and implementation. You will each evaluate the other group member’s participation.

b) Use Taskstream to structure the assigned Project Learning Tree lesson using the learning cycle model. (Most important: Ensure that instruction is INDUCTIVE, as intended by the learning cycle model.)

c) Teach grade-level science processes and encourage attitudes in addition to content.

d) Explicitly develop a set of key vocabulary terms (approximately 3). Active Teaching and Ed El 434 are resources for strategies for vocabulary instruction. Note: Most importantly, ensure that you develop concepts before teaching terms. Poor instruction: Defining words during the engage phase of your lesson.

e) Identify and explicitly address, through design and implementation, one specific learning need (e.g., support for behavior difficulties, giftedness, or a reading disability). Pick the learning need based on interesting challenges from your first- or second-semester student teaching classrooms. You will have a block mate volunteer to serve as your student with a specific learning need during the lesson.

f) Include, through design and implementation, instruction that addresses the needs of one or more English learners. You will ask one or more block mates to volunteer as your English learner(s).

   English learners are a heterogeneous group. Therefore, you must plan and implement modifications for your chosen English learner(s) that specifically address:

   • The primary language
   • The level of literacy in the primary language
   • The English language level

To summarize, you invent EL student profiles with your choice of information for the above bullet points, you plan to meet these profiles through instruction, you inform the block about the student profile(s) at the beginning of the lesson after you obtain your volunteer(s), and during the lesson you implement strategies that encourage English language development and content learning that are finely targeted for the profiles of your students.
g) Include a technology integration. Ask in advance for Elmo or Turning Point. Download the personal version of Active Studio and create a Flip Chart (go to Promethean Planet.com and create an account). Suggest a website for later use by “students” and their families. (Course objectives 4, 5, 6)
### Instructional Plan

#### Rubric

#### Model Learning Cycle

#### Lesson

<table>
<thead>
<tr>
<th>Title: Grade</th>
<th>Level:</th>
<th>Group</th>
<th>Members:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Not Yet</th>
<th>On Target</th>
<th>Above and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 minutes</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Taskstream plan |         |           |                  |

| Teaches to science standards |         |           |                  |

| Content: |         |           |                  |

| Investigation (processes): |         |           |                  |

| INDUCTIVE: Employs learning cycle model |         |           |                  |

| Engage |         |           |                  |
| Explore |        |           |                  |
| Develop |         |           |                  |
| Apply |         |           |                  |

| One specific learning need |         |           |                  |

| Need: |         |           |                  |

| Addressed through: |         |           |                  |

| Effective vocabulary development of approximately 3 terms |         |           |                  |

| Addresses EL needs |         |           |                  |

| Primary language: |         |           |                  |

| Literacy level in primary language: EL level: |         |           |                  |

<p>| Strategies: |         |           |                  |</p>
<table>
<thead>
<tr>
<th>Includes technology integration</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group member clearly played an equal role in design and implementation</td>
<td></td>
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</tbody>
</table>
Integrated Science Exploration

**Arts-Rich Credential Block Embraces Integrated Instruction in Science Learning**  
*(appears in the CSUF College of Education “Connected” spring 2013)*

Candidates in the arts-rich Multiple Subject Credential Program embraced the Common Core and integrated learning experiences in their recent study of providing rich science learning experiences for K-12 students. Our local wetland, Upper Newport Bay, served as the focal point for their studies.

They began by choosing animals that inhabit the Bay and conducting research into the animals. Candidates explored the animals in terms of the cross cutting concepts of the Next Generation Science Standards. Next they created papier-mâché sculptures of their animals and created a museum display of their work. Their signage includes both caption cards sharing their research and QR codes taking museum visitors into the Web to see videos of the animals in action. Their studies conclude with a canoeing and hiking tour of the bay.

Through their work, candidates learned how to further their own scientific content knowledge, to lead arts- and technology-rich science learning, and to guide students’ learning in field-based study.

Use your smart device to scan this code and watch this 30-second video of the development of the block’s museum.

Submitted by block leader, Andrea Guillaume
Knowledge Exploration
Assignment Description

Every teacher of science is a learner of science. Planning begins with a deep exploration of the content we are to teach. Complete an exploration of a wetlands animal.

a) Study at least three information sources to learn about your animal. Examples include texts, trade books, videos from reputable organizations, and web searches with careful attention to quality.

b) Create a papier mache model of your animal. Ensure that the animal’s proportions are reasonably accurate.

c) Create a hard-copy caption card for your animal. This card should be written in engaging prose for viewers of our museum. Include interesting information about your animal.
   a. On the caption card, include a QR code that takes museum visitors to the internet for additional information about your animal. You can create new content (e.g., audio or video recordings), or you can link your code to existing materials such as YouTube videos.
   b. Print the card using the specifications given in the Caption Card file in the Knowledge Exploration folder on our Titanium site.

d) Submit electronically through Titanium (Assignments), preferably as one file:
   1) An electronic copy of the caption card.
   2) A completed graphic organizer of the way your animal illustrates crosscutting concepts in science. One graphic organizer format is found in the Knowledge Exploration folder.
   3) Your reference list.
Knowledge Exploration Rubric

To earn credit for your Knowledge Exploration, you must attain a rating of “Right on Target” for each of the five components, below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Yet</th>
<th>Right on Target</th>
<th>Above and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness Submitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sculpture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 copy of caption card (word processed and free of typographical errors)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Graphic Organizer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• References (at least 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Sculpture</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Accurately represents major features of the animal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Rendered with care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Caption Card</td>
<td></td>
<td></td>
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<tr>
<td>• Provides information beyond everyday knowledge about the animal</td>
<td></td>
<td></td>
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<tr>
<td>• Presents information in a compelling way (entertains and informs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• QR code that scans correctly and leads to reliable web-based content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Graphic Organizer</td>
<td></td>
<td></td>
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<tr>
<td>• Explicitly connects the animal to at least two big ideas or crosscutting concepts (e.g., systems or scale and structure)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quality of References (3 required)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Materials are produced by reputable sources (NOT Wikipedia—start at Wikipedia if you like, but go far beyond it.)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Materials are varied</td>
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<tr>
<td>Overall Quality and Comment</td>
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<td>----------------------------</td>
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</table>

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Model Learning Cycle Lesson
Project Learning Tree: Science Methods (EDEL 436)

(Due date varies; see schedule. See rubric for peer evaluation of lesson and group member evaluation form). Inductive instruction often presents an unfamiliar skill set to teachers, particularly because much classroom instruction is heavily deductive. For this reason, we need supported opportunities to design, implement, and reflect on inductive instruction. With an assigned small group, design and implement a 20- to 30-minute lesson that uses the learning cycle model. You will teach your lesson to the class. Specifications:

a) Ensure that all group members play an equal role in lesson design and implementation. You will each evaluate the other group member’s participation.

b) Use Taskstream to structure the assigned Project Learning Tree lesson using the learning cycle model. (Most important: Ensure that instruction is INDUCTIVE, as intended by the learning cycle model.)

c) Teach grade-level science processes and encourage attitudes in addition to content. You must include the state adopted science standards for both content-specific outcomes and for investigation.

d) Explicitly develop a set of key vocabulary terms (approximately 3). Active Teaching and Ed El 434 are resources for strategies for vocabulary instruction. Note: Most importantly, ensure that you develop concepts before teaching terms. Poor instruction: Defining words during the engage phase of your lesson.

e) Identify and explicitly address, through design and implementation, one specific learning need (e.g., support for behavior difficulties, giftedness, or a reading disability). Pick the learning need based on interesting challenges from your first- or second-semester student teaching classrooms. You will have a block mate volunteer to serve as your student with a specific learning need during the lesson.

f) Include, through design and implementation, instruction that addresses the needs of one or more English learners. You will ask one or more block mates to volunteer as your English learner(s).

English learners are a heterogeneous group. Therefore, you must plan and implement modifications for your chosen English learner(s) that specifically address:

- The primary language
- The level of literacy in the primary language
- The English language level

To summarize, you invent EL student profiles with your choice of information for the above bullet points, you plan to meet these profiles through instruction, you inform the block about the student profile(s) at the beginning of the lesson after you obtain your volunteer(s), and during the lesson you implement strategies that encourage English language development and content learning that are finely targeted for the profiles of your students.

g) Include a technology integration. Ask in advance for Elmo or Turning Point. Download the personal version of Active Studio and create a Flip Chart (go to Promethean Planet.com and create an account). Suggest a website for later use by “students” and their families. (Course objectives 4, 5, 6)
3. **Scale and Structure Representations** (Due: 2/28). School instruction tends to short circuit learning for many students by over relying on linguistic input and focusing on content objectives to the exclusion of process skill development. Demonstrate your understanding of approaches to address students’ needs and the common processes of science and arts through a series of photographs, a drawing, and a caption.

At the Fullerton Arboretum, take a series of three photographs of the same landscape: a distant view, a midrange view, and a close up of the details of one plant in the landscape.

a) Print the photos on a plain paper printer in black and white. (Size is your choice.)

b) Mount them on construction paper with a one-inch border. (Color is your choice.)

c) Compose a grayscale (e.g., pen and pencil) drawing of the views. (Medium and size are your choice.) Recommend view: Close up. Mount.

d) Photograph the series (photos and drawing).

e) Compose a caption that explores the series of photos and the drawing and their meaning to you:
   - What was interesting to you about the scale of the photos? About the details in your drawing?
   - What do you conclude about the connections between science and art?
   - What did you learn about helping students to learn science processes and content?
   - Include at least one unanswered question about your subject matter (the plant[s]) you photographed and drew.

f) Submit electronically through Titanium: The photograph of the series and the caption card.
Science Learning Journal Assignment

Purpose

The objectives of our course focus on the development of understanding of the science standards—including a rich understanding of what science is: a set of ideas, a way of knowing, and a set of attitudes. They also focus on the development of decision-making and pedagogical skills and resources to encourage all students to learn science.

This assignment allows you to gain and demonstrate your blooming understanding of science and how it is learned so that you can foster the same development for your students in ways that incorporate their “stories” (gender, culture, language, past experiences, and background knowledge).

From the Syllabus

4. Science Learning Journal (Due: 3/07 or earlier as you desire). Scientists throughout time have used journals to dream, wonder, record, and explore. This semester we formalize the work in our learning journals to explore their use in science teaching and learning. Complete five science-related pages in your learning journal. Then photograph them and reflect upon them in an oral recording. Submit your pages and narration using the electronic format of your choice. Some examples include: Voice thread, Flip Snack narrated with a screen capture video, narrated PowerPoint, Fotobabble, QR codes on photographed journal pages, and Glogster. Pages are a mix of required and scientist’s choice selections, as follows:

- **Required**: “I wonder…” Over the next several weeks record the science-related questions that occur to you. Don’t concern yourself with answering them; just appreciate the beauty of a question.
- **Required**: “Science in the News” Create a spill that explores a science-related current event using images and your choice of other symbols (words, diagrams, numbers...). Choose an event that represents something new to you. Demonstrate or explain your growing knowledge of the scientific concepts and principles related to the event.
- **Recommended**: “My Science Story Spill” We will begin this spread in class, exploring your science story thus far.
- **Choice**: The world is yours! Feel free to create your own science-related pages. We will also be creating several pages during the semester from which you may choose to draw.

The Science Journal Folder in our Titanium site gives examples and the criteria for the oral reflection. In short, your reflection will use the language of the discipline to demonstrate how your pages demonstrate you “thinking like a scientist.”

Reflection Criteria

Choose from among the following topics to reflect on your five journal pages:

- The nature of science
- Science as a set of ideas, a way of knowing, and a set of attitude
- How we learn science (science as an individuals’ story)

Each reflection should demonstrate
• Your accurate and rich understanding of the topic (e.g., How is science a way of knowing?)
• The language of the discipline of science and science learning (i.e., move beyond daily language to use relevant academic language)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td>Yes ______ No ______</td>
</tr>
<tr>
<td>Five spreads (can be single pages) with narration</td>
<td></td>
</tr>
<tr>
<td><strong>Depth of knowledge: Language of the Discipline</strong></td>
<td></td>
</tr>
<tr>
<td>Each spread is narrated with academic language at least one aspect of just one of the following:</td>
<td></td>
</tr>
<tr>
<td>• The nature of science</td>
<td>Entry 1</td>
</tr>
<tr>
<td>• Science as a set of ideas, a way of knowing, and a set of attitude</td>
<td></td>
</tr>
<tr>
<td>• How we learn science (science as an individuals’ story)</td>
<td></td>
</tr>
<tr>
<td>• Author’s choice (some other course topic that the author finds particularly appropriate)</td>
<td>Entry 2</td>
</tr>
<tr>
<td><strong>Breadth of Knowledge</strong></td>
<td>Yes ______ No ______</td>
</tr>
<tr>
<td>Together, the entire set of narrations addresses a variety of the topics (from above) so that the journalist conveys an understanding of science education as a multifaceted endeavor.</td>
<td></td>
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<tr>
<td><strong>Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>• The choice of media is effective in conveying the journalist’s message.</td>
<td></td>
</tr>
<tr>
<td>• The journalist conveys professional attitudes such as passion.</td>
<td></td>
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</tbody>
</table>
# Community Resource
## Grading Expectations

To earn credit for your Community Resource, you must attain a rating of “Right on Target” for each of the four components, below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Yet</th>
<th>Right on Target</th>
<th>Above and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness &amp; Quality: Submitted PowerPoint with…</td>
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<td></td>
<td></td>
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<tr>
<td>□ Content standards for science (either for one grade or a grade range)</td>
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<td></td>
</tr>
<tr>
<td>□ Other content area standards (select one other integration)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ The site’s special benefits to students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Advance preparation for the whole class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Advance preparation for needs challenged by the site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ During-trip adaptations for relevant special needs and for English accessibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Resource materials (including websites)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Family connections</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Post trip Activities</td>
<td></td>
<td></td>
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<tr>
<td>Quality and format of the PowerPoint</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Effective length</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Reasonable amount of text per slide</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Effective use of photographs &amp; other images</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>□ Effective narration (content &amp; mechanics)</td>
<td></td>
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<td></td>
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<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ All group members named and depicted</td>
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<td></td>
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<tr>
<td>□ Evidence of collaboration in the PowerPoint</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Overall Quality and Comment</td>
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<td></td>
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</tbody>
</table>
EDEL 437 Analyzing Song Lyrics:

Candidates listen to and analyze the Rogers and Hammerstein song "You've Got to be Carefully Taught." Candidates discuss the meaning of the lyrics as it relates to the course themes. Candidates work in groups to concept map the course themes and concepts.

You've got to be taught
To hate and to fear,
You've got to be taught
From year to year,
It's got to be drummed
In your dear little ear,
You've got to be carefully taught.

You've got to be taught to be afraid
Of people, whose eyes are oddly made,
And people whose skins are a different shade,
You've got to be carefully taught.

You've got to be taught before it's too late,
Before you are six or seven or eight,
To hate all the people your relatives hate,
You've got to be carefully taught!

Generalization: Democracy in order to prevail requires active citizenship, and the ideals of democracy are built upon social justice.

Course Themes: Social justice, individual responsibility, global understanding, and the concepts of democracy, freedom, government, order, chaos, power, immigration, citizenship, oppression, discrimination, prejudice, knowledge, understanding, responsibility, and civil rights.
EDEL 437 Civil Rights Centers:

Candidates explore the content of the Civil Rights Movement, within the larger themes of the class (freedom, democracy, social justice). Centers utilize a variety of resources, including primary source documents such as the Brown vs. Board of Education case, primary source photographs, historical music of the movement such as “Strange Fruit,” and “Keep Your Eyes on the Prize.” Artwork depicting themes such as Norman Rockwell’s “The Problem We All Live With,” children’s literature such as “The Story of Ruby Bridges,” and interview manuscripts from “Oh Freedom, Kids, Talk About the Civil Rights Movement with the People Who Made It Happen” provide multiple perspectives and address multiple intelligences as well as examples of modifying the curriculum.
Making Adaptations and Modifications:

In EDEL 430, candidates complete an assignment entitled "Parenting and Exceptional Child." Candidates are assigned a particular disability to research, gather appropriate support resources, and create an interactive electronic poster (glogster) that introduces the child and the disability, and gives helpful hints for teachers. As an extension and application activity, candidates in EDEL 437 are revisited their "adopted child" through each course activity. The instructor gathers the list of assigned "child with a disability" from EDEL 430 and chooses two or three to discuss after each activity in EDEL 437. Candidates are called upon to make connections and apply their knowledge of their "adopted child" to make accommodations and modifications for each class activity during the course of the 7-week class.
EDEL 437: Shadows & Children's Literature (In-Class Activity)

View "The Shadow of Hate: A History of Intolerance in America" video by Charles Guggenheim. After viewing the video, we have a whole group discussion about our country's ongoing struggle to ensure liberty, equality, and justice for all citizens. We examine the root causes of hate and intolerance and make connections to current issues in our society today. We also discuss their roles and responsibilities as classroom teachers to ensure justice and equality for all students.

After the discussion, we explore bias and stereotypes in the media. We also examine children's literature and discuss the stereotypes and issues related to gender, sexuality, race, disabilities, and socio-economic status.
This activity allows candidates the opportunity to examine and discuss his/her personal history and how one's own beliefs, attitudes and expectations about students and families are shaped. Candidates think about and bridge historical events with their personal history.

**Old and Not-So-Old History**

- Candidates use internet sources such as on-line newspapers and historical websites to view samples of "old" (more than 50 years) and "not-so-old" (less than 50 years) American and/or world history. Use the internet and on-line videos of local television news broadcasts to remember the tragedy of 9.11.01. Also, please browse other sites to remember events that have occurred in your lifetime, like the death of Princess Diana, the beginning of the Gulf War, and the first African-American President. Know that you are a part of history and that your life will be remembered. How it is remembered is up to you.

- Have rich conversations with your own family members to recall your personal history and the cultures and traditions that have shaped your life.

- Create and submit via e-mail 1 Powerpoint slide. Include in the slide: your full name, your place of birth, and a photo of you with an artifact that relates to your history. On your slide, briefly (about 2 sentences) tell about your artifact and how it has affected your beliefs, attitudes and expectations about others.

- Your artifact is something tangible that is linked to who you are and is a part of your history. It might be a family heirloom, a piece of jewelry, a recipe, a piece of clothing, artwork... and so on. These slides will be shared in class. Please send your slide to me no later than Monday, 2.13.12 at noon.
EDEL 437

Brown vs Board of Education Analysis: Influences of History on Educational Practice

In small groups, students will complete the following steps:

**Step #1:**
- Open envelope 1:
- Read Justice Felix Frankfurter's draft decree from the Brown vs. Board of Education case.
- Discuss key words and phrases that highlight his intentions with regard to school integration.
- Notice the words and phrases have been crossed out and replaced with handwritten notes.
- According to the draft decree written by Justice Felix Frankfurter, what language was considered for the timeline of school desegregation.

**Step #2:**
- Read the following information about the language used in Brown v. Board of Education:
  - “In the end, the Court struggled to find the language that would be both strong and realistic in regards to desegregation. The court recognized the great challenge ahead of them and decided on the phrase “with all deliberate speed” because “there were so many blocks preventing immediate solution of the thing in reality that the best we could look for would be a progression in action.”
- Divide a piece of chart paper into two columns labeled “blocks” and “Progression of Action”. Consider Chief Justice Warren’s words: “There were so many block preventing an immediate solution of the thing in reality that the best we could look for would be a progression I action.”
- Think about and list examples of the potential blocks or barriers to school segregation, as well as actions of progression towards school integration based on their analysis of the document.

**Step #3**
Open envelope #2
- View photographs of school integration, paying close attention to the captions.
- Based on what you see, add any “blocks” or “actions” to the chart in step #2.
- Using the blank map, color in the locations around the country where school integration was taking place. What do you notice?
- Read the school integration timeline
Small Group Integrated Unit Plan

Directions:
In groups of four to five, identify a grade level and social studies topic that you would like to develop into an original, interdisciplinary unit of study. The grade level and topic must be aligned with the California Content Standards. The unit must also integrate language arts and at least one other content area, in addition to social studies. A grading rubric will be used to evaluate your unit.

Section 1: Scholarly Knowledge

• Identify the grade level. Choose a standard to develop, including its sub-standards. Review and generate a list of questions regarding the content addressed. What don’t you know about the content?
• Research, using at least 3 resources, the concepts in the standards using a scholarly approach based upon your needs. (This is not your background knowledge; these are answers to what you DO NOT know). Find the details and answers to the questions that you generate from reading the standards.
• What information do you need to know in order to be an expert on the content of your standard and thus be able to effectively teach those concepts? Use the sub-standards and research the concepts. Use the Internet to find the answers! Be sure to evaluate the sources and think critically about the information you read. Remember, just because it is on the Internet doesn’t mean that it is true!
• Write a 3-5 page paper that demonstrates YOUR increased content knowledge regarding this topic. Paper can be written in essay format and the information must show depth of understanding, surface information will not suffice. Be specific. This paper should not be at the level of your students, but at the level of your understanding.
• Cite your sources.

Section 2: Resource Sketch

Select, annotate, and defend the following resources:
1. At least 3 Children’s Trade books - Be sure to consider historical fiction, non-fiction, biographies, picture books, etc. (refer to Notable Trade book Lists provided on the NCSS website – www.ncss.org)
2. At least 1 textbook
3. At least 3 resources that support English Learners’ access to the content
4. At least 3 technology tools and/or resources (websites, apps, virtual field trips, software, interactive white boards, etc.)
5. At least 3 A-V Sources (maps, globes, photos, timelines, primary resources, music, videos, etc.)
Annotations should include APA citations (when applicable), a brief summary, and reason for selection.

Section 3: Concept Map

• Create one group concept map that guides the unit:
  1. First level of concept map: Identify one main idea (generalization) that will be developed through this unit. (i.e. Freedom, Communities, Sustainability)
  2. Second level of concept map: Identify key concepts related to the main ideas.
Section 4: Timeline for Lesson Planning

- Create a timeline of lessons and activities for your unit. For each day, include an objective, a brief description of the activity, modifications for EL, SPED and GATE students, and an assessment for each activity.
- Day 1 must be an introduction to the generalization with an active anticipatory set (hook) and includes diagnostic assessment
- Day 10 (or the last day of your unit) must be a culminating lesson that synthesizes the unit learning and assesses summative knowledge.

Section 5: Matrix for Differentiated Instruction

- Create a Tic-Tac-Toe Matrix for increasing access for all learners: This must include activities that are extensions of the unit lessons. This menu should be used to differentiate instruction for EL, SPED and GATE students, as an independent contract or as a choice element for all students. Use Kaplan’s depth and complexity icons to create a 3 x 3 box menu of activities that extend and enrich your unit lessons. Be sure to use 9 different icons. You can create a bigger box menu if you choose. Be sure that your activities have assessment components built in (that is, they provide the teacher with varying types and levels of assessment information). This menu is meant to support the unit plan. Be sure to provide activities for different learning styles (multiple intelligences) and levels of cognitive learning (Bloom’s taxonomy), including 3 for EL, 3 for SPED and 3 for GATE.

Section 6: Home/School Connections

- Write a letter to the families of the students involved in this unit. Solicit families involvement in the classroom related to the content, ask for families to share stories and histories, family photographs, family recipes, family traditions, family experiences past and present related to the content. Invite families to come into the classroom or share in another way to is convenient and accessible to them.

Notes:
The complete unit (with all 6 sections listed above) is due week 7.
Compile your unit into an organized 3-ring binder with tabbed dividers. Include a title page with all group member names.
Make sure that all members have a copy (paper or electronic).
Include one group rubric for the instructor to complete. Please fill in the names of group members, unit theme and grade level. The instructor will fill in the final grade. = )
3. **PAY IT FORWARD PROJECT** (Due dates will vary—see calendar for details). This project will give you the opportunity to practice active citizenship and connect service learning to the curriculum. The goal of this project is to enhance your understanding of the goals and responsibilities associated with social studies/education through experiential learning. You will use a flexible curriculum model to address local, national, or world issues. You will work with community partners and other organizations to raise awareness for the issues selected by your class. You are required to complete the following activities for this project:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-Survey</td>
<td>In-Class</td>
<td>Week 1</td>
</tr>
<tr>
<td>2. Project: Research Handout</td>
<td>Homework</td>
<td>Week 2</td>
</tr>
<tr>
<td>3. Create a Plan of Action</td>
<td>In-Class</td>
<td>Weeks 2, 3, 4, 5</td>
</tr>
<tr>
<td>4. Service Activity (5 hours)</td>
<td>Homework</td>
<td>TBD by class</td>
</tr>
<tr>
<td>5. Read: Spectacular Things</td>
<td>Homework</td>
<td>Week 7</td>
</tr>
<tr>
<td>6. Post-Survey</td>
<td>In-Class</td>
<td>Week 7 (tentative)</td>
</tr>
<tr>
<td>7. Reflection</td>
<td>Homework</td>
<td>Week 7 (tentative)</td>
</tr>
</tbody>
</table>

**Details:**

1. Complete an online pre-survey on civic knowledge, skills, and dispositions in class (Week 1).
2. Conduct research on the class issue and complete the research handout posted on BB (Due: Week 2).
3. Work together to create a plan of action for the service activity during class weeks 2-5 (date, location, time, activities, partners, materials, technology, etc.).
4. Participate in at least 5 hours of service time outside of class (community event, school, local organization, etc.).
5. Read Spectacular Things Happen Along the Way and make connections to the book in your final project reflection. Prepare one question to ask the author about the project (Due: Week 7).
6. Complete an online post-survey on civic knowledge, skills, and dispositions in class (Week 7, tentative).
7. Write a reflection paper connected to your experiences with the project and the big ideas associated with social studies/education (Tentative Due Date: Week 7). Please address the following questions in your reflection:
   a. Define citizenship and explain how it connects to the goals and standards associated with Social Studies.
   b. How did your participation in this project, the readings for the course, and the activities in class contribute to your understanding of citizenship and social studies/education?
   c. How will you incorporate citizenship education into your future classroom?
   d. How can you use service-learning to integrate the curriculum beyond social studies while still meeting the state content standards?
   e. Can you think of specific curriculum connections that emerged through your class project?
   f. Why do you think service-learning projects in your future classroom will meet the goals and standards associated with social studies/education? Provide a detailed explanation of why you think not. If you do not plan to use service-learning projects in the future, either identify potential experiential alternatives for teaching students about their roles and responsibilities as citizens OR tell what changes would need to occur for you to be motivated to use these types of projects in the future.
Week 1

In Class:

Social Studies:
1. Take pre-survey in class (online link will be sent by Jenn)
2. Discuss citizenship & civic responsibility

Science:
1. Show the STRAW video

Homework:
1. SS or Science
2. Photo
3. File: Raising Awareness

Task:
1. Collect photographs (3) that capture social or environmental issues in your community (or beyond)
2. Mount each photograph on sturdy paper
3. Write captions for each photograph (Make sure it is neat)
4. Do some research: identify a possible root cause for each issue and provide at least 3 possible solutions (bullet points with headings). Attach a list to the back of each mounted photo.

Read the article: Butterfly Effect (Ponder & Ferrell – attached to email – posted on BB)

Just a thought:
* I have other examples of elementary students’ projects if you want to share different clips/snippets each week. Brian Schultz’s DVD Pay it Forward, DVD, and several articles I have found that it is helpful if students hear and see multiple examples.

Week 2

Social Studies:
1. Share issues in small groups
2. Group similar issues together
3. Come up with categories for similar issues
4. Post issues around the room in categories (make a label for your category and post it above the issues so other groups can add to it)
5. Gallery walk around the room to examine issues
6. Individual: List top 3 choices
7. As a class announce top 3 issues voted on by the class
Science

1. Choose one of the top 3 issues you want to support and form a group.

2. Conduct research and compile facts.

3. Work together to prepare a 5 minute persuasive argument to convince the rest of the class to vote for your cause.

4. Allow each group to share their persuasive arguments. Consider pros and cons of each argument. Discuss as a whole group.

5. Vote and announce the top choice.

Weeks 3-7

Brainstorm a plan of action and an execution plan. Go over the budget. Choose a date for your implementation. Remember it doesn’t have to end by week 7. Let the students decide what works best for them as a group.

Budget:

- $400 for supplies for each block - I will give you a list of approved items they can purchase.

- $100 for printing for each block - this can be used for brochures, posters, copies etc.

- Graphic services on campus created an awesome poster for the community health fair. I will share it with you.

- We also need to go over budget procedures for reimbursement. I might just come and talk to your classes about the procedures when you are ready. The IRA grant is SO strict that I want you to make sure they understand how to get reimbursed and what they can do. Let me know when you are ready to talk to them. I will come over.

- Budget procedures for reimbursement. It might just come and talk to your classes about the procedures when you are ready. The IRA grant is SO strict that I want you to make sure they understand how to get reimbursed and what they can do. Let me know when you are ready to talk to them. I will come over.

- Developing the plan of action could take anywhere from 3-4 weeks. It will all depend on what the students decide. You have to let them go and see what they come up with. I’ve built in time every week (at least one hour) to let them work on the project in class.

- Remember your job is to facilitate and encourage them to think through their ideas. Anticipate roadblocks! My students were initially very discouraged by the roadblocks. I had to really encourage them not to give up and to think of alternatives.
When they start to develop their plan of action, encourage them to form committees to divide the workload and get organized.

* Allow students to guide all of the decisions. Play devil's advocate and encourage them to think through their choices. Push them to go beyond a one day volunteer exercise, like a soup kitchen or walk-a-thon. Encourage them to be participatory citizens and design their own projects. Encourage them to explore partnerships to help them build and expand their project. (local businesses, organizations, other student groups, schools, etc.).

Share projects from last semester's block of students:

1. Community Health Fair with the city of Fullerton & planting a community garden
2. College for Kids Day at CSUF – brought over 100 underprivileged and homeless kids from a local shelter and elementary school for a day of learning and fun at CSUF

At the end of the project, students need to take the post-survey and complete a written reflection. I can provide the guiding questions for the reflection when you are ready.
Implementation Timeline for Foundations
1st semester
(approximately 13 weeks)

Week
In Class

Pre-survey about civic knowledge, skills, and dispositions for my research
Examine a few different school mission statements. What do you notice about their goals?
Consider the purpose of schooling.
What is the good society? (Review Guillaume text pp. 30-34)

Homework:
Photography File: Raising Awareness

Task:
Collect photographs (3) that capture social or environmental issues in your community (or beyond).
Mount each photograph on sturdy paper.
Write captions for each photograph (Make sure it is neat).
Do some research: Identify the possible root cause for each issue and provide at least 2 possible solutions (bullet points with headings). Attach a list to the back of each mounted photo.

Read the article: Butterfly Effect (Ponder & Ferrell – attached to email – post on BB)

Just a thought:
* I have examples of elementary students' projects if you want to share different
clips/snippets each week.

Brian Schultz's DVD, Pay It Forward DVD, PROJECT STRAW, and several articles.

I have found that it is helpful if students hear and see multiple examples.

**Week ___**

**In Class:**

1. Share issues in small groups.
2. Group similar issues together.
3. Come up with categories for similar issues.
4. Post issues around the room in categories (make a label for your category and post it above the issues so other groups can add to it).
5. Gallery walk around the room to examine issues.
7. Tally the choices – announce top 3 issues voted on by the class.

**Week ___**

**In Class:**

1. Choose one of the top 3 issues you want to support and form a group.
2. Conduct research and compile facts.
3. Work together to prepare a 5 minute persuasive argument to convince the rest of the class to vote for your cause.
4. Allow each group to share their persuasive arguments. Consider pros and cons to each argument. Discuss whole group.
5. Vote – announce the top choice.

**2nd and/or 3rd semester:**

Brainstorm a plan of action and an execution plan. Choose a date for your implementation. Let the students decide what works best for them as a group.

Developing the plan of action could take anywhere from 3-4 weeks. It will all depend on what the students decide. You have to let them go and see what they come up with. I built in time every week (at least an hour) to let them work on the project in class.

Remember: your job is to facilitate and encourage them to think through their ideas. Anticipate roadblocks! My students were initially very discouraged by the roadblocks. I had to really encourage them not to give up and to think of alternatives.
When they start to develop their plan of action, encourage them to form committees to divide the workload and get organized.

* Allow students to guide all of the decisions. Play devil’s advocate and encourage them to think through their choices. Push them to go beyond a one day volunteer exercise, such as at a soup kitchen or walk-a-thon. Encourage them to be participatory citizens and design their own projects.

Encourage them to explore partnerships to help them build and expand their project (local businesses, organizations, other student groups, schools, etc.).

Encourage students to think of connections for donations too. You would be surprised by how many connections students have. One of my students asked her father-in-law to provide lunch from Taco Bell and KFC for 130 people... and he did it!!! We have a Tax ID that I can give to businesses after they make a donation so they can write it off on their taxes. Just let me know when or if you get to that point.

Share projects from last semester’s block students:

1. Community Health Fair with the city of Fullerton & planting a community garden
2. College for Kids Day at CSUF – brought over 100 underprivileged and homeless kids from a local shelter and elementary school for a day of learning and fun at CSUF

At the end of the project, students took a post-survey and completed a written reflection. I can provide the guiding questions for the reflection if you want them.
INVOLVED CITIZENS ASSIGNMENT:
(Objectives 5 and 6)
One of the goals of Social Studies instruction is the development of citizens who participate in their local, national, and worldwide societies. This project allows all candidates to develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual well being of all students. Each candidate will work with a small group to select an activity that will broaden his/her understanding of people, the teaching profession and the social world.

A. Based on the presentation and discussion held in class during week 1, candidates will select an activity and submit a brief explanation/proposal to the instructor by the third class meeting. The selection will be approved or denied by the instructor. If the selection is denied, the candidates must discuss another option with the instructor. On the proposal, please list group members’ names. One hand-written or typed proposal per group is acceptable and may be submitted prior to week 3 if available.

B. Volunteer, participate, research and engage in the activity for a minimum of 5 hours with your group. Candidates in the group do not always need to be engaged at the same time, but each candidate should log at least 5 hours of involvement.

C. Present your experience to the class using a PowerPoint presentation in 8-10 slides with photos and captions. Lengthy text should not be used on slides. Please do NOT read slides while presenting. Take your audience on the journey you experienced as you became an involved citizen and worked toward eliminating stereotypes, prejudice and bias in your community. This can be done in groups of no more than 5 candidates. Presentations should be no more than 10 minutes long. Please assign a time keeper for your group to keep you on track during your presentation. If your group prefers to use a movie-based or YouTube type presentation, this can also be discussed with the instructor.

D. Each group member will submit to the instructor a one-two page reflection that discusses how you have been affected by this experience. Please also submit your volunteer hour log. Please send your submission electronically with the following considerations:
   • Received by the instructor no later than Friday, March 9, 2012 at 5:00 p.m.
   • Subject line as follows:
     EDEL 437, Block #__, your name: Involved Citizen
Greetings! Flat Stanley arrived at CSUF last week and he is anxious to explore! Today you will take him on a tour of the campus and use the digital camera to document his adventure!

*Be sure to record all of the locations you visit on campus because you will send him back home with a map that documents his journey.*

**Task:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Take at least 5 photographs of Flat Stanley at different locations around campus.</td>
<td></td>
</tr>
<tr>
<td>Use the photographs to create a digital story of Flat Stanley’s adventure.</td>
<td></td>
</tr>
<tr>
<td>Include unique information about Southern California/Fullerton on a few slides (tourist attractions, weather, location – proximity to well known cities, transportation, other fun facts, etc.)</td>
<td></td>
</tr>
<tr>
<td>Include unique information about CSUF (demographics, sports, awards, honors, etc. - see college website for data).</td>
<td></td>
</tr>
<tr>
<td>What do you like best about where you live? What would you change?</td>
<td></td>
</tr>
<tr>
<td>Include information about Flat Stanley’s tour guides (goals, future plans, etc)</td>
<td></td>
</tr>
<tr>
<td>Save your project on a disk and turn in when you are finished.</td>
<td></td>
</tr>
<tr>
<td>Create a map of the campus and mark the locations Flat Stanley visited.</td>
<td>(Be sure to include a title, key, symbols, scale, compass rose, and labels)</td>
</tr>
<tr>
<td>Add an item of clothing to Flat Stanley and explain why it was added.</td>
<td></td>
</tr>
<tr>
<td>Artifacts? Can you think of anything interesting to include in the care package?</td>
<td></td>
</tr>
</tbody>
</table>
Home/School Connections

Write a letter to the families of the students involved in this unit. Solicit families involvement in the classroom related to the content, ask for families to share stories and histories, family photographs, family recipes, family traditions, family experiences past and present related to the content. Invite families to come into the classroom or share in another way to is convenient and accessible to them.
Checklist for Discussion Skills

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Names of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps define the topic</td>
<td></td>
</tr>
<tr>
<td>Sticks to the topic</td>
<td></td>
</tr>
<tr>
<td>Is an interesting and willing listener</td>
<td></td>
</tr>
<tr>
<td>Interjects ideas at appropriate points</td>
<td></td>
</tr>
<tr>
<td>Considers ideas contrary to his or her own</td>
<td></td>
</tr>
<tr>
<td>Tries to clarify, not &quot;win&quot; arguments</td>
<td></td>
</tr>
<tr>
<td>Does not repeat ideas given by others</td>
<td></td>
</tr>
<tr>
<td>Gets to the point without delay</td>
<td></td>
</tr>
<tr>
<td>Speaks so all can hear</td>
<td></td>
</tr>
<tr>
<td>Uses appropriate language</td>
<td></td>
</tr>
<tr>
<td>Uses concepts accurately</td>
<td></td>
</tr>
<tr>
<td>Helps evaluate discussion</td>
<td></td>
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</tbody>
</table>
EDEL 437 — Everyone is from Somewhere
Acculturation, Culture, & Language Considerations


2. Divide the class into small groups. Give each group one of the following texts:
   a. Coolies by Yin (Chinese migration to America in the 1800s)   b. Passage to Freedom: The Sugihara Story by Ken Mochizuki (Jewish refugees from Poland trying to escape to Japan)
   c. Coming to America: The Story of Immigration by Betsy Maestro (Immigration from Europe)
   d. Sweet Dried Apples: A Vietnamese Wartime Childhood by Rosemary Breckler
   e. Who Belongs Here? An American Story by Margy Burns Knight
   f. I Too by Langston Hughes
   g. Henry’s Freedom Box by Ellen Levine
   h. Grandfather's Journey by Alan Say

3. Share brief summary of book. What do all of the books have in common?

4. Distribute chart paper and markers. Ask students to draw world maps. After first attempt at drawing provide world and US maps for reference. Highlight the importance of understanding geography.

5. Ask, “Where is your family from — this generation or further back?” Trace family history on the map. Share in small groups.

6. Whole class discussion: Why did your family move from one place to another? Why did they leave Point A? Why did they choose Point B?

<table>
<thead>
<tr>
<th>Why did they leave Point A?</th>
<th>Why did they choose Point B?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>More religious freedom</td>
</tr>
<tr>
<td>Example: Religious persecution</td>
<td>Family in the area</td>
</tr>
</tbody>
</table>

   Each move has both a push and a pull. Label the chart with push/pull factors AFTER students have shared.

7. Talk about push/pull factors for migration.
   a. Push: lack of jobs, poverty, political and religious persecution, environmental problems, etc.
   b. Pull: weather, higher standards of living, labor demand, religious and political freedom, etc.
i. Andi’s mom chose to relocate to CA after attending the Rose Parade because of the weather.

ii. John’s family left Ireland during the potato famine and relocated to New York City.

Conclusion: People are on the move and always have been.

8. Did everyone choose to “migrate” here?
   a. What about people who were “forced” to come here? (i.e. African-Americans and slavery)
   b. What about people who were already here (Native Americans)

9. How do all of these factors influence experiences in schooling?

10. How does migration impact acculturation?

11. What does this mean for the students in your classroom?

12. How will you gather this information and differentiate your instruction accordingly?
CURRENT EVENTS: Each class session will begin with a discussion of pertinent current events. As a social studies teacher it is imperative that you keep abreast of your world around you. Please watch the news, listen to news radio, log on to news websites, or any other means that gives you credible news updates. Try to focus on larger national/global issues rather than local. On your assigned week you will need to select a current event and type a one-paragraph synopsis of the issue. Be prepared to lead a small group discussion on the current event you selected.
Please obtain the necessary signatures on all items that pertain to your program of study. A copy of this form will be placed in your file to verify that you have met all field requirements.

<table>
<thead>
<tr>
<th>Fieldwork Evaluation—45/60/90 hours (circle)</th>
<th>Fieldwork Evaluation—30/45 hours (if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School_________________________ Grade____</td>
<td>School_________________________ Grade____</td>
</tr>
<tr>
<td>I have completed and submitted the candidate’s Fieldwork evaluation. The candidate received a copy. Teacher _________________ Date_____</td>
<td>45 hrs—I have completed and submitted the candidate’s Fieldwork evaluation. The candidate received a copy. 30hrs—I verify candidate completed required hours. Teacher _________________ Date_____</td>
</tr>
<tr>
<td>Supervisor_________________________ Date_____</td>
<td>Supervisor_________________________ Date_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teaching Evaluation—1st placement</th>
<th>Student teaching Evaluation—2nd placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School_________________________ Grade____</td>
<td>School_________________________ Grade____</td>
</tr>
<tr>
<td>I have completed and submitted the candidate’s Student Teaching and Narrative Evaluation. The candidate received copies. Teacher _________________ Date_____</td>
<td>I have completed and submitted the candidate’s Student Teaching and Narrative Evaluation. The candidate received copies. Teacher _________________ Date_____</td>
</tr>
<tr>
<td>Supervisor_________________________ Date_____</td>
<td>Supervisor_________________________ Date_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching English Learners</th>
<th>Teaching GATE/Special Education Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>School_________________________ Grade____</td>
<td>School_________________________ Grade</td>
</tr>
<tr>
<td>District_________________________ Semester____</td>
<td>District_________________________ Semester____</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Master Teacher</td>
</tr>
<tr>
<td># of English Learners</td>
<td># of identified GATE students</td>
</tr>
<tr>
<td>*Class must include a minimum of 4 EL students</td>
<td># of identified SPED students</td>
</tr>
<tr>
<td>*Class must include a minimum of 1 GATE and/or SPED student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BCLAD Candidate Teaching Assignment &amp; Language Proficiency (if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School_________________________ Grade____ Semester_____</td>
</tr>
<tr>
<td>Candidate demonstrated the ability to teach in the students’ primary language____________________</td>
</tr>
<tr>
<td>Candidate</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Signature</td>
</tr>
</tbody>
</table>
California State University Fullerton
College of Education
MULTIPLE SUBJECT CREDENTIAL PROGRAM
Candidate Field Competency Student Teaching Evaluation

Student Teacher _______________________________ CWID # ___________
Block Leader ___________ Block # ______ Semester/Year _____________
Master Teacher _______________________________ Supervisor _____________________________

Semester _______ School _________________________ Grade Level ______

Directions:
Based on your observations and work with the candidate during student teaching, please rate their performance according to the criteria for each of the Teacher Performance Expectation Standards (TPEs). Please use link provided for detailed descriptions and sample indicators for each TPE.

Each TPE should be rated using the following criteria:

<table>
<thead>
<tr>
<th>NE = No Evidence</th>
<th>1 = Unacceptable</th>
<th>2 = Basic</th>
<th>3 = Skilled</th>
<th>4 = Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</td>
<td>Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from master teacher/and or supervisor.</td>
<td>Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required additional support from master teacher and/or supervisor.</td>
<td>Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in</td>
<td>Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from master teacher and/or supervisor.</td>
</tr>
</tbody>
</table>

Note:
All TPE’s must be assessed by the end of second student teaching placement. Those marked “No Evidence” in the first placement must be addressed in final placement.

Remediation will be mandatory for any TPE marked as “Unacceptable” on first placement evaluation. Any TPE marked as “Unacceptable” in final placement will result in No Credit for student teaching.
STANDARDS OF QUALITY & EFFECTIVENESS AS A STUDENT TEACHER

<table>
<thead>
<tr>
<th>A. Making Subject Matter Comprehensible to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</td>
</tr>
<tr>
<td>Understands state adopted academic content standards and demonstrates the ability to teach to the standards in the following subject areas:</td>
</tr>
<tr>
<td>Subject Areas:</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Reading/Language Arts</td>
</tr>
<tr>
<td>Performing Arts</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>B. Assessing Student Learning</td>
</tr>
<tr>
<td>TPE 2 Monitoring Student Learning During Instruction</td>
</tr>
<tr>
<td>TPE 3 Interpretation and Use of Assessment</td>
</tr>
<tr>
<td>C. Engaging and Supporting All Students in Learning Including GATE Students and Students with Special Needs</td>
</tr>
<tr>
<td>TPE 4 Making Content Accessible</td>
</tr>
<tr>
<td>TPE 5 Student Engagement</td>
</tr>
<tr>
<td>TPE 6 Develops Appropriate Teaching Practices</td>
</tr>
<tr>
<td>TPE 7 Teaching English Learners</td>
</tr>
<tr>
<td>D. Planning Instruction and Designing Learning Experiences for Children</td>
</tr>
<tr>
<td>TPE 8 Learning About Students</td>
</tr>
<tr>
<td>TPE 9 Instructional Planning</td>
</tr>
<tr>
<td>E. Creating and Maintaining Effective Environments for Student Learning</td>
</tr>
<tr>
<td>TPE 10 Instructional Time</td>
</tr>
<tr>
<td>TPE 11 Social Environment</td>
</tr>
<tr>
<td>F. Developing as a Professional Educator</td>
</tr>
<tr>
<td>TPE 12 Professional, Legal, and Ethical Obligations</td>
</tr>
<tr>
<td>TPE 13 Professional Growth</td>
</tr>
</tbody>
</table>

Grading Criteria (based on overall average):

First student teaching placement
CR = 2.0 – 4.0
NC = < 2.0
Final student teaching placement

C
R

Comments: Use the Narrative Evaluation Form.
EDEL 450 Visual and Performing Arts Methods

**Cultural dance:** Candidates are instructed in axial movements and locomotor movements. Candidates learn about the history of cultural dance, and perform a dance such as the Appalachian Big Circle dance and the Pandogo from Ghana, West Africa.

**El & SPED strategies include non-verbal communication, physical actions, context embedded instruction, total physical response, structured social conversations, and respect for multiple cultures and contributions, structured collaboration.**
**Description**: Write one arts integrated lesson plan, due in hard copy Week 5. Choose a topic in language arts, social studies, math or science, locate resources and plan a lesson, incorporating one or more arts discipline. Your lesson plan should address issues of equity and inclusion for English learners and students with special needs. You will implement one arts lesson during student teaching (that includes the criteria identified in this lesson plan), and your reflection on its implementation should address your understanding of principles of equity and inclusion.

In EDEL 450, on the last day of class, bring your written lesson plan and an example art work that would be created as a result of experiencing the lesson. Use the lesson plan format below.

**LESSON PLAN FORMAT—EDEL 450**

- **Grade Level**: Intended grade level
- **Estimated Time Length of Lesson**: This is only an estimate
- **Arts standard (at least one arts discipline)**
- **Other content area standard**
- **ELD Standards (project a student of at least one ELD level in your design)**
  - **Materials**: All materials/resources to be used by the teacher and students. Be specific if you include books (not just “a book about the beach,” but TITLE and AUTHOR)
  - **Classroom Organization**: Whole group, small group, cooperative learning groups, cooperative learning structure: pair sharing, heads together, jigsaw, etc.
  - **Instructional Objective**: This should be worded behaviorally with a specific student outcome. This should be aligned with your standard and your assessment. (Given..., the student will ..., in order to...)
  - **Principles of Equity and Accessibility for English Learners**: hands on materials, SDAIE strategies, primary language instruction, primary language support, connection to home/life experiences, culturally responsive curriculum
  - **Principles of Equity and Accessibility for Special Needs Students**: Identification of special need, IEP consideration, accommodations to ensure accessibility, groupings to support inclusion

**Procedure**: This section should include enough information for another teacher to be able to teach the respective lesson. The introduction should state the purpose of the lesson and explain to students how they will be accountable (using child language). You should include the following:

1. Lesson introduction/opening that builds/activates background knowledge, includes important vocabulary and concepts, motivates and actively engages students
2. Model the skills you want students to practice (include questions you will ask the students and ways the students will respond, such as in partners, through graphic organizers, through mapping, journaling, etc). Include partner/small group talk to reflect on modeling.
3. Provide independent practice for individuals and/or groups (include questions you will ask the students and ways the students will respond, such as in partners, through graphic organizers, through mapping, journaling, etc)
4. Close the lesson with a reflection that the students will engage in (journal, discussion, etc). NOTE: This closure will inform your summative assessment

**Assessment:** What will students do so that the teacher knows that the students achieved the instructional objective during the lesson/close of the lesson? Include the criteria you would use to assess student process and product. This criteria should reflect both arts and other content area standards.

**Key Vocabulary:** list here

**GRADING POLICY FOR THE COURSE (from syllabus)**

This course must be taken credit/no credit. A grade of (B) or higher is required to earn a grade of "credit." All assignments must be turned in on time, and completed in a thoughtful and comprehensive manner. Assignments should show that the student has given ample thought and consideration to the topic, and is prepared to discuss and/or present the learned information. All assignments must be type written.

**Grading Expectations for Lesson Plan**

- All lesson components are present
- Standards, objective, procedure and assessment are aligned
- Procedure tells HOW to teach the arts skill
- Student activities are active, hands-on, and focus on meaning making
- Student activities include peer interaction and oral language development
- Both the arts, other subject area content, and ELD standards are covered
- Lesson plan design considers principles of equity and inclusion for English learners and students with special needs.
EDEL 450 Arts and Child Development Chart

Use the following chart to reflect on how your classroom experience in the arts and reading about child development and developmental appropriateness informs your curriculum, instruction and assessment of child learning in the arts at different grade, age, and developmental levels.

Readings:


<table>
<thead>
<tr>
<th>Teacher Candidate Arts Experience</th>
<th>Select an age/developmental stage to plan toward</th>
<th>Examples of what children do during this stage</th>
<th>Sample modifications or redesign of arts experience to promote learning</th>
<th>What adults and children can do together in this arts discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using one or both of the following readings, analyze in small groups the concepts from the readings and apply those concepts to observations you have seen in preK-8th grade classrooms today. We will focus specifically on supporting students’ home languages and cultures through the arts in order to differentiate instruction.


Discussion Questions:
1. What does it mean to "release the imagination" through the arts at school?
2. What kinds of equity do schools need to create for bilingual children, and how can such equity be in part realized through the arts (based on the authors’ suggestions)?
3. How do supporting students’ home languages and cultures in the classroom intersect with the author’s vision for "releasing the imagination"?
4. How might instruction in the arts look differently when you consider primary language literacy and English language development? When you position children’s home cultures at the center of the arts instruction?
EDEL 451
The Principles of Culturally Responsive Teaching & Culturally Responsive School Environments

Yolanda Sealey-Ruiz, Ph.D
New York University
Metropolitan Center for Urban Education

- Workshop Objectives:
  - To learn (some) principles of CulturallyResponsive Teaching (CRT) as defined by Gloria Ladson-Billings and Geneva Gay
  - To learn some principles of Culturally Responsive Environments (CRE)
  - To assess the cultural responsiveness of our schools and classrooms
  - To discuss the implications of CRT & CRE for our schools

- Definitions for our Workshop
  - Culture
  - Pedagogy
  - Culturally Responsive Teaching

A Definition for Culture

- A Definition for Pedagogy
  - The philosophical framework for our teaching.
  - The lens in which we plan, carry out and reflect on our teaching.
  - The art and science of teaching.

What is Culturally Responsive Teaching?

According to scholar Gloria Ladson Billings, Culturally Responsive Teaching (CRT) is:

An approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes.

- Gloria Ladson---Billings, Ph.D.

In her 1994 book The Dreamkeepers, Ladson-Billings, further defined CRT as possessing these nine principles:
  - Communication of High Expectations
  - Active Teaching Methods
  - Teacher as Facilitator
  - Inclusion of Culturally and Linguistically Diverse Students
  - Cultural Sensitivity
  - Reshaping the Curriculum
  - Student- Controlled Classroom Discourse
  - Small Group Instruction and Academically-Related Discourse

- Geneva Gay, Ph.D.

In her 2000 book Culturally Responsive Teaching, Geneva Gay, defined CRT as teaching that is:
- Validating the values, prior experiences, and cultural knowledge of students
- Comprehensive
- Transformative
- Emancipatory

- Culturally Responsive Teaching
  - Builds on what students already know.
  - Helps students understand there is more than one way of knowing.
  - Encourages students to embrace their culture and develop a love of learning.
  - Highlights students' strengths, and gives them confidence to confront their weaknesses.

- Culturally Responsive Teaching

**Gives Teachers...**
- The opportunity to learn about students’ cultures.
- The opportunity to teach students about the behaviors valued in schools.
- Ways to keep their teaching exciting— they vary teaching approaches based on their learners.

“In our multicultural society, culturally responsive teaching reflects democracy at its highest level. It means doing whatever it takes to ensure that every child is achieving and ever moving toward realizing their potential.”

—Joyce Taylor-Gibson

- Be willing to reexamine your teaching pedagogy and make it relevant to your students.
- Be someone who deeply cares about your students.
- Be a student---centered teacher, which means taking an interest in your students’ community and making positive contact with their parents.
- Be willing to learn about cultures other than your own.

- Workshop Activity # 1:
  **Brainstorm about how you might apply some principles of CRT to improve the cultural responsiveness of your school, classroom or teacher education program**
  10 minute individual exercise

**What Are the Characteristics of a Culturally Responsive School Environment?**

- Culturally Responsive School Environments:
  - Use the culture and experiences of Latino, African American, Asian American, Native American, and White Americans not part of mainstream culture as a scaffold to learning (Gay, 2004).
  - Use instruction that involves matching the knowledge of particular groups with the learning environment.
  - Embraces a strength-based perspective.
  - Knows that failure of any children is not an option.
  - Creates an environment that reflects cultural and linguistic diversity.
  - Enacts instruction through different learning styles.
Building a Culturally Responsive Environment requires...

- Dialogues on race/ethnicity and culture
- Caring (Noddings, 1986; Valenzuela, 1999)
- Analyzing school climate – who feels comfortable and safe? Who feels uncomfortable and unsafe?
- Continuously analyzing student achievement data
- Professional Development on learning styles

Why is a Culturally Responsive Environment Important in Educational Settings?

- Schooling process operates on cultural nuances (e.g., agriculture calendar, giving teacher an apple, speaking up in class, calling teacher by last name).
- Culture of “others” has historically not been acknowledged in the schooling process and resulted in differential outcomes (Banks, 1987, 2001; Delpit, 1993; Sleeter, 1987).

A Place to Begin...

Workshop Activity # 2: Assess if your school environment is culturally responsive

20 minute small group exercise & Discussion

Discussion

What are the implications for your school or organization to create a culturally responsive school environment?

- Obstacles?
- Challenges?
- Benefits?

“The increasing diversity in our schools, the ongoing demographic changes across the nation and the movement toward globalization dictate that we develop a more in-depth understanding of culture if we want to bring about true understanding among diverse populations.”

References

EDEL 452 Evaluation of Web Based Health Resources

After candidates participate in a class discussion about access to health related resources, candidates will locate and evaluate health resources. The purpose of determining web based health resources is to provide candidates with access to a wide variety of sources that demonstrate effective health related practices.

- Candidates will participate in a group discussion where they will analyze, compare and contrast information related to health education.

- Candidates will work with a group of three and locate five health related websites that offer suggestions for including health into cross-curricular activities in elementary education.

- Candidates will create a learning object (web page, blog, wiki, interactive Glogster, etc.) to demonstrate their knowledge of web based resources related to health.

- Candidates will upload their completed learning object to the discussion board forum and share their resources with their classmates. The purpose of sharing the learning objects is to provide candidates with relevant information related to health instruction deemed appropriate by their peers.
EDEL 452 Evaluate PE Websites

After candidates review the Physical Education Content Standards and the Framework for 21st Century Learners, candidates will learn how to evaluate websites to assess content and relevant information. Candidates will participate in a class lecture that emphasizes the key components to evaluating instructional materials for social content.

- Candidates will analyze the standards available at
  
  [http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent.pdf](http://www.cde.ca.gov/ci/cr/cf/documents/socialcontent.pdf) that detail guidelines from the State Board of Education designed to ensure that instructional materials contribute to a positive experience for all students.

- Candidates will work in pairs to access web based resources that are pertinent to their instruction of physical education.

- Candidates will begin with the California Department of Education website that features [http://www.cde.ca.gov/ci/pe/im/](http://www.cde.ca.gov/ci/pe/im/)

- Candidates will use a bookmarking service to save the resources that are pertinent to their future instruction in physical education.

- Candidates will discuss relevant web based resources and suggested ideas for implementing resources in their instructional plans.
EDEL 452 --Understanding Health Choices PowerPoint -- Health Online Module

- Agenda
  - View this PowerPoint Presentation.
  - Review the California Health Framework.
  - Print out the California Health Challenge Standards.
  - Write a health education plan, including:
    - Develop & teach a health lesson plan during student teaching.
    - Submit by date due.
- Objectives
  - Teacher candidates will become familiar with teaching strategies related to: promoting children's recognition of a healthy lifestyle; understanding of the process of growth and development; and informed use of health related information, products and services.
  - Given the challenge standards, students will write a health lesson plan, teach it during EDEL 439, and reflect on it.
- Health Framework
  - Available for free download at the California Department of Education (CDE) website. *Hint: don’t print the whole book out. Instead, view the pages online (zoom in to 100% so you can read it).*
  - School sites should have a hard copy version of the Health Framework.
- Components of a Coordinated School Health System
  - Health education
  - Physical education
  - Health services
  - Nutrition services
  - Psychological and counseling services
  - Safe and healthy school environment
  - Health promotion for staff
  - Parent and community involvement
- Some Important Health-related Laws in California
  - Compulsory attendance law requires school attendance for children ages 6-18.
  - Students are required to participate in physical education; 200 minutes for every 10 school days (elementary).
  - Students are required to be immunized for school entry.
  - No child is to go hungry; law provides for free/reduced breakfast and lunch programs.
  - Public schools must have a comprehensive safety program.
  - Parents/guardians must be notified in writing of family life and sex education courses.
  - All public employees are declared to be disaster service during emergencies.
  - Mandated reporters (e.g. teachers) shall report reasonably suspected child abuse. *Note: student teachers who suspect child abuse should speak with their master teacher first.*
- Format of the Framework
• Unifying Ideas
• Expectations (these are numbered)
• Grade-level concepts and content (by grade spans: K-3, 4-6, 7-8, 9-12)
• Examples of skills and behaviors
• Unifying Ideas of Health Literacy
• Acceptance of personal responsibility
• Respect for and promotion of the health of others
• An understanding of the process of growth and development
• Informed use of health-related information, products, and services
• Health Education Content Areas
• Personal Health
• Consumer and Community Health
• Injury Prevention and Safety
• Alcohol, Tobacco, and Other Drugs
• Nutrition
• Environmental Health
• Family Living
• Individual Growth and Development
• Communicable and Chronic Diseases
• Question
• Can you think of appropriate lessons, activities, or presentations for one or more of these content areas?
• Click to see some ideas.
• Answer
• Lessons on:
  • Bicycle safety
  • DARE program
  • Dental health
  • Skeletal system
  • Food Guide Pyramid
• Sample Expectations
• The next three slides provide examples of expectations for the various grade spans (K-3, 4-6, 7-8) applicable to the multiple subject credential.
• Sample Expectations – Primary
  • Practicing good personal hygiene, including caring for teeth, gums, eyes, ears, nose, skin, hair, and nails.
• Making healthy food choices.
• Distinguishing between helpful and harmful substances.
• Sample Expectations – Upper
  • Practicing good personal hygiene, with particular attention to the needs of preadolescents and adolescents.
• Identifying and sharing feelings in appropriate ways.
• Exercising self-control.
• Sample Expectations – Middle
• Using protective equipment.
• Making healthy food choices in a variety of settings.
• Avoiding self-destructive behaviors.
• Challenge Standards
• Currently there are no SBE (State Board of Education) adopted standards or instructional materials for Health.
• When developing health lesson plans, use Challenge Standards available at the CFLP website at http://csmp.ucop.edu/cflp/standards/challengestandards.html. One or two standards per lesson plan is a good rule of thumb. *Note: you must teach every standard you list!*
• CA Challenge standards are available on TaskStream.
• Sample Challenge Standards
• The following challenge standards could be used for a health lesson for nutrition, grade 4.
  • Unifying idea: Acceptance of personal responsibility for lifelong health
  • Standard 1: The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.
    • Example: Students will be able to compare their food intake to the USDA Food Guide Pyramid.
• From Standards to Objectives
• You can see how easily the standards can be re-worded to make good objectives (behavior, conditions, criteria). For example,
• Students will (SW) use a one-day food diary and the Food Guide Pyramid to identify food groups missing from their diets and the number of servings they lack.
• What about concepts?
• You will also need to include a “big idea” or concept on your lesson plan. A concept is a generalization or truth about the world that the students learn during the lesson. It must be written as a declarative statement.
• You can use the health framework as a guide to help you write out your concept. For example, in the previous example, the concept might be written as “Personal choices in eating affect lifelong health. The USDA Food Guide Pyramid serves as a guide to healthy eating.”
• Developing a Health Lesson Plan
• Using the challenge standards, the dept. lesson plan format, and other resources, develop a health lesson plan.
• Teach your lesson plan during EDEL 439 *Student Teaching* this semester. Add reflections. Submit to instructor.
• Health Resources
• Online
  • California Healthy Kids website at www.californiahealthykids.org
  • National Dairy Council at www.nationaldairycouncil.org
  • California Dairy Council at www.dairycouncilofca.org
  • Crest toothpaste www.crest.com
• Close
• This concludes this Health PowerPoint presentation.
Adapting and Modifying Curriculum and Instruction for Diverse Learners
Adaptations and Modifications are the key to unlocking the curriculum for each individual child.

Effective Teachers evaluate the cognitive, affective, communicative and physical demands of a curriculum sequence and create adaptations and modifications for a particular student that support his/her individualized learning needs.

This can be much simpler than it seems. It is a very rewarding experience for a teacher to watch a child unlock a new learning or have an opportunity to learn a new way. The key for the teacher is to take the time to analyze the individual regardless of the label the child has, or the classroom the child comes from.

Interventions to the curriculum can be
Adapted
Modified
Accommodated or
Supplemental
to meet the individual needs of the child.

Adaptations
Adaptations are instructional interventions that enable a student with special needs to more readily access curricular content or to more easily demonstrate understanding of that content. For example using concept maps or graphic organizers, outlines, color coding, are all examples of adapting the curriculum. Many of the adaptations you make for students with disabilities will enhance learning for all students in your classroom.

Modifications
Modifications are interventions that include significant changes made to the curriculum that enable a student to be successful in an education environment. For example, breaking the learning down into smaller parts and teaching only the BIG ideas.

Accommodation
Accommodation is an umbrella term for describing any of the supports and services a student receives in order to be successful in an education environment. For example, an one-on-one teaching assistant for a student with disabilities mainstreamed into a general education classroom is an accommodation.

Supplemental
Sometimes the general education core curriculum and standards are not enough to support learning. This is when supplemental curriculum can be brought in to enhance existing instruction and curriculum. Supplemental curriculum is never to replace standards or the core curriculum!
Always begin with adaptations; if they are not working then add modifications and accommodations! Bring in supplemental curriculum when students need extra support in a specific area.

Vaughn, Bos and Schumm (2003) describe a planning process model on pages 183–187 of the textbook. This leads to the unit planning pyramid explained on pages 189–194. Notice the focus on instructional grouping (an adaptation) and on teacher goals related to what ALL children will learn, what MOST will learn and what SOME will learn. This is an excellent example of differentiated instruction.

Sample of Science and Reading Adaptation
The following slide shows an excellent example of a science adaptation (note the children each cut around their bodies and created the organs then used hands-on learning to put them in place on the body. As they did this, the children learned where the lungs go, why blood is blue and read, how the heart works, etc). The slide also shows two samples of pocket charts adaptations for a language arts lesson.

Sample items for Reading and Math
The following slide shows
- Color coded words, cut in the shape of the word on a word wall (adaptation)
- A multiplication chart for students use during timed tests (modification)
- And evidence of the Read Naturally chart and program books. (This is a supplemental reading program designed to enhance reading fluency).

One of the key ways we can accommodate learning for all students is to mark frequently used classroom supplies. The following photograph is from a primary classroom. Notice, there is a drawer for every color of crayon. This is a wonderful basic accommodation. The child merely matches the color needed and opens the drawer. This method programs even the lowest learner for success.

The same principle is used in this kindergarten classroom. The play area is specifically marked and only one item is in each tub.

There is a lot going on in this next photograph. However, look closely at the many charts behind the kidney shaped table. Each chart is a reminder of a concept the classroom teacher has already taught. She has put the charts up to reinforce the learning and key the students for future use (adaptation). One of the students in her room has a specific learning disability in the area of central processing (memory); the charts are a wonderful adaptation for him and others in the class.

Each day the classroom teacher (see following slide) has the class read orally. She has a student that has trouble tracking items on the board. She has carefully color coded each paragraph of this chart. When the class reads, the teacher reads a paragraph, then the class reads a paragraph and they rotate. This adaptation helps the reader focus on only the paragraph (color) they will be expected to read.

Interventions can include many levels of support.

The students in the classroom displayed on the next slide have recently visited the farm. Their teacher programmed the children for success by having them brainstorm as a class what they enjoyed about the visit (yellow sheet), the teacher took some of the phrases off the yellow sheet and wrote a class paragraph (center) and then each child was to write about the visit. The lower performing students had a model to use as the basis for their own paragraph. Every child was successful,
including a student with significant cognitive delays and a student with severe dysgraphia.

Hands-on Learning

The next photo is of Judy Carmona, a junior high school teacher. She creates board games to reinforce and *supplement* learning in her history class. The board game in the photograph is from a unit on Egypt.

Integrated Art, Math, Language Arts and Science

The teacher in the following photograph integrated art into the language arts curriculum for her 4/5 grade class. The class worked together to paint a large mural to support their study of dinosaurs. She supplemented the curriculum by having the students measure the board, calculate the percentages needed, outline the drawings, paint, etc. Then the class read several stories of dinosaurs in small groups and each group developed a story of their own to go with the mural.

The following slide has two different interventions featured.

First, at the top of the slide is a sample of vocabulary cards. Note each card has the word written and a photograph drawing of something representing the word. Each student in the class has also created a word card and it is on a ring for them to take home and practice the vocabulary words (supplementary to core curriculum)

Second, you will see a series of masks created with paper mache’ as an art project to align with a story they are reading about Marti Gras in their core curriculum book. We are thankful for....

The slide on the following page could be found in any classroom during the month of November. This picture is from a class of children with very, very severe disabilities. The teacher used many interventions in the form of adaptations, modifications, and accommodations to allow every child to have a hand. Can you think of what may have been used? Are you surprised that children with such significant disabilities can produce such a beautiful product?

Did you know that prior to referral to Special Education, a general education teacher must document at least two interventions? For example:

- Allow extra time for processing information (wait time, speak slower)
- Increase the amount of modeling, demonstration, and guided practice
- Use multisensory techniques such as clear verbal presentations, many visuals and hands on learning
- Give extra one-on-one assistance such as peer tutor or cross-age tutor
- Have a student repeat the directions prior to beginning an assignment
- Provide the student with an outline for the lesson

Teaching is Hard Work!

Teaching is challenging! As you read through this module, I am guessing you have had some affirmations: “I do that....that seems so simple.

If you had these ah-ha moments pat yourself on the back! You probably have already been adapting, modifying, accommodating and supplementing the core curriculum in your classroom.

Yes, teaching is hard work, however, together we can share our ideas and build a strong support system!
EDEL 452 Legal Rights of Children with Disabilities
Special Education Early Intervention Services

- Special Education
- Federal and state laws provide certain services, free of charge, to preschool and school-age children with disabilities
  - Ages 3 – 21
  - Coordinated through Exceptional Children’s Division in each public school district
    - Durham: 919-560-3774
  - Begins with free, multidisciplinary evaluation within 90 days of referral
  - Eligible children qualify for an IEP – Individualized Education Program
- Special Education
- Eligibility
  - Child must have a disability that interferes with educational progress
  - As a result of the disability, the child must need special education (i.e., specialized instruction and related services)
  - Disability must fit in one of the 13 eligibility categories
- Special Education Categories
- Autistic
- Seriously emotionally disabled
- Deaf-Blind
- Hearing impaired
- Multi-handicapped
- Intellectually disabled
- Orthopedically impaired
- Developmentally delayed (up to age 8)
- Other health impaired (includes ADHD)
- Specific learning disabled (includes dyslexia)
- Speech/language disabled
- Traumatic brain injured
- Visually Impaired
- “Other health impaired”
- A disability category that includes any –
  - Chronic or acute health problem that
  - Results in limited strength, vitality, or alertness OR a heightened alertness to environmental stimuli, and
  - Adversely affects a child's educational performance
    - Examples: attention deficit hyperactivity disorder, asthma, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome
  - A medical evaluation is needed for determination of eligibility for this
category
• The Basic Promise
• All children with disabilities are entitled to
  • A “free, appropriate, public education”
  • In the “least restrictive environment”
  • Pursuant to an Individualized Education Program (IEP)
• What is a “FAPE”?
• A “free, appropriate public education” is
  • Special education (i.e., specially designed instruction to meet the unique needs of the child); and
  • related services (such as transportation and specialized therapies) that allow the child to make reasonable educational progress
    — in academics, socialization, adaptive skills, language and communication, and behavior
• What is the “least restrictive environment”?
• The LRE is the setting in which children with disabilities may be educated with typical children to the maximum extent possible
• What is an IEP?
• IEP is “blueprint” for the child’s special education
  • Contains annual goals
  • Specifies how much/what kind of special education student will get
  • Specifies the setting in which the services will be delivered
  • Specifies accommodations
  • IEP must be written by a team of persons knowledgeable about the child and the child’s needs, including parents
• IEP must be revised at least once a year
• The Special Education Process
• Child must be “referred” to be evaluated for possible special education services
  • Referral: in writing, dated, addressed to principal, state reason for referral in terms of lack of educational performance
  • Child can be referred by the parent or an educator
  • If a medical provider sends a letter of concern, the school district has 30 days to decide whether to move forward with a referral
  • The parents must agree for the evaluation to proceed
• The Special Education Process
• Initial evaluation is usually conducted by a school psychologist
• Parent may wish to submit information from treating physician to supplement evaluation
• “IEP Team” — parent & relevant school personnel – make decisions about eligibility and child’s individualized education program
• Special Education Process
• Parents have the right to challenge decisions of the IEP team
  • Eligibility
  • Amount & duration of services
  • Placement in LRE
• Discipline
• Legal team can represent parents in IEP disputes

• Case examples
  • Jeremy – age 9 – fourth grade
  • average intelligence
  • Asperger’s syndrome
  • regular behavioral problems; “meltdowns”
  • Can function in a regular classroom with an aide available to interpret for him, calm him
  • New classroom – no aide
  • He spirals down, both behavior and academic performance worsen
  • Jeremy has a legal problem: he is not getting appropriate services in school that allow him to make educational progress. Advocacy can help him get the classroom aide that will allow him to make progress.
  • Case examples
  • Denise, age 13,
  • severely visually impaired secondary to albinism
    • Been in special ed since kindergarten
    • Academic level is 1st–2nd grade level, and has been for the last several years; she can barely read or do even elementary math
    • Denise has a legal problem. She needs new evaluations to determine why she isn’t learning, and specialized services to allow her to make reasonable academic progress
  • What’s a “504 Plan”?
  • A plan for students with disabilities that don’t qualify for special education
    • Child doesn’t need “specialized instruction”
    • Child does need accommodations in regular classroom and for testing, such as —
      • Preferential seating
      • Testing in separate room
      • Accommodations for physical disabilities
  • “504 Plans”
  • Based on federal anti-discrimination law
  • Guarantees students full access to the educational facilities and programs
  • Tend to be less formal and less structured than IEPs
  • Special Education Screening Questions
  • Watch for children with—
    • Autism, ADHD, mental retardation, learning disabilities, depression, bi-polar disorder, communication difficulties, other disabilities
  • ASK –
    • Is your child making good progress in school and passing End-of-Grade tests?
    • Does your child have an IEP or 504 Plan?
• Have you had any trouble getting your child appropriate services in school?
  • Does your child have any behavior problems at school?
• Referral to legal team
• Child with disability has not been evaluated for special education (note especially pre-school children, ages 3-5)
• Child’s parent expresses concerns about
  • Lack of educational progress
  • Lack of, or inappropriate, special education services
  • Frequent suspensions from school
• Referral to legal team
• Lawyers can —
  • Provide advice
  • Negotiate with school personnel
  • Accompany parents to IEP meetings
  • Represent parents in dispute resolution forums
    • Mediation
    • Administrative hearings
• Can achieve goals such as:
  • different classroom placement;
  • behavior intervention services;
  • additional OT, Speech services, PT;
  • reversal of suspensions;
  • specialized reading instruction;
  • modification of testing setting
• Early intervention services
• Federal and state laws provide certain services, free of charge, to infants and toddlers with disabilities
  • Birth to age 3
  • Begins with free, multidisciplinary evaluation within 45 days of referral
  • Coordinated through Children’s Developmental Services Agency
    • Call 19-560-5600 in Durham
  • Eligible children qualify for an IFSP – Individualized Family Service Plan
  • Child Service Coordinator will help family access array of services (which may involve fees)
• Early intervention services
• Eligibility
  • Developmental delay
    • Cognitive development
    • Physical development
    • Communication development
    • Social-emotional development
    • Adaptive development
• 2.0 standard deviations below the mean on one or 1.5 SD below on two; or
• 30% delay on one, or 25% delay on two (when scores are in months)
• Early intervention services
• Eligibility
  • “Established Conditions”
    • Congenital anomaly (fragile X, Down syndrome, fetal alcohol syndrome)
    • Congenital infections
    • Autism
    • Attachment disorder
    • Hearing loss (permanent)
    • Visual impairment (not correctable)
    • Neurologic disease (Spina Bifida, CP, epilepsy, Microcephaly)
  • Neonatal conditions
• Early intervention services
• Legal problems are rare
• Parents have right to challenge decision regarding timely evaluation, eligibility, or services offered through the IFSP
• Parents can be assisted by lawyer in mediation or administrative hearing process to challenge decisions
• Early intervention services
• Screening questions
  • For parents of child with developmental delay or one of established conditions –
    • Do you have an Individualized Family Service Plan (IFSP)?
  • Is your child getting services (therapies, assistive technologies, audiology, family training, social work, etc.)
  • If answers suggest problems, refer to legal team
Slide #7 - CalTPA Scoring

All four CalTPA tasks are scored anonymously by trained assessors who use task-specific rubrics. Remember, you can find a copy of these rubrics on the CalTPA website link shared earlier in the presentation.

Slide #8 – Who Scores the CalTPA Responses?

Assessors who will score your CalTPA tasks include university faculty, supervisors, and other education professionals. Even though your task submissions are anonymous, your course instructors, supervisors, and/or master teachers are not permitted to score your work.

Slide #13 - What Can the CalTPA Do for You?

Try not to think of the CalTPA as just “one more hoop” you need to jump through to earn your teaching credential. Instead look at this as an opportunity that will provide you with valuable experiences and information that will help you develop into a highly qualified teacher.

1. Your performance on the CalTPA will provide you with important information about your strengths and weaknesses as a teacher. Great teachers never stop learning!

2. Passing a rigorous assessment increases the public’s confidence that teachers are prepared for the classroom. Think of this assessment as the medical boards that doctors are required to pass or the bar exam that lawyers must pass before they can practice law.

3. Scoring patterns from this assessment help our department improve the program quality and effectiveness.

4. After you earn your preliminary credential and accept a teaching position you must complete an induction program to clear your credential. You may choose to use the feedback from your CalTPA results to create an action plan for the next phase of your professional development.
Students explore the 9 Elements of Digital Citizenship listed below and consider their responsibilities as teachers during technology boot camp.

1. Etiquette
2. Communication
3. Literacy
4. Access
5. Commerce
6. Law
7. Rights & Responsibilities
8. Health & Wellness

http://www.digitalcitizenship.net/
Google Doc & Digital Image

Say Cheese!
1. Use Photo Booth to take a photo of yourself. Make it interesting but recognizable.
2. Go to your Block's Google Doc presentation. (Follow the link on the portal site)
3. Insert a slide.
4. Insert your photo from Photo Booth.
5. Add your name and any message you like.

Promethean Board (Interactive White Board)

Yes We Can! Check List
We can:
- Launch Active Studio
- Find what we want to do in the dashboard. Now open the flip chart
- Welcome to the Pro Board. Follow the directions on each page
- Remember, there are 2 modes: Presentation & Design
- This is not a spectator sport! Everybody plays today!

iPod Touches
1. Check out the apps on the machine. Pick one that would be useful in a classroom.
2. Go to the Apps store. Find other likely candidates.
3. Ask your friends their favorite apps. Take some notes.

PASSPORT to the
World of Technology

Start at station:

Schedule
- 21st Century Skills
- Web 2.0 tools
- Centers
  1. Document camera (Elmo) & Google doc with digital picture
  2. Interactive white board (Promethean Board)
  3. iPod Touches
- Closure

The 21st Century & Digital Citizenship
- A rapidly changing world
- International Society for Technology Education
- Technology standards for teachers & students
- Digital citizenship & elements (digitalcitizenship.net)
- Use the rules of netiquette

Web 2.0
- Interactive, collaborative, user-centered use of the Web.
- Examples: Wikis, Blogs, Social Networking sites
- Check some out: www.compas.com (user name agualma)
- Use them to make life easy...and fun.

To Do:

Wow! I need to remember...

Elmo (Document Camera)

Task 1: Hook it UP!
Take turns connecting the document camera to the projector and powering it.

Task 2: Project it!
- Choose some tasks below:
  - Can you zoom in?
  - Where's the auto-focus?
  - Can you freeze the image?

Task 3: Stump us!
-- Find an interesting object to project.
-- Zoom in. Keep the focus, but make the object as a whole unrecognizable.
-- Ring the bell! Stump us!
**ADMINISTRATOR RELEASE FORM**

*(To be completed by the administrator responsible for the class that the above named teacher candidate will be videotaping.)*

---

Teacher Candidate Name ________________________________

Administrator Name: ____________________________________

Title/Position: ________________________________________

School Name: _________________________________________

School Address: _______________________________________

_____ I am the administrator of the school named above. I have received permission slips from the parents/guardians of each student who will appear in the video to be recorded in ________________________________ ’s (Teacher Candidate Name) class.

Signature of Administrator: _______________________________

Date: _______________________________

---

*This form should only be filled out by an administrator in a school that has parents/guardians complete Student Release Forms at the beginning of the school year and keeps them on file.*
Adult Release Form

Teacher Candidate Name: ____________________________________________

Adult Name: _______________________________________________________

School: __________________________________________________________

______ I give my permission to film (including videotape) me as I participate in a class conducted at ______________________ (Name of School) by ______________________ (Name of Teacher Candidate). I also give my permission to record my voice. I understand that (a) my last name will not be recorded; (b) I will not receive any compensation for or have any copyright interests in any film or recording; and I will not have the opportunity to inspect or approve any film or recording.

______ I do not give my permission to film (including videotape) me as I participate in a class conducted at ______________________ (Name of School) by ______________________ (Name of Teacher Candidate).

I am 18 years old or older. I have read and understand this document, and I am signing it freely.

_________________________________________  _______________________
Signature                                      Date
CANDIDATE ATTESTATION FORM: 
ATTESTATION OF COMPLETED RELEASE FORMS

You must obtain signed permission forms from the parents/legal guardians of all children and from any adults who appear in your videotapes, or who are shown in any photographs with your response. Keep copies of the permission forms on file and send the originals with your task response. Your signature below verifies that you have followed all of the necessary procedures.

I hereby affirm that I have followed the privacy conventions and permission requirements of my program and/or school district. I certify that I have secured and am holding on file signed copies of all necessary permission forms from all responsible individuals.

________________________  _________________________
Candidate’s Full Name                  Date
(Please type or print)

________________________
Candidate’s Signature

Candidate CWID

Submit this form with an original signature along with the original release forms according to the directions provided by your credential program. If you fail to do so, your task response will not be scored.
To: Student Name  
From: Block Leader  
Re: Contract for Success in the Multiple Subject Credential Program  
Date: 

As you know, MSCP candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be knowledgeable about and adhere to the professional standards and policies as stated in the MSCP Handbook. (Available at http://ed.fullerton.edu/EDEL/handbook.html) This is to inform you of a need to improve in the area(s) of QUOTE DIRECTLY FROM THE HANDBOOK.

The issues that have arisen that are not in line with the program standards are as follows:

- Bullet Point Dates/Classes and events/issues-Be as specific as possible. Please include course numbers (i.e. EDEL 430, EDEL 439), assignment titles and due dates.

In efforts to support your continued professional growth in the program, the following items will need to be addressed and developed. We expect to see improvement by (Date). In addition, even if improvement is made by the specified date, these issues cannot reoccur during the course of the program. You are expected to meet these and all expectations as listed in the MSCP handbook until the completion of your program:

- List the specific items that need to be improved. If there are assignments that are due please list the assignments and the new due dates.

Becoming a teacher is a developmental process. The above expectations for improvement have been generated in response to your actions this semester. This contract begins the date that you sign this contract and continues until you complete the program. This is a serious concern and we do hope that you will give it your immediate attention. If any of the items listed above is not met, you will receive a No Credit in the course associated and you will be stopped out of the program.

(PLEASE AVOID ANY LANGUES THAT IS SUBJECTIVE. PLEASE STATE FACTS AND STANDARDS THAT ARE IN THE HANBOOK)
My signature indicates that I have read and understand this document, and I have received a copy of this document. Failure to sign this document will lead to immediate stop out of the program

_________________________            __________________________
Name, Student                                  Date

_________________________            __________________________
Name, Block Leader                              Date

_________________________            __________________________
Name, Program Coordinator                      Date

(Please sign and return this document by XXX by email or in person)
Person filling out form:
    ___ Master Teacher
    ___ Supervisor

1st placement 45/60/90 hours (circle one)

2nd placement 30/45 (if necessary)

California State University Fullerton
College of Education
MULTIPLE SUBJECT CREDENTIAL PROGRAM
Candidate Fieldwork Evaluation

Student Teacher ____________________________ CWID #________

Block Leader ___________ Block # _______ Semester/Year __________

Master Teacher ___________________________ Supervisor ____________________

Semester _______ School ________________________ Grade Level ________

Directions:
The Multiple Subject Program’s mission is to graduate candidates who are:
Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and
Commited & Caring Professionals. To successfully reach these outcomes we believe that
candidates must possess particular dispositions toward teaching and learning. This
evaluation is intended to measure candidates’ behaviors and effort toward demonstrating
these dispositions. The disposition ratings will serve as an indicator of the candidate’s
potential for succeeding in student teaching and reaching outcome goals.

Based on your observations and work with the candidate during their fieldwork
placement, please rate the candidate’s behavior and effort toward meeting the disposition
indicators for each outcome goal.

Each disposition indicator should be rated using the following criteria:

<table>
<thead>
<tr>
<th>1 = Unacceptable</th>
<th>2 = Developing</th>
<th>3 = Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few to no examples of candidate behavior that exemplify the disposition description.</td>
<td>Some examples of candidate behavior that exemplifies the disposition description.</td>
<td>Multiple indicators of candidate behavior that matches the disposition description.</td>
</tr>
<tr>
<td>Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.</td>
<td>Limited evidence of consistency over time in demonstrating effort toward meeting indicator.</td>
<td>Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
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<tr>
<td>4 = Exemplary</td>
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<td></td>
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<tr>
<td>---------------</td>
<td></td>
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</tr>
<tr>
<td>Extensive indicators of candidate behavior that exemplifies the disposition description.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
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<td></td>
</tr>
<tr>
<td>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</td>
<td>Unacceptable</td>
<td>Developing</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Commitment to Learning: The candidate demonstrates curiosity and interest in learning more about students and content areas.</td>
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<td></td>
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<tr>
<td>The candidate takes initiative in practicing skills for working with small and large groups.</td>
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<tr>
<td>The candidate readily participates in classroom routines.</td>
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<tr>
<td>Use of Language: The candidate is diligent in appropriate and correct use of oral and written language.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to Diversity: The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</td>
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</tr>
<tr>
<td>Self-Reflection: The candidate reflects on and evaluates his or her own behavior and work. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.</td>
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<tr>
<td>Collaboration: The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.</td>
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</tr>
<tr>
<td>Feedback: The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITTED &amp; CARING PROFESSIONALS</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Demeanor &amp; Responsibility: The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</td>
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<tr>
<td>The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.</td>
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<tr>
<td>The candidate is poised and professional in his or her demeanor and communication with others.</td>
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</tr>
<tr>
<td>Professional Growth: The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)</td>
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<td></td>
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</tr>
</tbody>
</table>

Grading Criteria (based on overall average):

- **CR = 2.0 – 4.0**
  - Remediation will be mandatory for any disposition marked as “Unacceptable.” Requirements for remediation must be fulfilled by end of student teaching placement.

- **NC = < 2.0**
  - Fieldwork must be repeated prior to student teaching if a grade of NC is received.
Comments:
Please use this space to supplement the above ratings with additional information about the candidate’s particular strengths. Please also comment on any areas in which the candidate may need additional development.
This is a skeleton. It includes only the bones of a lesson, and it is generic. “Flesh it out” with as much detail as you need. Depending upon the teaching model you choose to use, you will need to adapt the procedure section to reflect the teaching steps of that particular teaching model.

Your name

General Information
   Grade level of the lesson
   Lesson topic
   Estimated time length of lesson
   EL level of students (Beginning; Early Intermediate; Early Advance; Advanced)

Materials and/or Technology
   List all the special materials you’ll need for the lesson.

Concept(s)
   State the “big idea” that all students will acquire or develop.

Alignment with Standards
   What standard(s) does this lesson teach to? Think in terms of both State and District standards.

Objectives
   Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?

Modifications
   Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. What strategies are used to address the needs of diverse learners, including English Language Learners?

Vocabulary/Literacy Skills
   Identify the vocabulary/literacy skills (Listening, Speaking; Reading; Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English language learners.

Procedure
   Name of instructional model
      Your procedure will look different depending on the model of instruction (e.g., Cooperative Learning; Direct Instruction; Inquiry, etc.) being used.
   Classroom Management Details
   Room Arrangement(s)
   Student Groupings
   Specific Details Throughout the Lesson

   A. Focus/Motivation (Open)
      How will you gain students’ attention, build interest in the lesson, and introduce the topic? What will you do? What will students do?
B. Development (Body)

How will you develop the content related to your objective? Who’s going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

C. Closure (Close)

How will you bring the lesson to a close? How will you have students identify what the lesson’s learning was?

Assessment

How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).

Lesson Reflection

Reflect on your lesson after teaching it using the guidelines provided.

1. To what extent did students master the objective?
2. What evidence do you have of student learning? Use the language of the objective and the academic standard(s) in your response.
3. What parts of the lesson were particularly effective?
4. What changes would you make in this lesson?

CR 10/11/05Rev.
MSCP Advisory Board Meeting  
March 12, 2008

1. NCATE Review  
Our review went ‘swimmingly’. All standards were met, we received a ‘clean sweep’ from our reviewers. We are continuing to forge ahead and make progress.

2. Technology  
2.1 One request from the advisory board last time was to improve and increase the ability of our teachers to use technology in the classroom. We now have an entire ‘technology’ block. Loretta gave a review on how that is going. She said it is going well and remarked that one of the rewarding things for her is that her student teachers are taking the projector and computer into the classroom they are in and using them in their instruction. It looks like this will continue and perhaps be extended to other cohorts as well. It will be slowly infused into the program. Our goal is to utilize technology in our instruction and encourage our student teachers to use it in their settings. Two of the advisory board members commented that they are using United Streaming in their schools as an example of technology.

2.2 The COE has opened a podcasting studio for the faculty which will enable our instructors to record what is being doing in the classroom. We viewed a video by Dr. Jennifer Ponder showing a group of 4th and 5th grade students who began a project for a young girl they knew who needed surgery but whose family could not pay for it. The students set up recycling bins throughout the school and raised money during the year. This was a project demonstrating the students’ commitment to being good citizens and stand up for people who need help. In the first year they raised 7,000 dollars and in the second year they made 8,600 dollars. The project was inspired by Jennifer Ponder who teaches social studies here at CSUF and it has grown into something larger in the community which is now student initiated and continued.

3. Kristine mentioned that there are still possibilities for art workshops in the schools and two of those who attended today expressed an interest for their schools- Acacia and Beechwood in Fullerton.

4. The issue of student teachers overloading nearby schools in an attempt to come do observations was discussed again. No resolution has been reached in light of a solution, but it is still a problem. The principals present are trying to accommodate the requests but are not always able to.

5. TPA and inquiry  
5.1 CSUF for the first time is implementing TPAs this semester in 6 blocks as a pilot program. It is possible that it will not continue to be funded so it may not continue. It is more project based and has replaced the portfolio. Kristine asked the group if they thought that not having the TPA program would earmark CSUF
in a negative way. Loretta mentioned that the logistics and the training to be assessors is overwhelming. The problem is that the assessors need to be compensated for their work time and this is not being approved of by the state. Rita Cruz didn’t think this would cause a negative reflection on the student teachers and the university. She mentioned that there are some flaws in the system anyway and those need to be worked out. TPAs are not commonly used as a source of evaluating candidates for a job opening but the portfolio is more likely to help them get a job.

5.2 Brenda Clark, principal, said that the portfolio gives them a better opportunity to show the interviewer what the candidate has done. Another principal, Sue Faassen, said that in interviewing, time is limited, so she will use the portfolio to have the applicant show her something she is proud of. Photos of lessons, student work, and authentic artifacts from the children or parents are some of the best items used from the portfolios. It is also one of the ways credential candidates can demonstrate they have fulfilled the requirements of the program.

6. Problems with declining enrollment in some districts and budget cutbacks were discussed. A number of teachers are being put on temporary contract and many of our student teachers still don’t have jobs after several years.

7. Suggestions from the group
   a. Keep talking about the No Child Left Behind and its impact on education.
   b. Brenda Clark, principal at Fanning praised how the student teachers she has have been well prepared here.
   c. The question was raised- who needs to be contacted if a student doing observation does not do a good job. Kristine pointed out that the evaluation of those hours needs to be taken seriously, and if there are red flags with a student those concerns need to be recorded in the evaluation. Loretta said that perhaps a letter from the instructor to introduce the student to the Master Teacher would be helpful. Kristine pointed out that all 315 instructors have the introductory letter and needs to be used.
CALIFORNIA STATE UNIVERSITY, FULLERTON
MULTIPLE SUBJECT CREDENTIAL PROGRAM
STUDENT TEACHING EVALUATION

STUDENT TEACHER ____________________________ DATE ____________
GRADE _______ SCHOOL _______________________ DISTRICT _______________________

ABILITY TO ORGANIZE SUBJECT MATTER, PLAN INSTRUCTION, AND DESIGN LEARNING EXPERIENCES FOR ALL STUDENTS

ABILITY TO ENGAGE AND SUPPORT ALL STUDENTS IN LEARNING

ABILITY TO ASSESS STUDENT LEARNING

ABILITY TO CREATE AND MAINTAIN AN EFFECTIVE ENVIRONMENT FOR STUDENTS

ABILITY TO RELATE TO STUDENTS AND ADULTS

____________________________________________________________________________

EVALUATOR:  D Master Teacher       D University Supervisor

__________________________________________    ________________________________
(Typed name)                                  (Signature)
I have had this evaluation explained and understand the contents. I also understand that my signature does not necessarily indicate my concurrence with the above evaluation.

Student's Signature______________________________

Updated 9/04
CSUF EDEL MSCP Program Assessment 2013

Visit#   Date:    Time:   

CLASSROOM OBSERVATION FORM

StudentTeacher: ____________________ StudentTeacherSignature: ____________________

School:---------------------- Subject/Topic:---------------------- Grade Level:

ESTABLISHING A LEARNING SET:
- presents lesson objectives (TPE 5)
- provides rationale for lesson (TPE 4)
- relates lesson to previous lesson (TPE 9)
- relates material to student interests, (TPE 8)
- gains student attention at of lesson (TPE 10)

LESSON DESIGN AND DEVELOPMENT:
- starts class promptly and has materials (TPE 10)
- relates teacher input to lesson objective (TPE 5)
- emphasizes key (TPE 4)
- keeps students and accountable (TPE 5)
- models task or activity (TPE 4)
- provides guided practice before independent practice (TPE 4)
- provides corrective feedback (TPE 4)
- provides internal and concluding summaries (TPE 4)
- plans differentiated instruction, including GATE, SPED, EL (TPE 9)

TEACHING STRATEGIES:
- ensures that strategies are appropriate for objectives (TPE 1)
- accommodates different learning styles (TPE 4)
- makes instructional adaptations for 1st & 2nd language groups (TPE 7)
- allows students time to respond (TPE 5) probes for clarification, elaboration (TPE 5)
- in a logical sequence (TPE 4, 6) (concrete to abstract, simple to complex)
- provides comprehensible input for all levels of EL (TPE 7)

TEACHER-STUDENT COMMUNICATION AND INTERACTION:
- provides clear and concise directions (TPE 10)
- uses vocabulary appropriate for learners including EL (TPE 7)
- communicates orally and in writing without errors (TPE 1A)
- supports verbal messages with non-verbal communication (TPE 11)
- demonstrates enthusiasm through gestures, facial expressions, voice (TPE 11)

CLASSROOM CLIMATE AND LEARNING ENVIRONMENT:
- manages the classroom (TPE 11)
- creates a positive climate for learning (TPE 11)
- builds positive self-concept (TPE 11)
- encourages cooperation (TPE 11)
- communicates high expectations regardless of gender, culture, socio-economic status (TPE 5)

USE OF CLASSROOM TIME:
- involves high percent of learners on task (TPE 5)
- moves lesson at brisk pace with about student success (TPE 5, 6)
- uses routines for recurring events (TPE 10)
- accomplishes transitions quickly and efficiently (TPE 10)

ASSESSMENT:
- uses progress monitoring during instruction (TPE 2)
- checks for understanding (TPE 2)
- uses informal and formal assessments (TPE 3)

TARGETS/GROWTH AREAS:
Held conference with student teacher
Held conference with master teacher

SUPERVISOR SIGNATURE

DISTRIBUTION: White – Student  Yellow  Block Leader  Pink- Supervisor

Revised 4/05
Instructions: Please use the following list to guide your master teacher orientation sessions. The main topics that should be covered are followed by possible talking points. These are general talking points, and should be personalized to reflect you and your block assignment specifics.

Orientation Talking Points:

__Introductions and Collection of Information__
- Share supervisor contact information
- Collect Master Teacher contact information – phone and email
- Inform all Master Teachers that the Literacy Form will be completed electronically via the electronic evaluation system. Master Teachers will need to complete this form only once (upon entering the electronic evaluation system) and then should not have to complete it again.

__Review Master Teacher Orientation PowerPoint [http://ed.fullerton.edu/EDEL/MasterTeacher_Resources.html](http://ed.fullerton.edu/EDEL/MasterTeacher_Resources.html)__
- Comprehensive explanation of all responsibilities of all parties, department policies and student expectations.

__MSCP Handbook is available online at: [http://ed.fullerton.edu/EDEL/MasterTeacher_Resources.html](http://ed.fullerton.edu/EDEL/MasterTeacher_Resources.html)__
- Read through handbook to become familiar with policies and procedures
- Create a space for student teacher in the room (desk/table)
- Provide daily schedule, bell schedule, seating chart

__Fieldwork Schedule & Expectations__
- Dates and times of fieldwork
- Student expectations (sample of suggested activities, course assignments)
- Supervisor responsibilities – number of visits, etc.

__Student Teaching Schedule & Expectations__
- Dates and times of student teaching
- Student expectations (sample of suggested activities, course assignments)
- Supervisor responsibilities – number of observations, length of observations, post-observation conferences, etc.

__Department Policies__
- Attendance – arrival and departure times, open house/back to school night, extra-curricular activities, absence procedures, make-up hours, etc.
- Substitute Teaching

__Evaluations are available online at: [http://ed.fullerton.edu/EDEL/MSCP_Evaluation.html](http://ed.fullerton.edu/EDEL/MSCP_Evaluation.html)__
- Show copies of evaluations
- Give online evaluation instruction sheet and deadline information

__Tips for Working with Struggling Students__
- Bring to supervisor attention immediately
- Share “Contracts for Success” Policy

__Student Teacher Introduction__
- provide student information (introduction form and meeting time)

__TPA- Teacher Performance Assessment__
- Master teacher and supervisor may not support the student in any way
- Parent permission forms are needed for some tasks.
Master Teacher Presence in the classroom

- Per university policy, it is expected that the Master Teacher be present at all times in the classroom during the day and observe lessons closely so as to be able to give specific and substantial feedback to the student teacher and university supervisor, while maintaining legal responsibility for the students at all times. More details are listed in the MSCP handbook.

NOTE: Use the following sign-in sheet at each orientation meeting. Please return the sign-in to the Program Coordinator (Christine Mayfield).

Revised. 9.7.12
Master Teacher Orientation Meeting Sign-In Sheet
(Please use the same sign-in sheet for all meetings at all schools)

<table>
<thead>
<tr>
<th>Master Teacher (or Principal)</th>
<th>School</th>
<th>Date</th>
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<tbody>
<tr>
<td>Please print your name</td>
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</table>
Block # ___

California State University, Fullerton Department of
Elementary and Bilingual Education Record of
Fieldwork Visitations

___Fall 20___
___Spring 20___

Student ___________________________ School ___________________________ Grade ______

Cooperating Teacher ___________________________ Supervisor ___________________________

<table>
<thead>
<tr>
<th>In respect to program outcomes the field candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome I: Knowledgeable and Competent</strong></td>
</tr>
<tr>
<td>1. Demonstrates an interest in learning about students and teaching.</td>
</tr>
<tr>
<td>2. Takes initiative in practicing teaching skills.</td>
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<tr>
<td>3. Participates in classroom routines.</td>
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<tr>
<td>4. Uses appropriate and correct oral and written language.</td>
</tr>
</tbody>
</table>

| **Outcome II: Reflective and Responsive** |
| 5. Shows respect for multiple aspects of diversity in work with students and adults. |
| 6. Reflects on and evaluates his/her work. |
| 7. Communicates and collaborates with others. |
| 8. Responds to professional feedback in a positive manner. |

| **Outcome III: Committed and Caring** |
| 9. Arrives on time and follows through on commitments. |
| 10. Dresses appropriately. |
| 11. Displays a professional demeanor. |
| 12. Takes advantage of opportunities for professional growth. |

Time/ Date of visit:

____________________

____________________

____________________

____________________

Targets discussed with candidate:
Representative Feedback as collected from Block Members

<table>
<thead>
<tr>
<th>Block</th>
<th>Praises</th>
<th>Wishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>- Blockmates&lt;br&gt;- The professors (many mentioned Kim Futami)&lt;br&gt;- Fieldwork</td>
<td>- TPA prep course started early in order to leave&lt;br&gt;more time to work on TPAs&lt;br&gt;- Foundations assignments were returned sooner&lt;br&gt;- More time with Jenn</td>
</tr>
<tr>
<td>Block 3</td>
<td>Everyone only had wonderful things to say about all of our professors! We all feel that everyone was incredibly helpful and encouraging. My block also felt that they took away several useful strategies from the activities we completed in class to utilize during their student teaching. We also loved being a part of the arts block! Learning and teaching in creative, hands-on ways made the first semester of this program incredibly enjoyable.</td>
<td>On the other hand, we have some wishes as well. The two primary concerns were with timing and TPAs. My block felt that our art class, the online TPA class, and our fieldwork should have started earlier in the semester. This way, they would have been able to start earlier on their TPAs and have the necessary time toward the end of the semester to finish them. Many did not feel comfortable getting a good start on these exams until they had learned certain topics in our classes. They also would like more feedback from our online TPA class. Although the modules and SSP and DI samples were helpful, several of my classmates desire more feedback on their module responses and a more detailed explanation of the scoring of the sample TPAs. A few people also mentioned that they would prefer to meet in person for this class, since they had so many questions that were too detailed to answer through email. Thank you for taking Block 3's concerns into consideration!</td>
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<tr>
<td>Block 4</td>
<td>1. Our Block leader and instructors are professional and care about our growth as future teachers. We have a strong support group from all of our professors and block mates. Professors were always ready to answer questions, email and communicate efficiently with our block. The teachers have given us the opportunity to shine and display our skills inside the classroom. Professors modified work to accommodate to our need whether allowing us to push dates on assignments forward or back to allow us to complete our work with insightful content. We have been given the opportunities to widen our understanding of becoming the next generation of effective teachers.</td>
<td>Wishes 1. More technology should be taught to incorporate inside of the classroom or at least more of a focus than looking at websites. We, as a class, looked at different websites, but new forms of technology were not shared in detail with our class. There is still confusion about how to use certain equipment and how to incorporate the equipment into the lesson. We, as the tech block, would like more preparation of technology besides websites. The use of the different boards, ELMO, and clickers were only used once. It seems as though we were thrown into technology assignments without learning about them. A more hands-on learning experience will be beneficial to future classes and</td>
</tr>
</tbody>
</table>
2. The block system creates a nice community. We are able to develop a strong supportive and comfortable learning environment. This creates a community of individuals that are able to develop together to work towards the same goal. Our block has become very close and cooperative. We are a big family that looks out for each other.

3. The tentative 15 week program schedule layout of 10 week coursework and 5 week student teaching seems to have worked well with our class. During the 10 weeks coursework, we enjoyed having fieldwork start on the fifth week and then start straight into student teaching. Also, the professors were flexible when rearranging the schedule (e.g. math was sometimes pushed to the morning because the morning class was online, and our math professor was very flexible to do this).

4. Lunch. We would like to have a scheduled lunch. This semester, we did not have a scheduled lunch time and we only had 30 minutes to gather our belongings, eat, and sometimes move to a different room. Also, professors would cut their instructional time to allow us to eat our lunches. Some instances, professors would go over their instructional time, which would leave us with a condensed lunch break.

| 2. The block system creates a nice community. We are able to develop a strong supportive and comfortable learning environment. This creates a community of individuals that are able to develop together to work towards the same goal. Our block has become very close and cooperative. We are a big family that looks out for each other.  

3. The tentative 15 week program schedule layout of 10 week coursework and 5 week student teaching seems to have worked well with our class. During the 10 weeks coursework, we enjoyed having fieldwork start on the fifth week and then start straight into student teaching. Also, the professors were flexible when rearranging the schedule (e.g. math was sometimes pushed to the morning because the morning class was online, and our math professor was very flexible to do this). | those classes can be shown how incorporate technology with activities.  

2. Our classroom EC 127 was small for our class size. There was not much space to incorporate and practice various activities where students would move from one spot to another. The classroom sometimes did not have enough chairs, student’s backs were facing the board, students would double up on table space to provide space for others, and some students had to sit at the end of desks, creating no desk space.  

3. We would like you to consider if EDEL 453 instruction would begin earlier so our assignments due for class are not all due all around the same time. It would be easier to concentrate and focus on our TPAs if they were either split on two different due dates or if our classroom assignments were frontloaded. Our class felt the pressure of week 9 and 10 to finish all of our “big” assignments at the end of the 10 week coursework, while we had little time to concentrate on our TPAs.  

4. Lunch. We would like to have a scheduled lunch. This semester, we did not have a scheduled lunch time and we only had 30 minutes to gather our belongings, eat, and sometimes move to a different room. Also, professors would cut their instructional time to allow us to eat our lunches. Some instances, professors would go over their instructional time, which would leave us with a condensed lunch break. |
| Block 8 | -We love the Block System. We have thoroughly enjoyed going through the entire program with the same people. It has developed a unique bond amongst us and we know that we can rely on one another.  
-We also love our professors and how they teach us how to teach through modeling. We have enjoyed learning about teaching as though we are in our students’ position.  
-We liked our schedule. Both semesters we really appreciated not having to drive to campus every day. It not only made for more time to be in our classrooms, but it also saved some of the Block members money as many of us live far from campus.  
-We appreciate the program taking the time to | -Some of the students in the program were placed in their second Student Teaching placements without the students that were necessary to complete the AL and CTE TPA’s. Therefore, they were having to pull students out of other classes. These Student Teachers felt it was not fair to those students, so in the future we would like to not have to take students out of their own classes for our assignments.  
-Also, the Block expressed that the CTE TPA should not be due so close to when the AL TPA is due. I’m not sure if CSUF has any control over this, but I said I would mention it anyway.  
-If possible we would appreciate it if both the AL and CTE TPA’s due dates were pushed back. We would have liked more time to really get to know our classes and felt that we were rushed into |
| Set up Student Teaching Placements that have been near where we live. | Teaching and planning for not only our class but for the TPA’s as well.  
-Lastly, if at all possible we would appreciate it if our professors would plan together. It seemed that every time we had a large project due, each of our other classes had one due the same day or the next day. If our professors could spread out the projects it would be very helpful. |
<table>
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<tbody>
<tr>
<td><strong>Block 15</strong></td>
<td><strong>Block 21</strong></td>
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</table>
| **The faculty is incredibly helpful, motivating and knowledgable and supplied us with the proper tools/strategies to take with us in the classroom.**  
•We love having our Foundations course at our fieldwork site. It makes us feel more connected to the school and to each other.  
•We enjoy having each other as co-teachers because it allows us to get to know one another professionally. | **Nost of our projects (7 to be exact) were pushed to the end of the semester and we found it difficult to focus on our projects and TPAs simultaneously. We wish that the projects could be completed before working on TPAs.**  
•We wish that we could see a larger spectrum of the day in our fieldwork placements because we only see half a day twice a week and do not see the entire class schedule.  
•The cost of books, supplies and software exceeded our expectations. We think it might be appropriate to have a tentative supplies list (i.e. Taskstream subscription, etc) before the program orientation to help with budgeting. |
| Block 22 | 1. We really enjoy the Block/Cohort model of the program. We, in Block 22, feel we have already made life-long friends in the program and enjoy having the support of students and friends who are going through the same program. 

2. Professor Futami's Language Arts and Reading class and Professor Winstead's English Learner's Methods and Strategies class were both enlightening, engaging and incredibly useful. Both professors gave real-world context for the material taught, and the students of Block 22 feel much better prepared to teach English learners, and the subjects of reading and phonics instruction in our future classes because of these dynamic teachers and their commitment to great teaching.

3. All of the professors and faculty have been incredibly supportive and encouraging in our quest to become great teachers. They have all |

| 1. The online TPA course was somewhat helpful, but lacked in communication and quick responses to student questions. It seemed there was an inappropriate lack of attention paid by the professor for how important this course is to the success of the students receiving their credential. Perhaps this course would be best completed in a regular classroom setting. If not a regular classroom setting, than the course should at least incorporate one or two face-to-face meetings, in which students can ask questions and get clarification immediately.

2. Furthermore, regarding the TPAs, it would be quite beneficial if the TPAs could be broken up so both tasks are not due on the same day. For example, one could be due early in October, while the second one is due in November, or if the faculty feels it is important to have both tasks due after we have finished our regular classroom work, one could be due early in November (Nov. 4th, for example) while the other is due a couple weeks |
encouraged hands-on learning experiences that have been very useful.

4. The Active Teaching Strategies workshop and Segerstrom Center Arts workshops were unforgettable. They brought what we hope to do and be as teachers to life and gave us creative strategies to reach all of our future students.

5. We have really enjoyed the co-teaching model thus far within our student teaching placements. We feel that the workshop on co-teaching was very helpful and that by allowing us to student teach with another teacher candidate we are able to have more real conversations about how what we are learning in the classroom interacts with what we are learning and doing in the field.

later (Nov. 18th, for example). Having that break in deadlines would help ease the stress of the students.

3. The mathematics methods course needed more connection to class instruction. We now feel we have plenty of active teaching strategies and sponge activities to incorporate into teaching the subject, however we lack context for the application of these strategies because we were never taught how to actually teach the math skills.

4. It would be wonderful to have more training in incorporating the arts in the classroom. Some of the students in Block 22 found it ironic that we were taught how important it is to make time for art in the general education classroom, but then were only given a 4-week course in arts methods.

5. If the Masters/Credential Blocks wish to get a specialization certificate in the arts, technology, etc., how do we go about completing that? We weren't aware when applying that by applying to the Combined Program, we would have to forgo our desire to specialize in an additional subject area.

| Block 23 | - No TPAs during our last semester  
|          | - good professors  
|          | - flexibility with due dates  
|          | - having chapter 1&2 of our masters project due before student teaching  
|          | - lots of exposure to real strategies used in classrooms  
|          | - exposure to trends (like common core and TK)  

| - No 530 class, instead put in SPED class  
| - No classes during student teaching (530)  
| - Screen master teachers  
| - Work with other professors to develop a semester calendar for due dates.  
| - More time to work with students  
| - Opportunity for study abroad perhaps during summer  
| - would have liked an opportunity to learn more about SPED  
| - Maybe opportunities to get certifications like GATE, thinking maps, GLAD through our program (or districts we partner with)  
| - Needs a SPED class  
| - Maybe a student teaching in the spring to see the difference from fall? Not sure if it would work schedule wise though  
| - Talk about Master’s project earlier in the program |
| Block 24 | Love the fact that the program is a master's credential program  
Love the fact that there was no CTE TPA for the last semester | Have students start creating or planning for their master's project/proposal at the beginning of the program.  
Have more support for passing the RICA like the a |
| Love the fact the program is a year in a half | class, additional (free workshops) etc. During full time student teaching, classes in the evening should start later than 4pm, probably (5:00). |
Dear District Personnel,

It is that time again to request student teacher placements. Thanks to your help and support we were able to place all of our student teachers this spring! Fall needs are always much greater…we will have approximately 350 student teachers.

Master Teacher’s serve a vital role in developing future teachers. We want to thank you in advance for your time in selecting those teachers that are not only good mentors but those that exemplify effective teaching and upholding the California Standards for the Teaching Profession. As a reminder, Master teachers need to be based on principal recommendation and they must be tenured with a minimum of 3 years teaching experience.

**FW + 8 weeks**- 8 week student teachers that have specific placement requirements. They will complete fieldwork (FW) in the classrooms for the first several weeks of the semester. Their official 8 weeks of student teaching will be from October 14 – Dec 13 (Dec. 20 if additional days are required). The master teacher stipend for this group is $250.00

- A CLAD Placement is always preferred. CLAD placements are defined as having at least 20% English Learners AND a classroom teacher qualified to teach in a CLAD setting.

Below you will find the list of tentative students and their grade level needs:

We hope you will be able to assist us with these placements and look forward to working with your district. Please let us know as soon as possible if you will be able to assist us. Once you respond with placements (school, grade level, master teacher, principal and email addresses for master teachers/principals) I will assign students to those placements and send you a confirmation email and spreadsheet that contains the students names. Ideally, having 3 – 6 students at a school site is most effective for our supervision and student support. **We would love to have the placement information by June 15th.** If you have any questions or concerns please contact me at 657-278-4313, email at kcase@fullerton.edu

Sincerely,

Kim Case

Kim Case
CSUF
College of Education – Multiple Subject
EDEL 450 Visual and Performing Arts Methods

Grid drawing
Candidates use measurement to create a one-inch grid. An image is chosen to recreate using the grid. A transparent grid is placed over the image, and students are directed to focus on one square at a time, recreating the image. Scale can be utilized in order to enlarge or shrink the image. **EL & SPED strategies include drawing pictures, clear visual input and step-by-step instruction.**
The Multiple Subject Credential Program makes use of many IRIS materials in order to help candidates gain the knowledge and skills necessary for encouraging success for the entire spectrum of learners.

This table lists and describes a number of the modules we use to introduce content related to Standard 13, Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom.

<table>
<thead>
<tr>
<th>Module Name and URL</th>
<th>Description</th>
<th>CSUF MSCP Course where Modules Are Often Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Do You See? Perceptions of Disability</td>
<td>• Explores potential biases against people with disabilities</td>
<td>EDEL 430</td>
</tr>
<tr>
<td><a href="http://iris.peabody.vanderbilt.edu/da/chalcycle.htm">http://iris.peabody.vanderbilt.edu/da/chalcycle.htm</a></td>
<td>• Focuses on strengths</td>
<td></td>
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<tr>
<td>Assistive Technology: An Overview</td>
<td>• Assistive Technology Devices and Services</td>
<td>EDEL 430</td>
</tr>
<tr>
<td><a href="http://iris.peabody.vanderbilt.edu/at/chalcycle.htm">http://iris.peabody.vanderbilt.edu/at/chalcycle.htm</a></td>
<td>• Assistive Technology resources</td>
<td></td>
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<tr>
<td>Teaching and Learning in New Mexico: Considerations for Diverse Student Populations</td>
<td>• Considerations of diversity and its impact on learning</td>
<td>EDEL 434</td>
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<tr>
<td><a href="http://iris.peabody.vanderbilt.edu/tm/chalcycle.htm">http://iris.peabody.vanderbilt.edu/tm/chalcycle.htm</a></td>
<td>• Models of RTI</td>
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</tr>
<tr>
<td>The Pre-referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns</td>
<td>• Purpose of pre-referral process</td>
<td>EDEL 430</td>
</tr>
<tr>
<td><a href="http://iris.peabody.vanderbilt.edu/preref/chalcycle.htm">http://iris.peabody.vanderbilt.edu/preref/chalcycle.htm</a></td>
<td>• Six stages of pre-referral process</td>
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<tr>
<td>Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom</td>
<td>• Assessing and monitoring achievement in the general education classroom</td>
<td>EDEL 430</td>
</tr>
<tr>
<td>RTI Part 1: An Overview</td>
<td>• Identification of learning disabilities in general education settings.</td>
<td>EDEL 433</td>
</tr>
<tr>
<td><a href="http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm">http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm</a></td>
<td>• Response to Intervention</td>
<td></td>
</tr>
<tr>
<td>RTI (Part 2): Assessment</td>
<td>• Assessment at each phase of the RTI process</td>
<td>EDEL 433</td>
</tr>
<tr>
<td>High-Quality Mathematics Instruction: What Teachers Should Know</td>
<td>• Components of high-quality mathematics instruction</td>
<td>EDEL 435</td>
</tr>
<tr>
<td><a href="http://iris.peabody.vanderbilt.edu/math/chalcycle.htm">http://iris.peabody.vanderbilt.edu/math/chalcycle.htm</a></td>
<td>• Meeting diverse needs via mathematics instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Common core standards</td>
<td></td>
</tr>
<tr>
<td>Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle Behavioral Interventions (Part 2):</td>
<td>• Seven phases of the acting out cycle • Resources and strategies for eliminating noncompliant behaviors</td>
<td>EDEL 452</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
EDEL 450 Visual and Performing Arts Methods

Origami: Candidates are instructed in the art of origami and create various pieces, such as a crane and a tulip.
El & SPED strategies include non-verbal communication, physical actions, context embedded instruction, low affective filter, total physical response and respect for multiple cultures and contributions.
EDEL 450 Visual and Performing Arts Methods

Painted Papers
Candidates create painted papers where they investigate color, texture, shape and form with various materials such as sponges, scrapers, brayers, stamps and brushes. Candidates then use these papers to create an animal in the style of Eric Carl. Candidates view images and sketches of animals and are instructed to focus on the shapes, identifying parts of the body and details of the animal. Candidates cut the shapes and use them to create an animal. EL & SPED strategies include context embedded instruction, content rich vocabulary and creative art processes.
EDEL 450 Visual and Performing Arts Methods

**Puppetry:** Candidates are instructed in the art of puppetry and use various materials to create puppets, such as recycled puppets from all sorts of recycled materials, paper plate puppets, sock puppets and marionette puppets. 

**El & SPED strategies include non-verbal communication, physical actions, context embedded instruction, low affective filter, total physical response and respect for multiple cultures and contributions.**
EDEL 450 Visual and Performing Arts Methods

Reading and notating music

**Musical tic tac toe:** Candidates play a game on a board that resembles a 16 box tic-tac-toe. They are instructed to place game pieces in a random order on the board. The squares that have a game piece represent a beat (one clap). The squares that are left blank represent a rest (silence.) The game is played by reading the game board one line at a time from left to right. Candidates then play with three other players, each clapping their own rhythm. Candidates then are instructed to represent the game board into music notation with measures, quarter notes and quarter rests.

**Drum circles:** Candidates each practice listening to and repeating rhythms modeled by the instructor. Candidates learn the cultural connections of drum circles from Native Americans to Ugandan peoples. Candidates study beat, instruments, chanting, and rhythm with words.

**Colored cups:** Rhythms are represented by colored cups and placed in different patterns that students clap or use words to play the pattern. Candidates then investigate rhythms by making their own patterns. **EL & SPED strategies include repetition, total physical response, multiple symbol systems and respect for multiple cultures and contributions, structured collaboration.**
**EDEL 450 Visual and Performing Arts Methods**

**Tessellations**

Candidates view the works of MC Escher and investigate the art of tessellations. They view other evidence of tessellations in nature and in artworks such as Roman Tiles. Candidates are instructed to follow instructions to create a shape that will fit together when slid, thus fitting together like a puzzle (tessellation). Candidates then trace their tessellation and decorate their work, adding color and details in the style of MC Esher. **EL & SPED strategies include opportunities for structured social conversations, physical actions, and a high motivational setting**
Individual Assessor Report

Assessor Feedback Form

Assessor:
Semester:
Task:

<table>
<thead>
<tr>
<th>Total Tasks Scored</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 0’s awarded</td>
<td></td>
</tr>
<tr>
<td>• 1’s awarded</td>
<td></td>
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<tr>
<td>• 2’s awarded</td>
<td></td>
</tr>
<tr>
<td>• 3’s awarded</td>
<td></td>
</tr>
<tr>
<td>• 4’s awarded</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th># Double Scored Tasks</th>
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<tbody>
<tr>
<td># DS tasks awarded the same score</td>
<td></td>
</tr>
<tr>
<td># DS tasks reconciled</td>
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</tr>
<tr>
<td># DS tasks awarded the original score</td>
<td></td>
</tr>
<tr>
<td># DS tasks overturned</td>
<td></td>
</tr>
</tbody>
</table>
Assessor Feedback Form (Part 1)

Evaluate/Score Work

Area: Assessing Learning: Feedback Form
Author: Jennifer Andin

Evaluate work using the form "Assessing Learning Student Feedback Form"

Purpose

The purpose of this document is to give you feedback regarding your performance on the TPAs in relationship to your progress towards the TPAs. Please use this feedback to note general areas of strength and general areas that could be improved. You can use this information to improve future TPAs and also to set professional goals for yourself in areas that need continued growth.

TPE 3: Interpretation and Use of Assessments

☐ Ambiguous
☐ Cursory
☐ Inconsistent
☐ Limited
☐ Minimal
☐ Partial
☐ Vague
☐ Inaccurate
☐ Inappropriate
☐ Insufficient
☐ Irrelevant
☐ Missing
☐ Accurate
☐ Appropriate
☐ Clear
☐ Compelling
☐ Consistent
☐ Detailed
☐ Reinforced
☐ Relevant

TPE 6: Developmentally Appropriate Teaching Practices

☐ Ambiguous
☐ Cursory
CSUF EDEL MSCP Program Assessment 2013

CalTPA Record of Evidence

<table>
<thead>
<tr>
<th>Date: xxxx</th>
<th>Assessor #: xxxx</th>
<th>Candidate #: xxxxx</th>
<th>Score Level: 1 2 3 4</th>
</tr>
</thead>
</table>

Grade: xxx | Content Area: Social Studies | Subject Matter: xxxxx |

**Evidence**

**Interpretation of Evidence**

**GS** (Establishing Goals/Standards):

Appropriate goals and standards

**PFA** (Planning For Assessment):

**LAS** (Learning About Students):

**MA** (Making Adaptations):

**ASEA** (Analyzing Student Evidence and Assessment):

**R** (Reflecting):

---

**Summary Statement**

There is clear evidence provided by the teacher candidate for TPE domains addressed in this task.

<table>
<thead>
<tr>
<th>ROE Abbreviations</th>
<th>FS (S)</th>
<th>S(S)</th>
<th>SW</th>
<th>TC</th>
<th>Vid</th>
<th>WR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Assessment</td>
<td>Focus Students(s)</td>
<td>Students(s)</td>
<td>Student Work</td>
<td>Teacher Candidate</td>
<td>Videotape</td>
<td>Written Response</td>
</tr>
<tr>
<td>Art = Artifact</td>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desc = Description</td>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doc = Documentation</td>
<td>Student Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evid = Evidence</td>
<td>Content Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score Level: 1 = little or no, 2 = partial, 3 = clear, 4 = clear, consistent, and convincing

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CSUF EDEL MSCP Program Assessment 2013
CalTPA Record of Evidence Culminating Teaching Experience

Date: Assessor #: Candidate #: Score Level: 1 2 3 4
Grade: Content Area: Subject Matter:

Evidence Interpretation of Evidence

GS (Establishing Goals/Standards): GS:

LAS (Learning About Students): LAS:

CE (Describing Classroom Environment): CE:

PFI (Planning for Instruction): PFI:

MA (Making Adaptations): MA:

PS (Using Subject-specific Pedagogical Skills): PS:

AESL (Analyzing Evidence of Student Learning and Effectiveness of Lesson): AESL:

R (Reflecting): R:

Summary Statement

There is evidence provided by the teacher candidate for TPE domains addressed in this task.

Score Level

<table>
<thead>
<tr>
<th>ROE Abbreviations</th>
<th>FS (S) = Focus Students(s)</th>
<th>S(S) = Students(s)</th>
<th>SW = Student Work</th>
<th>TC = Teacher Candidate</th>
<th>V = Videotape</th>
<th>WR = Written Response</th>
<th>Score Level</th>
</tr>
</thead>
<tbody>
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<td>Art = Artifact</td>
<td>Desc = Description</td>
<td>Doc = Documentation</td>
<td>Evid = Evidence</td>
<td>K = Knowledge</td>
<td>K-12 SACS = Student Academic Content Standards</td>
<td>1 = little or no</td>
</tr>
<tr>
<td>Art = Artifact</td>
<td>Desc = Description</td>
<td>Doc = Documentation</td>
<td>Evid = Evidence</td>
<td></td>
<td>V = Videotape</td>
<td>SW = Student Work</td>
<td>2 = partial</td>
</tr>
<tr>
<td>Desc = Description</td>
<td>Doc = Documentation</td>
<td>Evid = Evidence</td>
<td></td>
<td></td>
<td>WR = Written Response</td>
<td>SW = Student Work</td>
<td>3 = clear</td>
</tr>
<tr>
<td>Doc = Documentation</td>
<td>Evid = Evidence</td>
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<td></td>
<td></td>
<td></td>
<td>SW = Student Work</td>
<td>4 = clear, consistent, and convincing</td>
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CSUF EDEL MSCP Program Assessment 2013
CalTPA Record of Evidence
Designing Instruction

Date: Assessor #: Candidate #: Score Level: 1 2 3 4
Grade: Content Area: Subject Matter:

Evidence

GS (Establishing Goals/Standards):

Interpretation of Evidence

GS:

LAS (Learning About Students):

LAS:

PFI (Planning for Instruction):

PFI:

MA (Making Adaptations):

MA:

PS (Using Subject-specific Pedagogical Skills):

PS:

R (Reflecting):

R:

Summary Statement

There is __________ evidence provided by the teacher candidate for TPE domains addressed in this task.

Score Level

<table>
<thead>
<tr>
<th>ROE Abbreviations</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Art = Artifact</td>
<td>lnstr = Instruction</td>
</tr>
<tr>
<td>Desc = Description</td>
<td>K = Knowledge</td>
</tr>
<tr>
<td>Doc = Documentation</td>
<td>K-12 SACS = Student Academic</td>
</tr>
<tr>
<td>Evid = Evidence</td>
<td>Content Standards</td>
</tr>
<tr>
<td>K-12 SACS = Student Academic</td>
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</tr>
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</table>

Score Level:
1 = little or no
2 = partial
3 = clear
4 = clear, consistent, and convincing

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CalTPA Record of Evidence                  Subject-Specific Pedagogy

Date:                             Assessor #:          Candidate #:          Score Level:  1  2  3  4

Credential Area:

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Interpretation of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS (Using Subject-specific Pedagogical Skills):</td>
<td>PS:</td>
</tr>
<tr>
<td>PFI (Planning For Instruction):</td>
<td>PFI:</td>
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<td>PFA (Planning For Assessment):</td>
<td>PFA:</td>
</tr>
<tr>
<td>MA (Making Adaptations):</td>
<td>MA:</td>
</tr>
</tbody>
</table>

Summary Statement

There is ____________ evidence provided by the teacher candidate for TPE domains addressed in this task. Score Level:

<table>
<thead>
<tr>
<th>ROE Abbreviations:</th>
<th>FS (S) = Focus Students(s)</th>
<th>S(S) = Students(s)</th>
<th>Score Level:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Instr = Instruction</td>
<td>SW = Student Work</td>
<td>1 = little or no</td>
</tr>
<tr>
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<td>K = Knowledge</td>
<td>TC = Teacher Candidate</td>
<td>2 = partial</td>
</tr>
<tr>
<td>Desc = Description</td>
<td>K-12 SACS = Student Academic</td>
<td>V = Video</td>
<td>3 = clear</td>
</tr>
<tr>
<td>Doc = Documentation</td>
<td>Content Standards</td>
<td>WR = Written Response</td>
<td>4 = clear, consistent, and convincing</td>
</tr>
</tbody>
</table>

577
## Demographic Information

<table>
<thead>
<tr>
<th>Ethnic / Racial Designation (Check all that apply)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>Asian Indian</td>
<td></td>
</tr>
<tr>
<td>Laotian</td>
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<tr>
<td>Cambodian</td>
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<tr>
<td>Other Asian</td>
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</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
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<tr>
<td>Hawaiian</td>
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<tr>
<td>Guamanian</td>
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<td>Samoan</td>
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<tr>
<td>Other Pacific Islander</td>
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<tr>
<td>Filipino</td>
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<tr>
<td>Hispanic or Latino</td>
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</tr>
<tr>
<td>African American, not of Hispanic origin</td>
<td></td>
</tr>
<tr>
<td>White, not of Hispanic origin</td>
<td></td>
</tr>
</tbody>
</table>

### Gender
- Male (1)
- Female (0)

### Age
Please enter your age at the time you began the teaching credential program.

### Length of time to complete Credential Program
Select the OVERALL length of time (in months) it took to complete the teaching credential program.
**Campus and Credentials Earned 1**

At the campus that you selected which teaching credential(s) are you earning?

<table>
<thead>
<tr>
<th>Multiple Subject Teaching Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Subject Teaching Credential</td>
</tr>
<tr>
<td>Education Specialist Credential for Teaching in Special Education</td>
</tr>
</tbody>
</table>

At the campus that you selected which teaching credential(s) are you earning?

*Please select that apply to you.*

<table>
<thead>
<tr>
<th>...with NO Emphasis</th>
<th>...with a CLAD Emphasis</th>
<th>... with a BCLAD Emphasis</th>
<th>English Language Authorization</th>
<th>...with Another Emphasis</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>-5</td>
<td>-4</td>
<td>(x)</td>
</tr>
</tbody>
</table>

Please indicate which emphasis you earned with your Multiple Subject credential.

- Single Subject Teaching Credential in English.
- Single Subject Teaching Credential in a Language Other than English.
- Single Subject Teaching Credential in Mathematics.
- Single Subject Teaching Credential in Music.
- Single Subject Teaching Credential in Art.
- Single Subject Teaching Credential in Physical Education.
- Single Subject Teaching Credential: Science (Biological Sciences).
- Single Subject Teaching Credential: Science (Physics).
- Single Subject Teaching Credential: Science (Chemistry).
- Single Subject Teaching Credential: Science (Geosciences).
- Single Subject Teaching Credential: Health Science.
- Single Subject Teaching Credential in Social Science.
- Single Subject Teaching Credential in Agriculture.
- Single Subject Teaching Credential in Business.
- Single Subject Teaching Credential in Home Economics.
- Single Subject Teaching Credential in Industrial and Technology Education.
- Education Specialist Credential for Teaching Mild/Moderate Disabilities.
- Education Specialist Credential for Teaching Moderate/Severe Disabilities.
- Education Specialist Credential for Teaching Deaf and Hard of Hearing.
- Education Specialist Credential for Teaching Physical & Health Impairments.
- Education Specialist Credential for Teaching Visual Impairments.
- Education Specialist Credential for Teaching Early Childhood Special Education.
- Education Specialist Credential in Another Specialty Area.
<table>
<thead>
<tr>
<th>Campus and Credentials Earned 1 continued…</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.)</td>
<td></td>
</tr>
<tr>
<td>I met the subject-matter requirement for my most important credential by passing an examination of my subject-matter knowledge such as the MSAT Examination, the CSET Examination, or the SSAT-Praxis Exams.</td>
<td></td>
</tr>
<tr>
<td>I met the subject-matter requirement for my most important credential by completing a program of subject-matter preparation primarily or entirely at the campus where I have earned my credential.</td>
<td></td>
</tr>
<tr>
<td>I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER campus, which was</td>
<td></td>
</tr>
<tr>
<td>1: Cal State, Bakersfield</td>
<td></td>
</tr>
<tr>
<td>2: Cal State, Chico</td>
<td></td>
</tr>
<tr>
<td>3: Cal State, Dominguez Hills</td>
<td></td>
</tr>
<tr>
<td>4: Cal State, Fresno</td>
<td></td>
</tr>
<tr>
<td>5: Cal State, Fullerton</td>
<td></td>
</tr>
<tr>
<td>6: Cal State, East Bay</td>
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<tr>
<td>7: Humboldt State University</td>
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<tr>
<td>8: Cal State, Long Beach</td>
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<td>9: Cal State, Los Angeles</td>
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<td>10: Cal State, Monterey Bay</td>
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<td>11: Cal State, Northridge</td>
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<tr>
<td>12: Cal Poly, Pomona</td>
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<tr>
<td>13: Cal State, Sacramento</td>
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</tr>
<tr>
<td>14: Cal State, San Bernardino</td>
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</tr>
<tr>
<td>15: San Diego State University</td>
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</tr>
<tr>
<td>16: San Francisco State University</td>
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<tr>
<td>17: San Jose State University</td>
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</tr>
<tr>
<td>18: Cal Poly, San Luis Obispo</td>
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<tr>
<td>19: Cal State, San Marcos</td>
<td></td>
</tr>
<tr>
<td>20: Sonoma State University</td>
<td></td>
</tr>
<tr>
<td>21: Cal State, Stanislaus</td>
<td></td>
</tr>
<tr>
<td>22: CalStateTEACH (Fresno)</td>
<td></td>
</tr>
</tbody>
</table>
For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.) continued…

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>23: Cal State, Channel Islands</td>
</tr>
<tr>
<td>24: CalStateTEACH (Fullerton)</td>
</tr>
<tr>
<td>25: CalStateTEACH (Los Angeles)</td>
</tr>
<tr>
<td>26: CalStateTEACH (Monterey Bay)</td>
</tr>
<tr>
<td>34: Chapman University</td>
</tr>
<tr>
<td>36: Pepperdine University</td>
</tr>
<tr>
<td>37: University of Southern California</td>
</tr>
<tr>
<td>40: University of San Diego</td>
</tr>
<tr>
<td>43: Mills College</td>
</tr>
<tr>
<td>44: Notre Dame de Namur University</td>
</tr>
<tr>
<td>48: UC Berkeley</td>
</tr>
<tr>
<td>49: UC Davis</td>
</tr>
<tr>
<td>50: UC Irvine</td>
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<tr>
<td>51: UCLA</td>
</tr>
<tr>
<td>52: UC Riverside</td>
</tr>
<tr>
<td>53: UC San Diego</td>
</tr>
<tr>
<td>54: UC Santa Barbara</td>
</tr>
<tr>
<td>55: UC Santa Cruz</td>
</tr>
<tr>
<td>56: Stanford</td>
</tr>
<tr>
<td>57: San Diego City Schools Intern Program</td>
</tr>
<tr>
<td>59: St. Mary's College of California</td>
</tr>
<tr>
<td>60: San Diego Christian College</td>
</tr>
<tr>
<td>I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at a college or university outside this university's system.</td>
</tr>
<tr>
<td>I met the subject-matter requirement for my credential when the campus where I have earned my credential gave me credit for academic coursework that I previously completed at a different institution.</td>
</tr>
</tbody>
</table>

Which one of the following statements best describes what you did during your teaching credential program? (Please select one option below. If 2-3 statements were true, select the one that lasted the longest.)

I earned a salary as a teacher in a K-12 school
while I had an Emergency Teaching Permit.

<table>
<thead>
<tr>
<th>I earned a salary as a teacher in a K-12 school while I had an Internship Teaching Credential.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I did <strong>not</strong> earn a salary as a public school teacher during my professional coursework. I <strong>did</strong> complete one or more student teaching assignments with cooperating/supervising teachers in K-12 schools.</th>
</tr>
</thead>
</table>
## Campus and Credentials Earned 2

**When did you begin to work as a salaried teacher with an emergency teaching permit? Please select one number that best completes the following sentence: I began to earn a monthly salary as a teacher with an emergency permit...**

**Admin Note: This question presented to those selecting (a) in q4.**

- ... before I was accepted into the teaching credential program at the university campus where I earned my credential.
- ... after I enrolled in education courses but before I started my first student-teaching assignment.
- ... after I started student teaching but before I finished the series of student-teaching assignments.

**Prior to earning your credential, what subject matter work did you do? (Please check all that apply to you.)**

- I completed most of the courses for my first year of college at a two-year community college.
- I completed most of the courses for my second year of college at a two-year community college.
- I attended more than one four-year institution while I earned my Bachelor’s Degree.
- I attended more than one California State University campus while earning my Bachelor’s Degree.
- I earned a Bachelor’s Degree at the university campus where I have earned my credential.
- I earned a Bachelor’s Degree at a different campus than the one from which I have earned my credential.
- I earned a Bachelor’s Degree outside this university’s system.

**Prior to the 2003-04 year, what was your employment experience? (Please check all that apply to you.)**

- I worked for years as a classroom teacher in K-12 private school(s).
- q7e I worked for years as an emergency teacher in K-12 public school(s).
- I worked for years as an intern teacher in K-12 public school(s).
- I worked for years as a teacher-assistant or a substitute teacher in school(s) or pre-school(s).
- I worked for years as a fully certified classroom teacher in K-12 public school(s).
- Outside of education, I worked in professional positions in which I utilized my college education. Please describe the type of work:
- Outside of education, I worked for one or more years in jobs not related to my college education. Please describe the type of work:
- No employment experience.

**Which of the following describes your current employment status? (Admin Note: Branches on next set)**

- I am currently employed at a school and expect to teach at that school in the coming year.
- I am currently employed at a school, and will seek new employment in another school in the coming year.
- I am currently employed at a school, and will not seek employment as a teacher in the coming year.
- I am not currently employed at a school, and will be seeking employment as a teacher in the coming year.
- I am not currently employed at a school, and will not seek employment as a teacher in the coming year.
### Current School and Grade Levels Taught

Please respond to the following items about the school in which you are currently employed.

Admin Note: This set of questions only shows for respondents select option q8 (a).

<table>
<thead>
<tr>
<th>Name of School District</th>
<th>Name of School</th>
</tr>
</thead>
</table>

**I teach students in the following grades (Please check all that apply).**

<table>
<thead>
<tr>
<th>Pre K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Please respond to the following items about your employment preferences (Select one in each row)

Admin Note: This set of questions only shows for respondents select option q8(b) or q8(d).

<table>
<thead>
<tr>
<th>How Important a Consideration?</th>
<th>Very</th>
<th>Somewhat</th>
<th>A little</th>
<th>Not At All</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school that is close to my home</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>(x)</td>
</tr>
<tr>
<td>A school in which I have previously taught</td>
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<tr>
<td>A school that is ethnically diverse</td>
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<tr>
<td>A school where most students are from high socio-economic families</td>
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<td></td>
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</tr>
<tr>
<td>A school where most students are from low socio-economic families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school where many students are English Language learners</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A school where few students are English Language learners</td>
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<tr>
<td>A low performing school</td>
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<tr>
<td>A high performing school</td>
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<tr>
<td>A public school</td>
<td></td>
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<tr>
<td>A private school</td>
<td></td>
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</tr>
<tr>
<td>A district that offers an attractive salary and benefits package</td>
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</tr>
</tbody>
</table>

Please explain why you will not seek employment as a teacher in the coming year.

Admin Note: This set of questions only shows for respondents select option q8(c) or q8(e).
### Teaching Position and Students this Year

Please identify the schools (up to 3) in which you did your student teaching (starting with the most recent).

<table>
<thead>
<tr>
<th>County Name</th>
<th>District Name</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### What student teaching assignments (s) did you have in your teaching credential program? (Please select all that apply.)

- I was not required to student teach (Explain):
- Self-Contained Classroom Teacher:
  - I taught one classroom of students. I taught all or most of their subjects.
- Core-Classroom Teacher:
  - I taught 2 or 3 classes of students. I teach 2 core subjects in each class.
- Department-Based Teacher:
  - I taught 3 to 7 classes of students. I taught one subject in each class.
- Special Education Teacher:
  - The majority of my students are identified as Special Education students
- Other teaching position (Describe):

#### What grade level(s) have you taught during your teaching credential program? (Please select all that apply.)

<table>
<thead>
<tr>
<th>Pre K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Adult</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

#### During your teaching credential program, approximately what percent of the students in your K-12 class(es) were limited English proficient (LEP) students or English language learners (ELL)? (Estimate the percentage OR check Don’t Know.)

- 0: None
- 1: 11% - 20%
- 2: 21% - 40%
- 3: 41% - 60%
- 4: 61% - 80%
- 5: 81% - 99%
- 6: 100%
### Effectiveness of Preparation for Teaching 1

Your university’s campus designed your initial teaching credential program to prepare you to start working as a new teacher in a school where your preparation would continue. In your credential program, the university wanted you to learn basic teaching skills and educational ideas at an initial level. Your campus expects that you will have a mentor in your school to assist you in learning how to use your teaching skills in class with your students. The University expects that you will also have chances to develop your teaching skills and ideas with your mentor’s help. Important aspects of a teacher’s job are listed below. At the university, how well prepared are you to begin each aspect of a teacher's job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

<table>
<thead>
<tr>
<th>As a new teacher, I am ...</th>
<th>well prepared to begin</th>
<th>adequately prepared to begin</th>
<th>somewhat prepared to begin</th>
<th>not at all prepared to begin</th>
<th>can not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to teach students academic competencies they will need for college success. (presented to CSU [not any of the other non-CSU institutions] single subject, math and English majors only)</td>
<td></td>
<td></td>
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<tr>
<td>...to connect the high school curriculum to the academic expectations that colleges have for incoming freshmen. (presented to CSU single subject, math and English majors only)</td>
<td></td>
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</tr>
<tr>
<td>...to use effective strategies for expository reading and writing. (presented to CSU single subject, English majors only)</td>
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<tr>
<td>...to prepare lesson plans and make prior arrangements for students' class activities.</td>
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<tr>
<td>...to organize and manage a class or a group of students for instructional activities</td>
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<tr>
<td>...to organize and manage student behavior and discipline satisfactorily.</td>
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<tr>
<td>...to use an effective mix of teaching strategies and instructional activities.</td>
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<tr>
<td>...to meet the instructional needs of students who are English language learners.</td>
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<tr>
<td>...to meet the instructional needs of students from diverse cultural backgrounds.</td>
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<tr>
<td>...to meet the instructional needs of students with special learning needs.</td>
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<tr>
<td>...to understand how personal, family and community conditions often affect learning.</td>
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<tr>
<td>...to learn about my students' interests and motivations, and how to teach accordingly.</td>
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<tr>
<td>...to get students involved in engaging activities and to sustain on-task behavior.</td>
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<tr>
<td>...to use computer-based technology to help students learn subjects of the curriculum.</td>
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<tr>
<td>...to use computer-based technology for instruction, research, and record keeping.</td>
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</tr>
<tr>
<td>...to monitor student progress by using formal and informal assessment methods.</td>
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<tr>
<td>...to assess pupil progress by analyzing a variety of evidence including exam scores.</td>
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<tr>
<td>...to adjust my teaching strategies so all pupils have chances to understand and learn.</td>
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<tr>
<td>...to adhere to principles of educational equity in the teaching of all students.</td>
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</tr>
<tr>
<td>...to use class time efficiently by relying on daily routines and planned transitions.</td>
<td></td>
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</tr>
<tr>
<td>...to know about resources in the school &amp; community for at-risk students and families.</td>
<td></td>
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</tr>
<tr>
<td>...to communicate effectively with the parents or guardians of my students.</td>
<td></td>
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</tr>
<tr>
<td>...to work collaboratively on school issues with other teachers in our school.</td>
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</tr>
<tr>
<td>...to think about problems that occur in teaching and to try-out various solutions.</td>
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</tr>
<tr>
<td>...to understand my professional, legal, and ethical obligations.</td>
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<tr>
<td>...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth.</td>
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</tr>
</tbody>
</table>
### Effectiveness of Preparation for Teaching 2

At the university, how well prepared are you to begin each aspect of a teacher’s job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

<table>
<thead>
<tr>
<th>As a new teacher, I am ...</th>
<th>well prepared to begin</th>
<th>adequately prepared to begin</th>
<th>somewhat prepared to begin</th>
<th>not at all prepared to begin</th>
<th>Can Not Answer</th>
</tr>
</thead>
</table>

**Admin Note: Only MS or ES see the following set of questions.**

...to know and understand the subjects of the curriculum at my grade level(s).
...to teach reading-language arts according to California Content Standards in reading.
...to understand child development, human learning and the purposes of schools.
...to teach mathematics according to California Content Standards in math.
...to teach science according to California State Content Standards in science.
...to teach history and social studies according to California Content Standards.
...to teach visual and performing arts according to California Content Standards.
...to teach physical education according to the California P. E. Curriculum Framework.
...to teach health according to the California Health Curriculum Framework.
...to design hands-on classroom activities that suit the attention spans of my students.
...to enable my young students to interact with their peers in healthy, productive ways.
...to promote the academic skills of pupils at different levels of prior proficiency.
...to extend students’ concrete thoughts by familiarizing them with more abstract ideas.
...to assist students in managing their time and in keeping track of school assignments.
...to build on peer friendships, develop group skills, and encourage leadership roles.
...to encourage students to take risks in discovery activities and divergent thinking.
...to assist students in making sound ethical judgments.
...to assist students in decision-making, problem-solving, and critical thinking.
...to create an environment that supports language use, analysis, practice and fun.
...to use language so pupils at different levels understand oral and written English.
...to teach the skills of English writing and to provide appropriate feedback to students.
...to assist individual students in areas of their instructional needs in reading and mathematics.

**Admin Note: Only SS see the following set of questions.**

...to know and understand the subject(s) in which I earned my teaching credential(s).
...to teach my primary subject according to State Academic Standards in my grade(s)
...to contribute to students’ reading skills including comprehension in my subject area.
...to use textbooks and other materials that are aligned with State Standards in my area.
...to recognize adolescence as a period of intense pressure for students to be like peers.
...to anticipate and address issues of drug, alcohol and tobacco use by my students.
...to anticipate and address possession of weapons and threats of violence at school.
...to anticipate and address the needs of students who are at risk of dropping out.
...to understand adolescent development, human learning and the purposes of schools.
Admin Note: Only SS see the following set of questions. 
...to assist individual students in areas of their instructional needs in my subject area.
...to establish academic expectations that are intellectually challenging for students.
...to provide opportunities for students to develop advanced problem-solving skills.
...to communicate my course goals and requirements to students and parents.
...to develop fair criteria for course grades and to explain these to students and parents.
...to help students realize the connections between my subject and life beyond school.
...to help students realize the impact of academic choices on life- and career-options.
...to encourage/enable students to assume increasing responsibility for their learning.
...to encourage/enable students to learn behaviors that contribute to future success.

Admin Note: Only ES see the following set of questions.
...to know and understand federal and state laws that govern special education.
...to develop and implement IEPs with parents, teachers and administrators.
...to plan instructional activities in inte-grated settings for pupils with disabilities.
...to develop student assessments that indicate progress toward IEP objectives.
...to collaborate with para-educators in meeting students’ instructional needs.
...to consult with regular-ed. teachers about teaching special education students.
...to conduct educational assessments as defined in students’ assessment plans.
...to use disability-specific teaching strategies and activities, when appropriate.
...to teach disability-specific curriculum when applicable to my specialty area.
...to develop and implement transition plans for special education students.
Effectiveness of Preparation for Teaching 3

Based on your experience as a K-12 pre-service teacher, how valuable or helpful was instruction in your Teaching Credential Program? A subject listed below may have been the focus of one class or instruction in the subject may have been in 2 or more classes. Select "Can Not Answer" if no course was offered on this topic.

<table>
<thead>
<tr>
<th>Instruction in your Teaching Credential Program</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in how children and adolescents grow and develop.</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>(x)</td>
</tr>
<tr>
<td>Instruction in the implications of human learning and motivation.</td>
<td></td>
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<tr>
<td>Instruction in school purposes, organization, issues and history.</td>
<td></td>
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<tr>
<td>Instruction in methods of classroom teaching and management.</td>
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<tr>
<td>Instruction in the teaching of English language learners (ELL).</td>
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<tr>
<td>Instruction in cultural diversity and multicultural education.</td>
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<tr>
<td>Instruction in teaching students with special learning needs.</td>
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<tr>
<td>Instruction in using computer technology for classroom instruction.</td>
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<tr>
<td>Admin Note: This section is only presented for MS or ES Credentials.</td>
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<tr>
<td>Instruction in the teaching of reading-language arts in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of mathematics in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of science in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of history-social studies in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of K-8 art, music, drama and/or dance.</td>
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<tr>
<td>Instruction in the teaching of physical education in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of health in grades K-8.</td>
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<tr>
<td>Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey.</td>
<td></td>
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<tr>
<td>Instruction in ways of teaching English classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Language Other than English classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Mathematics classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Music classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Art classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Physical Education classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Biological Sciences) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Physics) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Chemistry) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Geosciences) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Health Science classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Social Science classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Agriculture classes in grades 7-12.</td>
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<td></td>
</tr>
</tbody>
</table>
Instruction in ways of teaching Business classes in grades 7-12.
Instruction in ways of teaching Home Economics classes in grades 7-12.
Instruction in ways of teaching Industrial and Technology classes in grades 7-12.

**Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these Other Elements of your Teaching Credential Program?**

<table>
<thead>
<tr>
<th>Other Elements of your Teaching Credential Program</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervised teaching experiences in K-12 schools.</td>
<td></td>
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<tr>
<td>My field work (e.g., school visits, observations, school-based course assignments, etc.) and observations prior to supervised teaching.</td>
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</tr>
<tr>
<td>Discussions sponsored by the university during student teaching.</td>
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<tr>
<td>Guidance and assistance from field supervisor(s) from the campus.</td>
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<tr>
<td>Guidance and assistance from supervising teacher(s) in K-12 schools.</td>
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<tr>
<td>Information and support provided in initial program orientation.</td>
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<tr>
<td>Information, support, and solutions provided by the credentials office.</td>
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<tr>
<td>Information, support and advice provided by faculty advisor(s)</td>
<td></td>
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<tr>
<td>Information provided in written materials (e.g., handbook, catalogues, website)</td>
<td></td>
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</tr>
</tbody>
</table>

**University Courses in the Subjects that You Taught This Year? Select "Does Not Apply" if no course was offered on this topic.**

<table>
<thead>
<tr>
<th>University Courses in the Subjects that You Taught This Year</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Courses about the content I taught in reading-language arts.</td>
<td></td>
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<tr>
<td>University Courses about the content that I taught in mathematics.</td>
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<tr>
<td>University Courses about the content that I taught in science.</td>
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<tr>
<td>University Courses about the content I taught in history-social science.</td>
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<tr>
<td>University Courses about my content in art, music, drama and/or dance.</td>
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<tr>
<td>University Courses about the content that I taught in physical education.</td>
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<tr>
<td>University Courses about the content that I taught in health.</td>
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<tr>
<td>University Courses about the content that I taught in English.</td>
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<tr>
<td>University Courses about the content that I taught in Language Other than English.</td>
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<tr>
<td>University Courses about the content that I taught in Mathematics.</td>
<td></td>
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</tr>
<tr>
<td>University Courses about the content that I taught in Music.</td>
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</tbody>
</table>
Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey. continued...

| University Courses about the content that I taught in Art.               |   |   |   |
| University Courses about the content that I taught in Physical Education. |   |   |   |
| University Courses about the content that I taught in Science (Biological Sciences). |   |   |   |
| University Courses about the content that I taught in Science (Physics).   |   |   |   |
| University Courses about the content that I taught in Science (Chemistry). |   |   |   |
| University Courses about the content that I taught in Science (Geosciences). |   |   |   |
| University Courses about the content that I taught in Health Science.     |   |   |   |
| University Courses about the content that I taught in Social Science.     |   |   |   |
| University Courses about the content that I taught in Agriculture.       |   |   |   |
| University Courses about the content that I taught in Business.          |   |   |   |
| University Courses about the content that I taught in Home Economics.    |   |   |   |
| University Courses about the content that I taught in Industrial and Technology. |   |   |   |
**Effectiveness of Preparation for Teaching 4**

**While you were in the Teaching Credential Program, how true was each of the following statements?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>TRUE</th>
<th>Mostly True</th>
<th>Somewhat True</th>
<th>Not True</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.</td>
<td></td>
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</tr>
<tr>
<td>The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.</td>
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<tr>
<td>During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.</td>
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<tr>
<td>At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction</td>
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<tr>
<td>I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils.</td>
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<tr>
<td>I felt welcomed by the staff in the school(s) in which I was placed.</td>
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</tr>
<tr>
<td>My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching.</td>
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<tr>
<td>My cooperating teacher(s) modeled the kind of teaching that was encouraged by my university teacher education instructors.</td>
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</tr>
<tr>
<td>My university supervisor(s) regularly observed my teaching, met with me and offered constructive feedback about my teaching.</td>
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</tr>
<tr>
<td>During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.</td>
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</tr>
<tr>
<td>Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.</td>
<td></td>
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</tr>
<tr>
<td>During the teaching credential program I developed valuable relationships and felt a sense of community with my peers.</td>
<td></td>
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</tr>
<tr>
<td>My peers in the teaching credential program were ethnically and racially diverse</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program.**

- I learned a lot in my university's credential program. The program contributed in important ways to my teaching this year.
- I learned quite a bit that was important. The university program also included a lot of material that has not been helpful.
- The university program included relatively little substance. Most of the material has been of little value in my
What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program. *continued…*

The university professional preparation program offered nothing of value. It was almost entirely a waste of my time.

In the space below, please provide the titles of the courses in your credential program that were most valuable in your preparation for teaching. Briefly tell what made these courses valuable for you in your preparation.

Which element (e.g., student teaching, peer relationships, fieldwork, coursework) of your teaching credential program was most valuable for you in your teacher preparation? Briefly tell what made this element of the program valuable for you.

Which element of your teaching credential program (e.g., coursework, student teaching, peer relationships, fieldwork) was least valuable for you in your teacher preparation? Briefly explain why this element of the program was not valuable for you.

Based on your recent experience as a credential candidate, what specific change(s) should be made in your teacher preparation program?
CSU Systemwide Initial Teacher Year-Out Survey
For Multiple Subjects Credentials - Teachers and Supervisors

Evaluation Questions Answered by First-Year K-8 Teachers Who Completed CSU Credential Programs

Once you finished your CSU credential program in 20xx-xx, and when you were a K-8 teacher in 20xx-xx, how well prepared were you to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

1 . . . know and understand the subjects of the curriculum at your grade level(s).
2 . . . organize and manage a class or a group of pupils for instructional activities.
3 . . . organize and manage student behavior and discipline satisfactorily.
4 . . . prepare lesson plans and make prior arrangements for class activities.
5 . . . use an effective mix of teaching strategies and instructional activities.
6 . . . meet the instructional needs of students who are English language learners.
7 . . . meet the instructional needs of students from diverse cultural backgrounds.
8 . . . meet the instructional needs of students with special learning needs.
9 . . . communicate effectively with the parents or guardians of your students.
10 . . . maintain positive rapport and foster students' motivation and excitement.
11 . . . think about problems that occur in teaching and try out various solutions.
12 . . . understand child development, human learning & the purposes of schools.
13 . . . understand how personal, family & community conditions affect learning.
14 . . . learn about pupils’ interests & motivations, and how to teach accordingly.
15 . . . get students involved in engaging activities and sustain on-task behavior.
16 . . . use computer-based applications so students learn curriculum subjects.
17 . . . use computer-based technology in class activities and keep class records.
18 . . . monitor student progress by using formal & informal assessment methods.
19 . . . assess pupil progress by analyzing varied evidence including exam scores.
20 . . . assist individual students in areas of instructional needs in reading/math.
21 . . . adjust teaching strategies so all pupils have chances to understand & learn.
22 . . . adhere to principles of educational equity in the teaching of all students.
23 . . . use class time efficiently by relying on daily routines and transitions.
24 . . . know about resources in the school and community for at-risk pupils.
Evaluation Questions Answered by First-Year K-8 Teachers Who Completed CSU Multiple Subject Credential Programs

Once you finished your CSU credential program in 20xx-xx, and when you were a K-8 teacher in 20xx-xx, how well prepared were you to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Preparation for Subject-Specific Pedagogies in Grades K-8
   1 . . . teach reading-language arts according to California Standards in Reading.
   2 . . . teach mathematics according to California Content Standards in Math.
   3 . . . teach science according to California State Content Standards in Science.
   4 . . . teach history and social studies according to California Content Standards.
   5 . . . teach visual and performing arts according to California Content Standards.
   6 . . . teach physical education according to the Cal. P. E. Curriculum Framework.

B. General Preparation for Teaching Multiple Subjects in Grades K-8
   7 . . . design hands-on classroom activities that suit students’ short attention spans.
   8 . . . enable young pupils to interact with peers in healthy, productive ways.
   9 . . . foster the academic skills of students at different levels of prior proficiency.
  10 . . . extend students’ concrete thoughts by familiarizing them with abstract ideas.
  11 . . . assist students in managing time and keeping track of school assignments.
  12 . . . build on peer friendships, develop group skills and foster leadership roles.
  13 . . . encourage pupils to take risks in discovery activities and divergent thinking.
  14 . . . create an environment supporting language use, analysis, practice and fun.
  15 . . . use language so different students understand oral and written English.
  16 . . . teach English writing skills, and provide appropriate feedback to students.
Questions Answered by Graduates of Multiple Subject Credential Programs

Based on your experience as a K-8 teacher this year, how valuable or helpful was coursework and fieldwork in your CSU credential program?

Response choices: Very Valuable; Somewhat Valuable; A Little Valuable; or Not Valuable

A. How Valuable or Helpful was CSU Instruction in General Pedagogy?
   1. Instruction in how children and adolescents grow and develop.
   2. Instruction in the implications of human learning and motivation.
   3. Instruction in school purposes, organization, issues and history.
   4. Instruction in methods of classroom teaching and management.
   5. Instruction in the teaching of English language learners (ELL).
   6. Instruction in cultural diversity and multicultural education.
   7. Instruction in teaching students with special learning needs.
   8. Instruction in ways to communicate effectively with parents.
   9. Instruction in ways to reflect on and improve my teaching practices.

B. How Valuable or Helpful Were Fieldwork Assignments in CSU Programs?
   10. Your supervised teaching experiences in K-12 schools.
   11. Your school visits and observations prior to supervised teaching.
   12. Off-campus fieldwork assignments in my reading methods class.
   13. Guidance and assistance provided by field supervisor(s) from the CSU.
   14. Guidance and assistance provided by supervising teacher(s) in K-12 schools.

C. How Valuable or Helpful Was CSU Instruction in K-8 Subject Pedagogy
   15. Instruction in the teaching of reading-language arts in grades K-8.
   17. Instruction in the teaching of science in grades K-8.
   19. Instruction in the teaching of art, music, drama, and/or dance K-8.
Questions Answered by Graduates of Multiple Subject Credential Programs

Based on your experience as a K-8 teacher this year, how valuable or helpful was coursework and fieldwork in your CSU credential program?

Response choices: Very Valuable; Somewhat Valuable; A Little Valuable; or Not Valuable

A. How Valuable Was CSU Instruction in Domains of Reading-Language Arts?
   1. Instruction in phonemic awareness, decoding and word recognition.
   2. Instruction in teaching vocabulary and concept development skills.
   3. Instruction in the teaching of K-8 reading comprehension skills.
   4. Instruction in teaching grammar, punctuation, spelling and structure.
   5. Instruction in listening comprehension and oral speaking skills.
   6. Instruction in ways to develop students’ reading fluency skills.
   7. Instruction in ways to use this school’s reading textbook program.

B. How Valuable or Helpful was Instruction in the Pedagogy of Mathematics?
   8. Instruction in how to teach computational and procedural skills in math.
   9. Instruction in how to teach conceptual understanding and the logic of math.
   10. Instruction in teaching math problem-solving with use of multiple strategies.

C. How Valuable or Helpful Was CSU Instruction in Education Technology?
   11. Instruction in using computer technology for classroom instruction.
   12. Instruction in helping students use computers for class assignments.
   13. Instruction in computer terminology and operating procedures.
   15. Instruction in ways to use software programs for group presentations.

D. How Valuable or Helpful Was CSU Instruction in Inclusive Education?
   16. Instruction in federal and state laws that govern special education.
   17. Instruction in the assessment of students with disabilities.
   18. Instruction in positive behavioral support techniques.
   19. Instruction in adapting instruction for students with disabilities.
   20. Instruction in research-based teaching of students with disabilities.
Program Qualities Evaluated by MS Program Graduates

While you were enrolled in the CSU Credential Program that you finished, how true was each of the following statements about the program?

Response choices: True; Mostly True; Somewhat True; or Not True

1. The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.
2. The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.
3. During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.
4. At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction.
5. I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.
6. My supervising teacher(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.
7. My university supervisor(s) occasionally observed my class, met with me and offered suggestions and advice about my teaching.
8. During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.
9. Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.
Evaluation Questions Answered by the K-8 Employment Supervisors of Teaching Graduates of CSU Credential Programs

Based on your observations of and conferences with this teacher, who was named in the survey, please assess how well s/he was prepared to...

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

1. . . . know and understand the subjects of the curriculum at her/his grade level.
2. . . . organize and manage a class or a group of pupils for instructional activities.
3. . . . organize and manage student behavior and discipline satisfactorily.
4. . . . prepare lesson plans and make prior arrangements for class activities.
5. . . . use an effective mix of teaching strategies and instructional activities.
6. . . . meet the instructional needs of students who are English language learners.
7. . . . meet the instructional needs of students from diverse cultural backgrounds.
8. . . . meet the instructional needs of students with special learning needs.
9. . . . communicate effectively with the parents or guardians of his/her students.
10. . . . maintain positive rapport and foster students' motivation and excitement.
11. . . . think about problems that occur in teaching and try out various solutions.
12. . . . understand child development, human learning and the purposes of schools.
13. . . . understand how personal, family & community conditions may affect learning.
14. . . . learn about students’ interests and motivations, and how to teach accordingly.
15. . . . get students involved in engaging activities and to sustain on-task behavior.
16. . . . use computer-based applications to help students learn curriculum subjects.
17. . . . use computer-based technology in class activities and to keep class records.
18. . . . monitor student progress by using formal and informal assessment methods.
19. . . . assess pupil progress by analyzing a variety of evidence including test scores.
20. . . . assist individual students in areas of their instructional needs in reading/math.
21. . . . adjust teaching strategies so all pupils have chances to understand and learn.
22. . . . adhere to principles of educational equity in the teaching of all students.
23. . . . use class time efficiently by relying on daily routines and planned transitions.
24. . . . know about resources in the school & community for at-risk students/families.
Evaluation Questions Answered by the K-8 Employment Supervisors of Teaching Graduates of CSU Multiple Subject Credential Programs

Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Preparation for Subject-Specific Pedagogies in Grades K-8

1 . . . teach reading-language arts according to California Standards in Reading.
2 . . . teach mathematics according to California Content Standards in Math.
3 . . . teach science according to California State Content Standards in Science.
4 . . . teach history and social studies according to California Content Standards.
5 . . . teach visual and performing arts according to California Content Standards.
6 . . . teach physical education according to the Cal. P. E. Curriculum Framework.

B. General Preparation for Teaching Multiple Subjects in Grades K-8

7 . . . design hands-on classroom activities that suit students’ short attention spans.
8 . . . enable young pupils to interact with their peers in healthy, productive ways.
9 . . . foster the academic skills of students at different levels of prior proficiency.
10 . . . extend students’ concrete thoughts by familiarizing them with abstract ideas.
11 . . . assist students in managing time and keeping track of school assignments.
12 . . . build on peer friendships, develop group skills and foster leadership roles.
13 . . . encourage pupils to take risks in discovery activities and divergent thinking.
14 . . . create an environment that supports language use, analysis, practice and fun.
15 . . . use language so pupils at different levels understand oral and written English.
16 . . . teach English writing skills, and provide appropriate feedback to students.
Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Specific Preparation for Reading Instruction in Grades K-8
   1 . . . teach grade-level phonemic awareness, decoding & word recognition skills.
   2 . . . teach vocabulary and concept development skills in all subject areas.
   3 . . . teach comprehension skills for narrative and literary reading.
   4 . . . teach English grammar, punctuation, spelling and sentence structure.
   5 . . . teach grade-level listening comprehension and oral speaking skills.
   6 . . . develop increased reading fluency skills among her/his students.
   7 . . . be effective in using this school’s reading textbook program.

B. Specific Preparation for Teaching Mathematics in Grades K-8
   8 . . . be effective in teaching computational and procedural skills in math.
   9 . . . be effective in teaching conceptual understanding and the logic of math.
  10 . . . teach math problem-solving so students use multiple strategies.

C. Specific Preparation to Use Education Technology for Instruction
   11 . . . to understand terminology and procedures for computer hardware/software.
   12 . . . use electronic media and educational websites during classroom instruction.
   13 . . . use software programs and media presentations during classroom instruction.
# 9th Annual TEPAC Conference
(Teacher Educators, Partners, and Collaborators)
October 16, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30 am</td>
<td>Registration and Breakfast</td>
</tr>
</tbody>
</table>
| 8:30 - 8:50 am| **Welcome**
  *Amy Cox-Petersen, Acting Director, Center for Careers in Teaching at CSUF*  
  **Update on Transfer Student Admissions**  
  *Ed Trotter, Acting Associate Vice President for Undergraduate Programs at CSUF* |
| 8:50 - 9:00 am| Break                                                                      |
| 9:00 - 9:35 am| **Breakout Sessions & Room Locations**
  *Salon A & B*  
  **Liberal Studies Major**  
  *Jim Hofmann*  
  **Subject Matter Preparation in Music, Physical Education and Visual Arts — Re-solving the Transfer Dilemma: Pathways for Teacher Candidates**  
  *Jim Dahl, Debra Patterson & Dennis Siebenaler*  
  **Future Teachers Job Trends and Career Opportunities**  
  *Elizabeth Munoz* |
| 9:45 - 10:20 am| **Majors and Minors in Science**  
  *Megan Tommerup*  
  **Single Subject Science Credential**  
  *Tara Barnhart*  
  **Obtaining a Single Subject Credential in English**  
  *April Brannon* |
| 10:30 - 11:05 am| **Majors and Minors in Math**  
  *Cherie Ichinose*  
  **Admission Steps for the Single Subject Credential Program**  
  *Kristin Shand*  
  **Child and Adolescent Development Major**  
  *Kari Knutson Miller* |
| 11:15 - 11:50 am| **Admission Steps for the Multiple Subject Credential Program**  
  *Jenn Ponder*  
  **Foundational Level Math Credential**  
  *Sandi Alaux*  
  **Admission Steps for the Education Specialist (Special Education) Credential Program**  
  *Melinda Pierson & Lori Sadler* |
| 12:00 - 12:30 pm| Lunch - Salon A & B                                                        |
| 12:30 - 12:40 pm | Remarks from Dr. Claire Cavallaro, Dean, College of Education at CSUF  
  *Panel - Students Who Transferred to CSUF, Barb Saur, Facilitator* |
| 12:40 - 1:00 pm |                                                            |
| 1:00 - 1:30 pm |                                                            |
| 1:30 - 1:45 pm |                                                            |
| 1:45 - 2:00 pm |                                                            |
The purpose of the Teacher Recruitment Project, housed in the Department of Elementary and Bilingual Education, is to address the urgent need for more mathematics and science teachers in California by increasing the number of teachers prepared in these fields at CSU Fullerton. The project faculty work collaboratively with other efforts on campus, such as the Mathematics and Science Teacher Initiative (MSTI) and the Center for Careers in Teaching, and faculty in other departments, including Department of Secondary Education in the College of Education and the Mathematics Department in the College of Natural Sciences and Mathematics.

The primary focus of the Teacher Recruitment Project is to identify, recruit, and support multiple subject candidates who have an interest and background in mathematics or science to add an authorization in those subjects. The project provides financial support to multiple subject candidates in their successful efforts to complete the required CSET tests and single subject methods course and offers numerous advisement, motivational, and preparation opportunities.

**Project Activities**

**Outreach/Recruitment/General Advisement**

- **TRP website:** A website (http://ed.fullerton.edu/TRP/Index.html) is dedicated to the TRP. Viewers will find information about adding a credential in mathematics and science, including a PowerPoint presentation, videos, brochures, a Statement of Interest form, and links to important resources.

- **Visits to prerequisite courses:** TRP faculty visit undergraduate education courses (EDEL 110: Explorations in Education and EDEL 315: Introduction to Elementary Classroom Teaching) each semester to explain the requirements for an additional credential and encourage students to complete more mathematics and science coursework before entering the Multiple Subject Credential Program.

- **A Morning of Mathematics:** Multiple subject credential candidates are invited to participate in a Saturday morning workshop hosted twice a year by the TRP. Candidates are provided information about adding a Foundational-Level Mathematics or Mathematics credential, participate in instructional activities conducted by the single subject mathematics methods course instructor, and receive mathematics instructional materials.

- **Science Saturday:** Multiple subject credential candidates are invited to participate in a Saturday morning workshop hosted twice a year by the TRP. Candidates are provided information about adding a Foundational-Level General Sciences or other science credential, participate in instructional activities conducted by the single subject science methods course instructor, and receive science instructional materials.
CSUF EDEL MSCP Program Assessment 2013

- **Informational brochures and poster:** An informational brochure produced by the TRP is distributed and discussed in undergraduate elementary education courses, credential courses, and master’s courses and made available in the Center for Careers in Teaching. The brochure explains the requirements for adding a mathematics or science credential. Posters in elementary education classrooms, building hallways, and the credential office provide information and promote an additional credential in mathematics or science.

- **Motivational brochures:** Four CSUF Multiple Subject Credential Program completers who added a credential in mathematics or science were interviewed and their stories are told in motivational brochures that are distributed to multiple subject credential holders, candidates, and prospective candidates and made available in the Center for Careers in Teaching and various College of Education offices.

- **Science and mathematics MSTI videos:** In collaboration with the MSTI project, inspirational videos of mathematics and science teachers in local schools were developed and are viewable on the TRP website (http://ed.fullerton.edu/TRP) and the College of Education website (http://ed.fullerton.edu/).

- **Communication with elementary education faculty:** Faculty who work with multiple subject credential candidates receive regular information from project faculty about requirements for adding a credential in mathematics or science and financial support opportunities available to multiple subject credential candidates. Faculty share information with their students in class and via postings to their course TITANium sites.

- **Outreach to K-12 partners:** Project faculty provide information to multiple subject teachers in local school districts by making presentations at district sites, as requested.

**Individual Advisement**

- Project co-directors meet individually with multiple subject credential holders, candidates, and prospective candidates who wish to add a credential in mathematics or science and provide information about the requirements, activities, and financial support for which they may be eligible. Project faculty work closely with single subject faculty, who support advisement efforts.

**Financial Support**

- **Reimbursement for single subject methods course:** Multiple subject credential candidates and holders who pass at least one of the CSET subtests required for a mathematics or science credential are reimbursed registration fees for the required single subject methods course if they successfully complete the course.

- **Reimbursement for CSET registration fees:** Multiple subject credential candidates and holders are reimbursed CSET registration fees for each science and mathematics subtest they pass.
Reimbursement for Orange County Department of Education (OCDE) CSET preparation workshops: Multiple subject credential candidates and holders who participate in the OCDE CSET preparation workshops are reimbursed workshop registration fees if they pass at least one CSET subtest.

Mathematics and Science Content Development

- **Mathematics:** The TRP organizes and funds mathematics review sessions for multiple subject credential candidates and holders. Three sessions are offered each semester by a professor in the Department of Mathematics at CSUF.
- **Science:** The TRP sponsors free workshops for multiple subject credential candidates presented by nationally acclaimed science teachers. Workshops target needs identified on TRP science knowledge survey completed by students upon admission to the multiple subject credential program.

### Project Credential Data (Fall 2007-Intersession 2013)

Table 1. Number of CSUF Multiple Subject Candidates Who Have Completed Some or All Requirements for an Added Authorization in Mathematics or Science

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>Science</th>
<th>Total</th>
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<tbody>
<tr>
<td>In Progress</td>
<td>12</td>
<td>29</td>
<td>41</td>
</tr>
<tr>
<td>Completed</td>
<td>51</td>
<td>50</td>
<td>101</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>79</td>
<td>142</td>
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</table>

Table 2. Science Credential Breakdown

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th>Geophysical Sciences</th>
<th>Physics</th>
<th>Foundational-Level General Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>1</td>
<td>35</td>
</tr>
</tbody>
</table>
AURTEC Meeting Minutes
Wednesday, May 1, 2013
11:00 am, CP 500


Approval of Minutes

No changes to the minutes were given.

SECTEP Update

Cho discussed the Vietnamese Bilingual Authorization program that is being developed with funding from the US Department of Education. We are working to establish a Vietnamese language credential program and an added authorization program. They have formed an advisory council with members of the community, undergraduate students, faculty members, etc. to get input on program development. They plan to have an education night and a summer institute for teachers (bilingual or not) who are already in schools. Cho said we need to develop two classes to go with these programs. We have hired a Vietnamese instructor to assist with developing those courses. Cho plans to submit a document for approval to the CCT as well as get the program online.

Alaux reported that Secondary Education is in the second year of the co-teaching program, which has 40 student teachers and approximately 50 cooperating teachers as participants. Some school districts are conducting their own training on co-teaching. EDSC has trained all fieldwork supervisors and have adapted the Single Subject observation form for co-teaching. They have three partnerships in Secondary Education – the Noyce Grant Fellows, Student Teacher Fellows, and Valadez Middle School, and they are working with Santiago Charter Middle School. They visit the school sites at least every four or five weeks. Faculty are meeting with Santa Ana regarding bringing this program to them next year.

Kirtman said that all EDEL faculty supervisors have been trained in co-teaching. They have partnerships with six schools in Fullerton and four in Placentia Yorba Linda. Next fall, they will add four or five in Santa Ana and four more to PYL. Kirtman said that they ask for the strongest teachers at each school site to participate in the program. Student teachers are in the classroom all semester. They don’t do fieldwork first and classroom teaching later – they jump right in right away. Student teachers say that they like not having to be the “helpers” first and the “teacher” later – they like being hands-on right from the start. Also, the best teachers in the schools are reluctant to have traditional student teachers because they are unwilling to turn over their classes; the co-teaching model eliminates this issue.

Center for Careers in Teaching (CCT)

Cavallaro said that the CCT will become part of the College of Education starting July 1, 2013. It will remain as is in terms of staffing and physical location. Cox-Petersen will remain as interim director. Sasis gave a brief overview of the CCT, which is an undergraduate advising center for students who wish to be k-12 teachers. They have a grant that supports outreach to high school students who might want to teach in the STEM areas. They have reached about 21 high schools and 2,000 students in the
workshops they have held. They have community college advisors in our partner school sites so students who transfer here are properly prepared. They have a University 100 course that is linked with Freshman Programs. They have partnered with the COE in offering the Future Teacher Mixer as well as Welcome to Fullerton Day, and are planning a pilot overview that will be included in new student orientation at CSUF.

Cavallaro said that the reorganization of the CCT will help to streamline and coordinate student services, and improve connections between the COE and undergraduate programs. She wants to strengthen undergraduate
pathways to the teaching credential and begin to examine how to strengthen the integration of content knowledge and pedagogy, as discussed in the “Greatness by Design” study. Koch said he thinks there may be an opportunity to get more students into the teaching pipeline by working with students when they are freshmen. Knutson-Miller said CAS can build better systems in their advising, but they can’t add more people or hours. So, we need to possibly expand the advisor network across colleges to make this more effective. Fontaine said we need to get on the radar of those students who are not yet thinking about being a teacher. Ivers said that students are often told there is no money or prestige in teaching and we need to change that perspective. Fontaine mentioned the possibility of having a minor in education. Knutson-Miller said we considered it once, but the courses didn’t package together well. Meeting adjourned at 12:00 pm.

Minutes submitted by Kim Naujokas.
North Orange County BTSA
Leadership Team Meeting Notes
August 29, 2013

In attendance: Ruth Yopp-Edwards, Alison Nordyke, Andrea Guillaume

1. Budget:
   a. Alison shared information related to Local Control Funding Formula and its implications for BTSA funding. Alison is in communication with other consortia to determine future courses of action (for 2014-2015).
   b. The CSUF subcontract is in the approval process. It is currently in Ed Services with FSD.

2. Participants: We discussed FSD Participants. Thus far numbers are as follows:

<table>
<thead>
<tr>
<th>District</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buena Park</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Fullerton</td>
<td>21</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>La Habra</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>8</td>
<td>31</td>
</tr>
</tbody>
</table>

3. Moving online: We decided that PTs’ formative assessment work will all be submitted electronically.
   a. First step: PTs receive CTP and forms on flashdrive. SPS receive hard copies of FACT materials in notebooks; electronic copies are found online.
   b. Eventual movement to cloud-based environment.

4. Calendar
   a. Thanks, Alison, for creating the first draft of the calendar.
   b. We need to revise it based on survey data (from September 3 training) and based upon our accreditation document to assist in preparing the 2013-2014 calendar.

5. September 3 2013 Training (In attendance: PTs and SPs)
   a. Introductions and Overview of BTSA
      i. True/false sort
ii. Overview of BTSA

b. Work Time (Do all these things in any order, but have them all done in X minutes)
   i. Make name tent
   ii. Get pictures taken
   iii. Complete Survey Monkey on tech
   iv. Paper survey on PD
   v. Meet four people and be able to say who they are
   vi. Write on Graffiti charts

c. Summarize what we learned:
   i. Quiz: Who is who?
   ii. What do the charts say?

d. Panel of Year 2 teachers (We flash questions)

To Do Items

One major PPT:

   Overview including TF sort
   FACT overview
   Panel questions for Year 2
   Scatter directions

Surveys:

   Ruth tech
   Andi PD
TF sort strips (Ruth)

Chart toppers for graffiti boards (Andi)

And also:

**Alison**

1. Update and Dropbox: the participant list and 2013-2014
2. Pick up snacks from Smart and Final for September 3 training.
3. Send reference copy of CTP to print shop: 15 copies.
4. Trifold name cards
5. Business: MOUs

**Andi**

1. Research online environments for submitting work (example: Would the Google environment work?)
2. Set up EDEL 502 courses.
3. Google form: PD survey

**Ruth**

1. Survey monkey link; then post on our website.
2. True/false sort on BTSA
3. Match the powerpoint to True/false sort
Advisory Board Meeting
Tuesday, October 29, 2013
3:00 pm, CP 500


Guests: Vikki Costa, D. Cote, L. Chapa

Welcome and Introductions

Cavallaro welcomed the group and thanked everyone for joining us.

Review of minutes

Shepard mentioned a typo in the fourth paragraph regarding Fullerton Joint Union High School District. College/Department Updates

Cavallaro mentioned the reception last week where we honored our scholarship donors and recipients. We gave out 64 scholarships this year. She said we received a $500,000 naming pledge from SchoolsFirst Federal Credit Union for our Center for Creativity and Critical Thinking. We are working on how we roll out expanded opportunities in the schools. She also hopes we can do more work with STEAM.

Cavallaro said that we have finished our work aligning our college strategic plan with the university plan. It will maintain the same focus as what we have had in our previous college plan, including technology integration, supporting engaged scholarship for our faculty, JEIE, etc.

We have faculty searches this year in Reading and Educational Leadership.

We are starting to see an increase in our teacher preparation and reading programs. More students are applying and we are accepting applications for spring. We will be over target for the year.

Bowers discussed a new school partnership with Buena Park High School. Their students will take some of our courses through UEE and the courses will be taught by the Buena Park faculty. They also have a partnership with Melrose Elementary School. They have a community college option for students doing their final project in Reading. They are offering their GE course at the Irvine campus in the spring. With the Hazel Miller Croy Reading Center, they are serving eight children from the community. They are also conducting assessment batteries.

Carter-Wells said that MSIDT is in their 12th year and completely online. They are corporate business trainers. The field is changing rapidly. They have been asked to partner with the Journal of Online Teaching and Learning.

Pierson said they have a new $1.25 million grant to support special education teachers. It will also include professional development opportunities. Pierson discussed work being done by the Process Project. She
discussed the Center for Autism and said that their work has really grown since the Center was launched a year ago. There is a group of students who work with the Center and they are doing amazing work. Shepard said that she has signed up to receive information from our Center and she forwards it to people in her district.

Cox-Petersen said that the Center for Careers in Teaching is new to the College of Education. The Center is for undergraduate advisement – they work with community colleges as well. They help students along their path to teaching. She discussed the TEPAC conference held recently. They have STEM advisors who go to the community colleges and high schools to promote STEM teaching. They have a number of activities that promote an informal learning of science.

Hoffman said there is high demand for EDAD programs. They just completed their Maywood Educational Fair. They have a face-to-face and a hybrid program option. Their doctoral program is doing well – they brought in 38 students this year and it is the most diverse cohort they have had. 80% of their students are graduating (the national average is 40%). 60% of their students finish in three years or less. Hoffman mentioned the LGBT symposium coming up in December. Ronni Sanlo will be the keynote speaker. He asked that the Advisory Board members share the information with their districts.

Single Subject Credential Program Placements

Costa discussed the single subject credential program and the integration of the co-teaching model. They have a new coordinator for the world language program and are distributing a new brochure. The CCT is coming up with a new world language program as well. We are accepting credential candidates in any language and we are looking for good placements to support those efforts. They are also expanding their bilingual authorizations. She said that if anyone knows of a recently retired teacher, we are looking for qualified supervisors. They are also working with Intel Education. Costa mentioned the new $1.25 million grant with the Anaheim Union High School District. She discussed a handout on “what every master teacher should know.” Costa ran a survey to collect information on meeting attendees thoughts on our placements. Domene said that his teachers strongly believe that student teachers need to finish the school year and conduct late fieldwork. He does not want our student teachers to leave in December. He doesn’t think the level of supervision is important. Novack agreed and said that the partnership is more of an interest to the district as opposed to how regimented it is. Sevillano agreed and said that the communication piece needs to be provided. Pletka said that some contact and supervision is needed. Shepard also agreed that it is critical that student teachers stay for the entire year. Costa asked questions regarding our TPA. There was discussion about how EL students are qualified and the requirements in place for student teachers to work with diverse students populations. Costa discussed the co-teaching model and master teachers. Novack said their teachers are encouraged by the collaboration and the increased creativity by co-teaching. Pletka said the co-teaching model is working well and it automatically draws out the best master teachers. Novack said their master teachers really enjoy working with our student teachers who are able to share new concepts. Costa discussed co-teaching strategies and asked which the attendees thought were best.

Early Assessment Program
Cavallaro said the EAP came to us about a year ago. Chapa discussed college readiness initiatives and provided an update on their programs. Chapa discussed college readiness and said the concept has been evolving over the years. Many students arrive here at CSUF and find they need to take remedial English or math which can delay their graduation. Students have to do everything required for admission, but being admitted doesn’t mean they are ready for college courses. Cox-Petersen asked how this works with community colleges. Chapa said there is a timeline of opportunities that starts with a test in a student’s junior year of high school. Novack asked if the CSU is using CST results. Domene asked if the EAP tests are mandatory and Chapa said it is voluntary. Sevillano asked about the ERWC course and asked if it has been updated. Chapa said yes, it has been updated and aligned with Common Core. Chapa discussed the number of students who were college-ready by following the timeline. Chapa discussed the new CalMAPP program. He said the California Department of Education will cover the cost of the CST if requested early enough. Chapa said there is a plan in place to make the test align with Smarter Balance. College of Education Partnership Task Force

Cote discussed the emphasis on increasing teacher preparation. They looked at gaps with the new NCATE report and how to meet those standards. We created a task force to meet clinical preparation needs. Cote discussed the goals of the task force as well as the partnerships they formed. Cote discussed the co-teaching partnerships with the Fullerton School District and Placentia-Yorba Linda. They are looking to expand and strengthen their clinical preparation partnerships with Huntington, CAPO and Brea-Olinda Unified School District. Cote said the surveys can focus on teacher candidates. Cavallaro said that we want to have the same standards and expectations for all our partnerships and she would like to be able to define and assess those partnerships. Novack would like to see information on student outcomes in that area and what the impact is on students in co-teaching environments. Cavallaro said the Process Project has funds to start evaluating student outcomes. Novack suggested looking at retention rates for teachers in the program. Cote said that would be great – especially in special education.

Member Items

Pletka said that it is important to maintain these partnerships and mentioned the Vietnamese bilingual program. Domene said they have gone through several cutbacks and they haven’t been able to hire new teachers. He anticipates having numerous openings next year and may even have job fairs. They are concerned about filling their math and science openings. Costa said that we could set up a specific meet-and-greet with our students who meet their criteria. Cavallaro mentioned the math ambassadors program.

Meeting adjourned at 4:50 pm. Minutes submitted by Kim Naujokas.
Minutes for April 30, 2013 Meeting

Members in Attendance: April, Brannon, Jim Dahl, Jim Hofmann, Karen Ivers, Lisa Kirtman, Kari Knutson-Miller, Barbara Glaeser, Lillybeth Sasis, Barbara Saur, Heather Terry, Ed Trotter

1-2. Minutes from the November 27, 2012 meeting were read and approved.

3. CCT Announcements:

   E. Trotter announced CCT will be under the College of Education, effective July 1st, 2013 and announced his retirement. He reported that last semester (Fall 2012) students classified as AB 1440 (AAT and AST) qualified were accepted. E. Trotter stated, “On balance it’s a good thing and here to stay.” Handed out “AY 2013 Enrollment Model Options…” information and reported freshman numbers were low and undergraduate transfer numbers were up, in line with AY 13-14 (model 1)

   E. Trotter also reported there will be a time of change at the CSUF and he is very encouraged by the new Provost’s approach to the change.

   L. Sasis reported that while we have sunset the STEP Program, the pathway does remain open to students. The numbers on STEP showed 14% of the students who began the MS-STEP completed the credential program and 11% completed the English STEP program. At Welcome to Cal State Fullerton Day, 100 students attended the CCT information workshops. L. Sasis also reported that there will be changes made to NSO/TSO Orientation structure.

   B. Saur reported an increase in student response at the community colleges with additional days added for advising. Several of the community colleges are reaching out to high school students who are interested in pursuing careers in teaching. She also reported that funding for many of the community college T.P.P. and CTE grants are running out. These funds are state grants and have been offered to community colleges to fund their teacher prep programs, in the past. There will be a new RFA posted the end of May, 2013 for 1 year only, with the emphasis being broader and more pre-professional prep than teaching prep.

   B. Saur stated The Future Teacher Mixer, which is a COE, CCT and ASI collaboration, was a success. The event reached out to CSUF undergraduate students, community college students and community college counselors interested in acquiring information on becoming a future teacher. The student feedback was very positive. The event will be held again in Fall, 2013.

4. Major Updates: CHAD and Liberal Studies, and Arts:

   K. Knutson-Miller announced that CHAD is moving to overviews online in addition to first advisement session requirements, for all entering CHAD majors. There will be “Holds” placed on students not complying.

   J. Hofmann stated LBST will be offering Humanities (GE) course LBST 101 at IRVC.
J. Dahl reported that the Art Department’s, Art 380, considered a “bottleneck” course, does not have enough instructors; 30 students in every class. E. Trotter stated it is an administration problem and will be corrected.

5. Credential Updates:

B. Glaeser reported for SPED and stated that they are unsure if the intern program will continue, due to lack of funding. SPED is updating accreditations.

L. Kirtman introduced Heather Terry, Admissions and Academic Advisor for Multiple Subject Credential Program. Then reported the MS credential program is seeing an increase in hiring.

H. Terry reported the MS credential program is still taking Fall, 2013, applications.

Meeting was adjourned at 10:57 a.m. and no date set for next meeting.

Minutes respectfully submitted by B. Saur.
Regional Teacher Education Council

November 1, 2013
Santa Ana College
Meeting Minutes

<table>
<thead>
<tr>
<th>Attendee</th>
<th>University/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caren Bautista</td>
<td>CSUF</td>
</tr>
<tr>
<td>Amy Cox-Petersen</td>
<td>CSUF</td>
</tr>
<tr>
<td>Jim Hofmann</td>
<td>CSUF</td>
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<td>Heather Terry</td>
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<td>Lillybeth Sasis</td>
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<td>Barbara Saur</td>
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<td>Sharon Seidman</td>
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<td>Kristen Shand</td>
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<td>Heather</td>
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<td>Halverson Randy</td>
<td>Mount San Antonio College</td>
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<td>Wilson Jennifer</td>
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<td>Golden Steve</td>
<td>Santa Ana College</td>
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<td>Bautista Janis</td>
<td>Saddleback College</td>
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<tr>
<td>Perry</td>
<td>Santa Ana College</td>
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1. **Welcome and Introductions** – Steve Bautista and Amy Cox-Petersen
   a. Steve welcomed everyone to the meeting.

2. **Approval of the Minutes for November 30th, 2012 RTEC Meeting**
   a. Minutes approved.
   b. Randy Wilson noted that the AA-T for education @ Mt.SAC will probably not be submitted.

3. **Legislative Updates**
   a. **CSUF Admission Criteria**
      i. GPA admission criteria has increased (Freshman 3.5 average/Transfer 2.5 in service area; 3.3 out of area for Fall 2013) per Dr. Ed Sullivan during TEPAC 2013
         http://www.fullerton.edu/cct/CCT_Links/TEPAC/TransfersProfile2013.pdf
      ii. GPA levels unlikely to fall below current levels for future admission cycles
      iii. Major impaction criteria likely, possibly as soon as Fall 2015
   b. **NCATE to CAEP**
      i. NCATE – National Council for Accreditation of Teacher Education; CAEP-Council for the Accreditation of Educator Preparation
ii. Transition to new accrediting body as of July 1, 2013
iii. New standards for teacher preparation

c. CTC updates
i. New senate bill passed that has allowed for a Community College representative to be appointed to the CTC by the CC Chancellor’s office.
ii. A possible move towards specialization for multiple subject age grouping; consideration of a P-3 credential
iii. In ECE
   1. Revision of the permit structure
      a. Currently the cost of ECE permit seems to be on par with a K-12 credential

4. CSUF Updates
a. Multiple Subject – Heather Terry
i. Spring 2014 –. Currently 8 students have been offered admission; 16 others have files for review
ii. Admission categories –
   1. Prerequisite admission – Students need to complete CSU mentor application and a non-matriculated student contract to take prerequisite courses only. Students are conditionally admitted to the credential program since students cannot be admitted to university as undeclared post-baccalaureates. Credential program application not required at this time.
   2. Credential program admission – Students need to complete CSU mentor application and credential program application.
   3. Students can also take prerequisites through open university
iii. Child Youth Recommendation form for students who take the equivalent to EDEL 315 at the Community College
   1. Heather provided updated form for CC students
   2. Form available on credential program website under form and documents http://ed.fullerton.edu/edel/documents/
iv. Overviews
   1. Multiple Subject Credential program overviews will now also be offered @ CSUF-Irvine campus.
   2. Looking to place online overview link on College of Education main page.
v. Prerequisite course equivalency
   1. If course is listed not on equivalency chart, syllabus is required with waiver request. http://ed.fullerton.edu/edel/documents/2013/03/course-equivalency-chart.pdf
b. Single Subject – Kristen Shand
i. Review of articulation agreements of EDSC 304 needed due to changes @ CTC and chancellor’s office.

ii. CCT will send email addresses from RTEC group to Kristen Shand and Heather Terry so they can contact about course changes related to articulation agreements/requirements.

iii. Community college courses previously accepted for prerequisite courses may need syllabus for waiver.

iv. Steve mentioned that the syllabus content is regulated by the CC Chancellor’s office and all must comply for approval; Kristen will review district approved syllabus for articulation

c. Special Education
   i. Janis Perry asked about courses supporting the SPED para-professional certificate (looking specifically about options for SPED 209 and the equivalent course to HUSR 311)
   ii. Janis will contact Dr. Melinda Pierson about partnering to maintain certification pathway.

d. Child and Adolescent Development
   i. Changes underway for the Early Childhood option; looking to add more curriculum coursework
   ii. Possible changes for the Adolescent/Youth option; considering an secondary education curriculum emphasis (similar to Liberal Studies thematic plan)

e. Liberal Studies
   i. Dr. Hofmann opened it up for questions
   ii. Questions about Math for educators courses and eligibility for Math 303 B. Dr. Hofmann mentioned that there seems to be no current issues with eligibility

f. CCT
   i. Future Teacher Mixer Spring 2013
      1. Barbara shared that 40 students attended the event and that the feedback was positive. Originally, the first 10 community college students to register would have their parking costs covered by the College of Education but funds were found to cover all parking costs for visiting future teachers.

5. Community College Program Updates
   a. AA-T Elementary Education
      i. Approval of AA-T/AS-T through Chancellor’s office without options in List C to provide specialization for various CSU campuses
      ii. Fullerton College – Heather Halverson
         1. AA-T for Elementary Education and Child Development approved but lengthy. (noted below from RTEC Nov. 2012)
            a. AA-T for Elementary Ed requires 4 sciences since no Science for Educators courses available.
b. AS-T Early Childhood Education also unwieldy due to prerequisites and co-requisites.

iii. Santiago Canyon – Janis Perry

iv. Saddleback College – Jennifer Golden
   1. Funding will end soon for Teacher Preparation Pipeline – May 2014
   2. Future funding unknown, possible through a new grant with consortium but teacher preparation does not have a clear pathway. The consortium grant more focused on Career Technical Education.
   3. Math for Educators has been re-established and will be offered as early as Spring 2014

v. Mt. SAC – Randy Wilson
   1. New Director for the Teacher Preparation Institute has an Early Childhood Education background
   2. AA-T in Elementary Education is stalled by the Speech department.

6. AA-T Elementary Teacher Education Updates
   a. Included in section 5 above

7. NAACTEP 2014
   a. Will be held in Anaheim February 28-March 2, 2014
   b. Santa Ana College and Cerritos College are the host colleges
   c. One day registration will be available

8. Other items
   a. Add syllabus review to each RTEC meeting as an agenda item

9. Next meeting
   a. To be announced…

Minutes submitted by Caren Bautista
Minutes

The meeting began at 4:35 p.m.

Those in attendance:

Jesse (block 2), Olivia (block 3), Jessica (block 3), Angela (block 4), Royce (block 8), Michelle DePinto (block 8), Kat J (block 12), Emily (block 21), Kim (block 22), Jenn (block 85), Phil (block 85), Deborah (block 87), Candace (block 87), Megan (block 21) and Linda (block 22).

This meeting was facilitated by all continuing blocks in attendance.

1. Introductions - facilitated by Block 2
   Jesse opened the meeting and asked that everyone introduce themselves according to name, block and the program in which you are enrolled
   - 2-semester, 3-semester or 4-semester

2. Praises - facilitated by Block 3
   Some of the praises that were shared:
   - Amazing block leaders
   - Meaningful assignments,
   - Good preparation for TPA
   - Art integration is noticed by all blocks. Some blocks like the art integration and some did not. STEP students wish that EDEL 450 might be more heavily emphasized so STEP students can understand what they have the option to take. Many STEP students like EDEL 450. Students like the art integration when it is tied to the curriculum, but not when it just felt like an additional art project.
   - Project WET: Water Education for Teachers loved by one block.
   - Work load is more manageable after semester 1, with more meaningful assignments.
   - Students feel supported by the faculty.
   - Rick Morris and other guest speakers are great and truly appreciated.
   - Field trips are fabulous!!!
• Some blocks like the scheduling of classes and the pace that the courses drop off as the semester progresses.
• For one block, EDEL 436 was held at an elementary school and was a fantastic experience. Great to take the methods we are learning and use them with elementary school students.
• For one block, EDEL 435 students taught math lessons to elementary students as a part of their course requirement.
• Instructors are flexible with due dates and are understanding about how busy students are.
• Students enjoy the opportunity to put on math and science fairs at various elementary schools.
• Saturday workshops (21st Century Learning) are fabulous!!!

3. Wishes- facilitated by Block 4
• More RICA prep- several blocks did not feel prepared.
• Student teaching placements need to be considered with regards to several issues. Students had concerns with quality of master teachers and driving distances. Wish for more thorough screening process with master teachers. Supervisors should meet with Master Teachers and make sure they support student teachers. (“We are students, not aides.”)
• Chose TPA instructors carefully. It is so important and some instructors do not have the expertise that is needed to guide students through the process. Students do not feel clear about what is expected and what is allowed. Several blocks felt that the TPA class was not helpful. Students felt the most helpful class sessions were the ones where the students were engaged with each other and able to communicate. Perhaps have effective faculty (Quinn was named) train all faculty.
• Make sure student teaching placement suits the TPA expectations. (I.e. ELL).
• Adjust schedule- combine classes to come to campus 2 or 3 days a week instead of 4 to 5 times per week.
• No assignments during student teaching.
• Less repetition between prerequisite courses and credential courses.
• Allow students to access online modules prior to semester start when students have some free time.
• 1st student teaching placement should be with a seasoned Master Teacher.
• Starting fieldwork sooner in the interest of TPA will allow candidates more time to get to know students.
• 21st Century workshops not just on Saturdays. Some students work only on the weekend.
• 21st Century workshops available at the Irvine campus, not just Fullerton.
Fieldwork on days during the week, instead of on Fridays. (not a lot to observe on Fridays).

Some on-line professors are not effective. (Specifically for the combined program)

Better communication between the block leader and the instructors with regards to schedules and student teaching time line.

More student teachers at the same school site

Combined program TPAs spread out (1 per semester)

TRP courses offered during intersession, not just summer.

Official surveys to evaluate the MT, supervisor and the school site.

Many concerns regarding student loans during summer (for 4-semester program)- Financial aid office does not understand the 4-semester program.

Who do students go to when they have a problem with an instructor?

Semester 2 of 4 is way too easy. Want it spread out more so that semesters 1 and 4 are not so bad. Want more balance.

4-Semester program wants to meet with faculty to voice their improvement suggestions.

3-semester program would like to come to campus only one time per week for courses.

3-semester students would prefer to carry over placement #1 (FW only) to placement #2 (FW and ST). Should be the entire block stays or the entire block does not stay.

Supervisors meet with student teachers prior to the onset of student teaching to voice expectations.

Supervisors need to keep assessments anonymous for honesty’s sake. Students need to voice without personal attack or questioning.

Master Teacher not to have more than one student teacher per year.

Please make sure all professors are professional and treat us professionally. No gossip please. Supervisors need to be more professional and make sure that the Master Teacher is really supportive and wants a student teacher.

Sometimes having a supervisor as an instructor is awkward and causes problems.

Program Improvement Schools elicit a lot of testing and master teachers that are not willing to hand over content. Does not support the student teaching experience.

 Supervisors and master teachers should not be personal friends. Conflict of interest. Levels of professionalism are needed in some cases.

Job placement should be a top priority. If a student teacher knows of a principal that wants student teachers at their school, the department should listen. Some schools do not teach more than ELD, LA and math. Students should be considered as a resource for schools that should and should not be contacted. Allow students
the opportunity to submit a wish list of schools and districts that should consider using.

• Supervisors should set up the initial meeting and not give that responsibility to the student.

4. What you would like future students to know- facilitated by Block 21

• Beth Schipper offers RICA prep class that includes a book for a $50.00 fee. Email her if you have a group that would like to have a test prep class.
• Encourage students to take the RICA as early as possible.
• Don’t be afraid to speak up if you have concerns.
• Share the reading load with friends and have study groups to share the information.
• For combined program students, be prepared financially! Without loans available and summer issues, just be prepared. Explain FAFSA regulations. Over half of the combined students are having money problems.

5. Mission Statement- (Rough Draft)
The Student Advisory Board is a healthy and viable forum for students’ voices to be heard and make a difference in the operations of the Multiple Subject Credential Program at Cal State Fullerton. Because we ran short on time, we did not get to this item, but the suggestions was offered that if the Board Members would like to craft a mission statement (perhaps via Googledoc) and submit it to the Faculty Advisor (Christine Mayfield) she would send it to the membership for review.

Although the faces of the Student Advisory Board change, the Board is a living body that impacts all future students of the CSUF MSCP. A mission statement may provide a living principle by which the board operates.

Many thanks to all Student Advisory Board members. Your dedication to the CSUF Multiple Subject Credential Program, the profession of teaching and the youth of California is to be commended.

The meeting adjourned at 6:07 p.m.

Minutes respectfully submitted by Christine Mayfield, MSCP Coordinator.
CSUF EDEL MSCP Program Assessment 2013

TRP CSET Workshop
February 13, 2012

Allen, Brittany
Carrillo, Melina
Choi, Christina
Dijamco, Catherine
Elias, Emseralda
Grijalva, Jeannine
Gutierrez, Julissa
Hendricks, Heather
Kane, Heather
Kleinhans, Kelly
Konishi, Rachel
Lo, Jessica
Oishi, Kathleen
Powers, Holly
Rex, David
Runyan, Katie
Steinbeck, Katie
Wambaugh, Kelly
Yaka, Stephanie
Yi, Robin

Koo, Elizabeth

SHANG DAKES
Allen, Brittany
Carrillo, Melina
Choi, Christina
Dijamco, Catherine
Elias, Emseralda
Grijalva, Jeannine
Gutierrez, Julissa
Hendricks, Heather
Kleinhans, Kelly
Konishi, Rachel
Lo, Jessica
Nguyen, Liz
Oishi, Kathleen
Powers, Holly
Rex, David
Runyan, Katie
Steinbeck, Katie
Wambaugh, Kelly
Yaka, Stephanie
Yi, Robin
Zimmerman, Matt

Koo, E.
Sign-In Sheet

Mon. Feb. 27, 2012
Math Workshop

Julissa Gutierrez
Christina Choi
Melina Camillo
Kelly Kleinrans
## Sign in for Science Saturday
Saturday September 28, 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>Block</th>
<th>Have you taken any of the Science subtests yet?</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anouka Hacker</td>
<td>3</td>
<td>No</td>
<td><a href="mailto:anouka.hacker@csu.fullerton.edu">anouka.hacker@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Karyn Sens</td>
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<td>No</td>
<td><a href="mailto:k.sens@csu.fullerton.edu">k.sens@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Molly Hopfen</td>
<td>24</td>
<td>No</td>
<td><a href="mailto:m.hopfen@csu.fullerton.edu">m.hopfen@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Lauren Vanderhave</td>
<td>4</td>
<td>No</td>
<td><a href="mailto:lauren.vanderhave@csu.fullerton.edu">lauren.vanderhave@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Ashly Steele</td>
<td>24</td>
<td>No</td>
<td><a href="mailto:ashly.steele@csu.fullerton.edu">ashly.steele@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Joyce Rodriguez</td>
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<td>No</td>
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</tr>
<tr>
<td>Rhonda Mergott</td>
<td>21</td>
<td>No</td>
<td><a href="mailto:rhonda.mergott@csu.fullerton.edu">rhonda.mergott@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Danielle Clementon</td>
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</tr>
<tr>
<td>Adriana Van Geen</td>
<td>23</td>
<td>Yes</td>
<td><a href="mailto:adriana.vangeen@csu.fullerton.edu">adriana.vangeen@csu.fullerton.edu</a></td>
</tr>
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<td>Gabrielle Arragon</td>
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<td><a href="mailto:gabrielle.arragon@csu.fullerton.edu">gabrielle.arragon@csu.fullerton.edu</a></td>
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<tr>
<td>Terrill Pithoni</td>
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<td><a href="mailto:terrill.pithoni@csu.fullerton.edu">terrill.pithoni@csu.fullerton.edu</a></td>
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<tr>
<td>Deanna Isen</td>
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<td><a href="mailto:deanna.isen@csu.fullerton.edu">deanna.isen@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Katie Offler</td>
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<tr>
<td>Kathryn Olson</td>
<td>1</td>
<td>No</td>
<td><a href="mailto:k.olson@csu.fullerton.edu">k.olson@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Camille Kibarance</td>
<td>24</td>
<td>No</td>
<td><a href="mailto:camille.kibarance@csu.fullerton.edu">camille.kibarance@csu.fullerton.edu</a></td>
</tr>
<tr>
<td>Andy Zhavor</td>
<td>24</td>
<td>No</td>
<td><a href="mailto:a.zhavor@csu.fullerton.edu">a.zhavor@csu.fullerton.edu</a></td>
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</table>

Thank you for coming!
Code of Honor on Taskstream

Attestation
I attest that this response is my own work and is based on my own independent thought, inquiry, and writing processes. I have adhered to the CalTPA "Code of Honor" guidelines, thus I have not violated CPC Policy 1 or the University Academic Dishonesty Policy (UPS 300.021). I understand that if I violate either policy, I will be reported to the Dean of Students and removed from the credential program.

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<th>Candidate Signature</th>
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Permission
I give permission for my response to be included as part of an accreditation example, CCTC sample, or portfolio sample. (Permitting us to include your response is optional. You may choose not to sign.)

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Material on Titanium – Link to CCTC

TPA Resources – Posted on TPA Community Site on Titanium

Candidate Handbook

Link: http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html

The link above will take you to the website of the California Commission on Teacher Credentialing.

Once there, locate the heading "Candidate Handbook." You can access the entire handbook or individual chapters.

California's teacher credential programs embed the TPA Tasks into their unique programs. At CSUF, the tasks are embedded into specific courses and content areas. Therefore, the lessons you will develop for Tasks 2-4 (DI, AL, and CTE) are as follows:

Designing Instruction (DI) must be in mathematics.
Assessing Learning (AL) must be in social studies (for the 2 & 3 semester programs) OR science (for the combined masters/credential program).
Culminating Teaching Experience (CTE) must be in language arts.
Material on Titanium – Directions for Preparing and Submitting Tasks

Directions for Preparing and Submitting Tasks
Posted on TPA Community Site on Titanium

Code of Honor Guidelines

The California TPA involves a series of take-home tasks that measure a teacher candidate’s ability to design and implement student-focused pedagogical practices. Since passing the TPA is a requirement to be recommended for a preliminary teaching credential, it is essential that teacher candidates **SUBMIT THEIR OWN WORK**.

**You may not:**

- Discuss your task response or any part of your task preparation with other candidates, faculty, supervisors, master teachers, and other education professionals.
- Show your task response to anyone for any reason (including editing).
- Ask your supervisor or master teacher to observe you teaching the TPA lesson and give you feedback.

Since you may draw upon resources and information learned throughout your program to develop your task response, the following chart is **DESIGNED TO ASSIST YOU** in understanding acceptable practices. Keep in mind that the CA TPA is an assessment of your knowledge. If you have any questions, please ask your instructor or block leader before taking action.

**Scanning Documents**

Your response to AL and CTE will include student work samples and other documentation (e.g., classroom floor plan, release forms, etc.). These items need to scanned so they can be submitted electronically. Scanners are available free of charge in the basement of Pollak Library. Please verify hours and resources.

*Save scanned documents as a pdf file.*

**Compressing Videos for Taskstream**

*In order to upload your video to TaskStream, you will need to compress it to a file size of 500MB or less. Once you upload a file that is 500mb or less, it will compress to a smaller file size afterward. Below please find general information regarding the elements that determine video file size and tips to reduce it.*

*In the folder below you will find a few guides for various video editing software that may be included with your computer’s Operating System or that are available for free download that may assist you with video file compression.*

*Please note that because video compression and manipulation occur outside of TaskStream, they are only able to provide limited support and do not endorse or support any specific video program.*
Tips to reduce video file size (using video editing software):

Change the resolution: 320x240 and 640x480 are common resolution settings for uploading video to the web.

Change the frame rate (number of frames per second) – lowering the frame rate will reduce the size of the file. Please note this can reduce video quality if overused.

Change the audio quality – slightly reducing the quality of the audio track will help reduce file size.

You may also wish to separate your video into multiple sections. Each piece can then be uploaded to TaskStream separately and listed in chronological order by naming the files appropriately. It is possible to upload multiple video files to TaskStream as long as the total file storage space of your account is not exceeded and as long as each video file is 500MB or smaller. However, please note that depending on the quality of your video, each section may still need additional compression to reduce it under the 500MB limit.

If you have any additional questions or comments, please do not hesitate to contact Taskstream at help@taskstream.com or at 800-311-5656 and press 1 for Support to speak with a Mentoring Services Associate.

Please allow plenty of time for the website to upload and compress the file too. Extensions will NOT be granted for students who fail to upload their tasks/video files by the TPA submission deadline.
Material on Titanium – Submission Due Dates and Announcements

Fall 2013 TPA Due Dates: Posted on TPA Community Site on Titanium

Sunday, October 27th, 2013 at 12:00 pm (noon) PST -

- Assessing Learning (AL) (Block 8)

Sunday, November 10th, 2013 at 12:00 pm (noon) PST -

- Subject-Specific Pedagogy (SSP) (Blocks 1, 3, 4, 23, & 24)
- Designing Instruction (DI) (Blocks 1, 3, 4, 23, & 24)
- Culminating Teaching Experience (CTE) (Block 8)