Program Assessment Documentation
Teacher Education Program
University of La Verne
January 15, 2009

Part I – Description of Current Program

1. The most recently approved program for the Teacher Education Program is provided in the attached folder entitled, Approved Teacher Education SB2042 Document. Standards 1 through 21 are included in this documentation.

2. All significant program modifications made since the last approval are imbedded in the standards provided in the folder entitled, Current Teacher Education Program, Aligned with Standards.

3. A document entitled Program Improvement Chart is provided. This will be found in the folder entitled, Revised Standards, TEP Program Assessment. This chart outlines the 1) standard address, 2) program modification, 3) rationale, and 4) reason for the change. Candidate competence and changes in faculty are addressed.

Part II – Current Course Syllabi and Updated Program Faculty Vitae

1. Course Syllabi are included for all courses in the Teacher Education Program. These include:

   Education 460    Diversity, Interaction and the Learning Process
   Education 462    Literacy Methodology for Multiple Subject Candidates
   Education 464    Introduction to the Teaching of Reading for Multiple Subject Candidates
   Education 466    Introduction to the Teaching of Reading for Single Subject Candidates
   Education 468    Introductory Supervised Teaching
   Education 470    Theories and Methods of Education for Linguistically Diverse Students
   Education 472    Teaching Strategies
   Education 474    Teaching in the Content Areas – Multiple Subject
   Education 476    Teaching in the Content Areas – Single Subject
   Education 478-Advanced Supervised Teaching
   SPED 457        Introduction to Exceptional Individuals and Their Families

2. Vitae are included for all full time faculty in the program.

3. Course Syllabi and Vitae are found in the folder entitled, Course Syllabi and Vitae.
Part III – Documentation that Supports the Program’s Biennial Report

1. Alignment of key assessments with state standards
   All information in this area is found in the folder entitled, *Key Assessments, Fieldwork Readiness and Rubrics*.
   There are two documents that contain this information:
   a) Teacher Education Program, Key Program Assessments by Transition Points
   b) Program Assessment/Fieldwork Readiness

2. Common Considerations
   Rubrics are included in the folder entitled, *Key Assessments, Fieldwork Readiness and Rubrics*.
   There are five documents that contain this information:
   a) TPA Rubric, Subject Specific Pedagogy
   b) TPA Rubric, Designing Instruction
   c) TPA Rubric, Assessing Learning
   d) TPA Rubric, Culminating Experience
   e) Technology Skills Rubric

3. Training Information
   CalTPA assessors at the University of La Verne are primarily course instructors, student teacher fieldwork supervisors and/or BTSA providers.

   All assessor trainings are conducted by ULV faculty trained as Lead Assessors and on the four CalTPA Tasks. Lead Assessors follow the specific training plan and use the training materials developed by CCTC. If any questions arise during the training sessions, Lead Assessors make contact with CCTC directly for clarification. Assessors also participate in CCTC training offered throughout the state.

4. Calibration Activities

   Efforts to verify the scoring accuracy of all assessors are made through the double scoring of 15% of each course’s submitted tasks. All assessors are required to be recalibrated annually. Currently recalibration opportunities are provided twice a year, once in the fall and once in the spring. Current efforts are being made to transition to an online recalibration module.
Category A

Program Design, Governance, and Qualities

Program Standard 1: Program Design

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

The University of La Verne Teacher Preparation Program and its prerequisites are committed to providing a purposeful, developmentally designed sequence of coursework and fieldwork that prepares excellent teachers who understand the power of effective teaching and the contemporary conditions of schooling in the twenty first century.

The program and prerequisites are designed to foster prospective teachers’ ability to:

1) create an environment that incorporates communication with students,

2) develop an appreciation for a commitment to diversity,

3) understand the basis for a healthy self-concept,

4) gain competence in delivering and assessing subject specific information to all students and,

5) develop self-awareness, all within the context of appropriate pedagogical skills.

A Mission Statement, developed by the Education Department, supports this rationale.

The mission of the Education Department at the University of La Verne is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. The education environment is
characterized by small class size and access to professional staff. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching skills.

The Mission Statement of the University of La Verne provides further support by emphasizing rich educational opportunities that relate to both the academic and personal development of its students. Philosophically, the University emphasizes four areas that affirm a positive and rewarding life for its students:

1. **A Values Orientation**
2. **Community and Diversity**
3. **Lifelong Learning**
4. **Community Service.**

The design of the Teacher Preparation Program is informed and supported by the abilities to be developed, the Education Department Mission and the Mission of the University. The sequence of coursework and fieldwork demonstrates commitment to these principles.

The prerequisites include the speech and constitution requirements, a level I computer class, a health education class or equivalent, passage of the CBEST, and subject matter competence (through a state-approved program or Praxis/SSAT).

Within the teacher preparation program there are two tracks, one for single subject, and one for multiple subject.
<table>
<thead>
<tr>
<th>Multiple Subject Track</th>
<th>Single Subject Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 462 – 3 units  Literacy Methodology for Multiple Subject Candidates</td>
<td>Education 466 – 4 units  Introduction to the Teaching of Reading for Single Subject Candidates</td>
</tr>
<tr>
<td>Education 464 – 3 units  Introduction of the Teaching of Reading for Multiple Subject</td>
<td>Education 468 – 3 units  First Phase of Supervised Teaching</td>
</tr>
<tr>
<td>Education 468 – 3 units  First Phase of Supervised Teaching</td>
<td>Education 468 – 3 units  First Phase of Supervised Teaching</td>
</tr>
<tr>
<td>Education 470 – 4 units  Theories and Methods of Education for Linguistically Diverse Students</td>
<td>Education 470 – 4 units  Theories and Methods of Education for Linguistically Diverse Students</td>
</tr>
<tr>
<td>Education 472 – 4 units  Teaching Strategies</td>
<td>Education 472 – 4 units  Teaching Strategies</td>
</tr>
<tr>
<td>Education 474 – 4 units  Teaching in the Content Areas – Multiple Subject</td>
<td>Education 476 – 4 units  Strategies for the Single Subject Teacher</td>
</tr>
<tr>
<td>Special Education 457 – 3 units  Introduction to Exceptional Individuals and Their Families</td>
<td>Special Education 457 – 3 units  Introduction to Exceptional Individuals and Their Families</td>
</tr>
<tr>
<td>Education 478 – 6 units  Second Phase of Supervised Teaching</td>
<td>Education 478 – 6 units  Second Phase of Supervised Teaching</td>
</tr>
</tbody>
</table>

Both tracks are designed to provide the candidates with 1) a strong theoretical foundation of education and the function of the schools within society in the twenty-first century, 2) the ability to teach the content of the state adopted K-12 academic content standards to all students, including use of state-adopted instructional materials, 3) sound assessment practices to assist in monitoring and assessing student progress in teaching K-12 students, and 4) a pedagogical competence as defined by the Teaching Performance Expectations (TPEs).

The program is designed with two supervised teaching experiences, one five-week session early in the program, the second, a ten-week session, at the conclusion of the program. This provides a developmental sequence for growth in teaching the content standards, understanding the schools in society, and refining pedagogical skills. The two supervised teaching classes are supported
by fieldwork in four of the seven additional courses in the Multiple Subject Track and in four of the six additional courses in the Multiple Subject Track. These additional practicums add to the skill base of the candidates.

The Multiple Subject and Single Subject Tracks have four courses in common, Education 460, Education 470, Education 472, and Special Education 457. In addition, both tracks complete Education 468 and Education 478, the two supervised teaching courses. The sharing of courses between tracks is a strength in the program; it assists the Single Subject and Multiple Subject candidates in understanding the full range of issues in K-12 system.

An overview of the courses in the program follows. Full syllabi and texts used in the courses are found in the appendices.

**Multiple Subject Track**

**Education 460, Diversity, Interaction, and the Learning Process**  
(Appendix A)  
3 units  
This course introduces the lesson plan, introduction to humanistic, cognitive, self worth, and constructivist theories. Beginning pedagogical tasks and a major strand studying issues of diversity are addressed in this class. The professors in the course provide supervision of the development of tasks, coaching, TPEs, and assessment.

There is no fieldwork in this course.

**Education 462, Literacy Methodology for Multiple Subject Candidates**  
(Appendix B)  
3 units  
This course is designed to provide candidates with (1) information leading to the analysis of reading, writing, listening, and speaking processes; (2) an overview of materials and methods for teaching reading methodology in the elementary and middle schools; (3) a survey of key issues in literacy development, assessment, and instructional practices; and (4) opportunities for classroom observation/participation and related feedback and support. The professors in the class and the fieldwork supervisors provide supervision of the development of tasks, coaching, TPEs, and assessment. All information covered in Reading Instruction Competency Assessment (RICA) is addressed in the pedagogical tasks in Education 462 and Education 464.

Fieldwork for Education 462 requires 30 hours of fieldwork, which includes one visit with a lesson evaluation by a University fieldwork supervisor. This fieldwork must be done in a setting where reading methods are implemented on a regular basis. Each candidate keeps a log documenting his/her 30 hours of fieldwork.

**Education 464, Introduction of the Teaching of Reading for Multiple Subject**  
(Appendix C)  
3 units
This course is designed to build on the beginning levels of skills introduced in Education 462. It further provides the candidate with (1) information leading to the analysis of reading, writing, listening, and speaking processes; (2) an overview of materials and methods for teaching reading methodology in the elementary and middle schools; (3) a survey of key issues in literacy development, assessment, and instructional practices; and (4) opportunities for classroom observation/participation and related feedback and support. The professors in the class and the fieldwork supervisors provide supervision of the development of tasks, coaching, TPEs, and assessment. All information covered in Reading Instruction Competency Assessment (RICA) is addressed in the pedagogical tasks in Education 462 and Education 464.

**Education 468, First Phase of Supervised Teaching**  
(Appendix D)  
3 units  
This five week supervised teaching experience provides the candidate with an introductory experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and embedded preparation for the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice.

**Education 470, Theories and Methods of Education for Linguistically Diverse Students**  
(Appendix E)  
4 units  
This course provides a basic introduction of first and second language acquisition theory and research, an overview of teaching approaches for English language learners, and specific strategies for teaching content and language development. All pedagogical tasks are tied to teaching the second language learner. The fieldwork component is done in a classroom with English language learners. The professors in the course provide supervision of the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 470 requires 30 hours of fieldwork in a classroom with English language learners. The class observed must be taught by a teacher who has an LDS, CLAD, BCC, CLAD, or SB 1969 certificate. Candidates observe, get good ideas, and teach a minimum of three ELD/SDAIE lessons. A reflective summary of the fieldwork is required. Lesson plans taught require a self-critique and feedback from the master teacher.

**Education 472, Teaching Strategies**  
(Appendix F)  
4 units  
In this course emphasis is placed on selecting, planning, implementing and analyzing research-based teaching strategies that meet the learning needs of California’s public school students in grades K-12. Strategies designed to enrich
the learning experiences of children of poverty, English Language Learners and Learning Disability learners will be reinforced. Pedagogical tasks focus on the development of lesson plans with emphasis on assessment. Professors in the course will supervise the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 472 requires thirty hours in a classroom where the candidate teaches a three unit topic-based, integrated instruction unit based on the state-adopted academic content standards, ELD standards, representing three lesson types, 1) direct instruction, 2) group investigation, and 3) inquiry. The lessons must address modifications for learners and assessment strategies.

**Education 474, Teaching in the Content Areas – Multiple Subject**
( Appendix G) 4 units
This course provides the Multiple Subject Credential Candidate an opportunity to enhance, refine, and practice the knowledge, attitudes, and skills required to effectively integrate and teach mathematics, social science, science, visual and performing arts, physical education, and health. Candidates will develop strategies and practice integrating the subject areas with one another. Each candidate will be required to develop and teach a unit of study. Professors and fieldwork teachers will provide supervision in the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 474 requires thirty hours in a classroom where the candidate teaches a five lesson integrated instruction unit based on the state-adopted academic content standards. Represented in the five lessons taught must be the disciplines of English, Mathematics, Science, and Social Sciences. Each candidate maintains a journal documenting each day’s fieldwork experiences and time log. A fieldwork reflection paper is developed synthesizing the thirty total hours of fieldwork.

**Special Education 457, Introduction to Exceptional Individuals and Their Families**
( Appendix H) 3 units
This course is designed to assist the candidate in understanding the needs of Special School Age Individuals (i.e. all children). Readings, class discussions and activities will center on individual similarities, differences, mainstreaming, integration, current legislation and trends regarding the Special Individual in public schools. The professors will provide supervision in the development of tasks, coaching, fieldwork, TPEs, and assessment.

There is no fieldwork in Special Education 457, however visitations with supportive documentation are required.

**Education 478, Second Phase of Supervised Teaching**
( Appendix I) 6 units
This ten-week supervised teaching experience provides the candidate with a culminating experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is
assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and preparing for the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice. A clear evaluation of the TPEs is provided and is reinforced in the bi-weekly seminars.

**Single Subject Track**

**Education 460, Diversity, Interaction, and the Learning Process**
(Appendix A) 3 units
This course introduces the lesson plan, introduction to humanistic, cognitive, self-worth, and constructivist theories. Beginning pedagogical tasks and a major strand studying issues of diversity are addressed in this class. The professors in the course provide supervision of the development of tasks, coaching, TPEs and assessment.

There is no fieldwork in this course.

**Education 466, Introduction to the Teaching of Reading for Single Subject Candidates**
(Appendix J) 4 units
This course is designed to provide students with (1) intensive instruction in reading and language arts methods that is grounded in methodologically sound research; (2) exposure to well-designed instructional programs, which enables them to provide a balanced comprehensive program of literacy instruction within all content areas; and (3) explicit and meaningfully applied skills and strategies in the areas of reading, writing, speaking, and listening for English Language Learners and native speakers of English; (4) in-depth understanding of literacy in a globalized, diverse society. The professors in the course and the fieldwork supervisors provide supervision of the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 466 requires 30 hours of fieldwork, which includes one visit with a lesson evaluation by a University fieldwork supervisor. This fieldwork must be done in a setting where reading methods are implemented on a regular basis. Each candidate keeps a log documenting his/her 30 hours of fieldwork.

**Education 468, First Phase of Supervised Teaching**
(Appendix D) 3 units
This five week supervised teaching experience provides the candidate with an introductory experience in a multiple subject teaching setting. A University supervisor visits the candidate on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and
embedded preparation for the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice.

**Education 470, Theories and Methods of Education for Linguistically Diverse Students**  
(Appendix E)  
4 units  
This course provides a basic introduction of first and second language acquisition theory and research, an overview of teaching approaches for English language learners, and specific strategies for teaching content and language development. All pedagogical tasks are tied to teaching the second language learner. The fieldwork component is done in a classroom with English language learners. The professors in the course provide supervision of the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 470 requires 30 hours of fieldwork in a classroom with English language learners. The class observed must be taught by a teacher who has an LDS, CLAD, BCC, CLAD, or SB 1969 certificate. Candidates observe, get good ideas, and teach a minimum of three ELD/SDAIE lessons. A reflective summary of the fieldwork is required. Lesson plans taught require a self-critique and feedback from the master teacher.

**Education 472, Teaching Strategies**  
(Appendix F)  
4 units  
In this course emphasis is placed on selecting, planning, implementing and analyzing research-based teaching strategies that meet the learning needs of California’s public school students in grades K-12. Strategies designed to enrich the learning experiences of children of poverty, English Language Learners and Learning Disability learners will be reinforced. Pedagogical tasks focus on the development of lesson plans with emphasis on assessment. Professors in the course will supervise the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 472 requires thirty hours in a classroom where the candidate teaches a three unit topic-based, integrated instruction unit based on the state-adopted academic content standards, ELD standards, representing three lesson types, 1) direct instruction, 2) group investigation, and 3) inquiry. The lessons must address modifications for learners and assessment strategies.

**Education 476, Strategies for the Single Subject Teacher**  
(Appendix K)  
4 units  
This course is designed to provide substantive instruction and supervised practice that effectively prepares each single subject candidate to plan and deliver content specific instruction that is consistent with (1) the state adopted academic content standards for students and/or curriculum framework in the content areas, and (2) the basic principles and primary values of the underlying discipline. This course includes a fieldwork component. Professors in the course
will supervise the development of tasks, coaching, fieldwork, TPEs, and assessment.

Fieldwork for Education 476 requires thirty hours in a classroom where the candidate teaches a five lesson integrated instruction unit based on the state-adopted academic content standards. All lessons taught must be in the disciplines of the candidate’s credential. Each candidate maintains a journal documenting each day’s fieldwork experiences and time log. A fieldwork reflection paper is developed synthesizing the thirty total hours of fieldwork.

Special Education 457, Introduction to Exceptional Individuals and Their Families (Appendix H) 3 units
This course is designed to assist the candidate in understanding the needs of Special School Age Individuals (i.e. all children). Readings, class discussions and activities will center on individual similarities, differences, mainstreaming, integration, current legislation and trends regarding the Special Individual in public schools. The professors will provide supervision in the development of tasks, coaching, fieldwork, TPEs, and assessment.

There is no fieldwork in Special Education 457, however a visitation with supportive documentation is required.

Education 478, Second Phase of Supervised Teaching (Appendix I) 6 units
This ten-week supervised teaching experience provides the candidate with a culminating experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and assess the embedded TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice. A clear evaluation of the TPEs is provided and is reinforced in the bi-weekly seminars.

Program Elements for Standard 1: Program Design

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

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

All courses in the teacher preparation are designed to provide candidates with learning experiences that enable them to examine, apply, analyze and evaluate a broad range of foundational issues and theories and their relationship to professional practices in schools and classrooms. The knowledge base of teacher education, focusing on questions relating to how students learn, how students acquire language, how to organize curriculum built on students prior knowledge, and how to assess what students know and how they are learning. The work of Linda Darling-Hammond (Appendix L) serves as a foundation for principles of effective teacher education.

Coursework is sequenced to provide the candidates with theories increasing in depth throughout the program. Theory bases throughout the program are scaffolded and build on one another. The following chart outlines the theories covered in the sequence of courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 460</td>
<td>humanistic, self-worth, motivation, reinforcement, cognitive development, constructivism foundations</td>
</tr>
<tr>
<td>Education 462</td>
<td>Ohio State Framework, stages of cognitive development, social factors in cognitive development</td>
</tr>
<tr>
<td>Education 464</td>
<td>Ohio State Framework, stages of cognitive development, cognitive and social development, schema theory, social-constructivist nature of comprehension, expository text structure</td>
</tr>
<tr>
<td>Education 466</td>
<td>social-constructivist nature of comprehension, schema theory, reader response theory, writing process</td>
</tr>
<tr>
<td>Education 468</td>
<td>theorists, theories and research from pre-requisite and concurrent coursework</td>
</tr>
<tr>
<td>Education 470</td>
<td>theoretical background of bilingual education, theoretical framework for conceptualizing language proficiency, natural approach, language acquisition, first and second language acquisition, social development, learning development</td>
</tr>
<tr>
<td>Education 472</td>
<td>behaviorism, reinforcement, practice, cognitive, roles of teachers, democratic problem-solving, constructivism foundations, multiple intelligences theory, comprehensible input, SDAIE</td>
</tr>
<tr>
<td>Education 474</td>
<td>behaviorism, reinforcement, practice, cognitive, democratic problem-solving, constructivism foundations, multiple intelligences theory, comprehensible input, SDAIE</td>
</tr>
<tr>
<td>Education 476</td>
<td>behaviorism, reinforcement, practice, cognitive, roles of teachers, democratic problem-solving, constructivism foundations, multiple intelligences theory, comprehensible input, SDAIE</td>
</tr>
<tr>
<td>Special Education 457</td>
<td>humanism, behaviorism, reinforcement, inclusion, constructivism foundations,</td>
</tr>
<tr>
<td>Education 478</td>
<td>theorists, theories and research from pre-requisite and concurrent coursework</td>
</tr>
</tbody>
</table>
The sequence of courses and theories introduced and supported in each course demonstrate this principle. Education 460 (Appendix A), the first course in the program introduces several theories, including humanistic theory/Rogers, self-worth theory/Covington, motivation theory/White, reinforcement theory/Skinner, cognitive development theory/Piaget, and constructivism/Dewey/Piaget/Vygotsky/Bruner/Ausubel.

Education 462 (Appendix B) builds on Piaget and integrates Piaget and Vygotsky’s cognitive development: social factors. The Ohio State Framework provides a theory base for issues of reading.

Education 464 (Appendix C) uses The Ohio State Framework as a theory base, continues to build on Piaget and Vygotsky and adds schema theory/Rumelhart and work from Slater and Graves on expository text structure. Vygotsky’s social-constructivist theory and the nature of comprehension are also included in Education 464.

Education 466 (Appendix J) uses theories on the social constructivist nature of comprehension/Vygotsky, schema theory/Rumelhart, reader response theory/Probst, writing process/Graves, behaviorism/Skinner, with lectures supporting the theories embracing psychodynamic/psychoeducational, humanism, ecological, and biological.

Education 470 (Appendix E) has a foundation the theoretical background of bilingual education supported by a theoretical framework for conceptualizing language proficiency/Cummins, the natural approach/Terrell, language acquisition theory/Chomsky, second language acquisition/Krashen, plus building on Vygotsky.

Education 468 (Appendix D) uses the theorists, theories, research, and concurrent coursework to support the first supervised teaching experience.

Education 472 (Appendix F), builds on former classes and adds new theories including behaviorists theory, reinforcement theory, practice theory/Skinner, cognitive theory/Piaget, constructivists/Dewey/Bruner/Ausubel/Piaget/Vygotsky; democratic problem solving/Dewey, multiple intelligences/Gardner, and comprehensible input/Krashen.

Education 474 (Appendix G), builds on former classes including behaviorists theory, reinforcement theory, practice theory/Skinner, cognitive theory/Piaget, roles of teachers/Wadsworth, constructivists/Dewey/Bruner/Ausubel/Piaget/Vygotsky; democratic problem solving/Dewey, multiple intelligences/Gardner, and comprehensible input/Krashen.

Education 476 (Appendix K), builds on former classes including behaviorists theory, reinforcement theory, practice theory/Skinner,
cognitive theory/Piaget, roles of teachers/Wadsworth, constructivists/Dewey/Bruner/ Ausubel/ Piaget/Vygotsky; democratic problem solving/Dewey, multiple intelligences/Gardner, and comprehensible input/Krashen.

Special Education 457 (Appendix H), builds on former classes including humanism/Rogers, behaviorists, reinforcement, practice theories/Skinner, cognitive theory/Piaget, constructivists/Dewey/Bruner/Ausubel/Piaget/Vygotsky, inclusion theory

Education 478 (Appendix I) uses the theorists, theories, research, and concurrent coursework to support the second supervised teaching experience (ten weeks). (For more information, see Standard 3)

1 (b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program.

The program focuses on the things teachers need to know, and the presentation of the information to match the growth and development of the teacher within the program. Questions asked throughout the program include:

- How do students learn, and what are the differences in the ways students learn?
- How do children acquire language, and how does the teacher support language development?
- How is curriculum organized to build on students’ prior knowledge and experiences?
- How do teachers assess what students know and how they are learning?
- How does a teacher diagnose and meet needs of struggling students?
- How does a teacher use a range of teaching strategies that will accomplish different goals and meet the needs of different learners?
- How does a teacher work in a collaborative partnership with parents to reinforce learning?

These questions relate to the theory base developed by Linda Darling Hammond (Appendix L).
Adult learning theory and research inform the program design.

The program design of the teacher preparation program has a sound theory based on adult learning theory and research. It is informed by the work of Malcolm Knowles (Appendix M) four basic assumptions of adult learners. They include 1) Self Concept; adults have a deep psychological need to be self-directing. 2) Experience, adults have accumulated a reservoir of experience that serves as a resource for learning. 3) Readiness to learn, adults become ready to learn things that they need to know or be able to do to fulfill their role in society, 4) Orientation to learning, adults tend to have a problem-centered orientation.

Coursework throughout the program gives candidates opportunities to use their experience in self-directed activities. Candidates participate in a variety of activities that require problem solving and are focused on the skills needed to be a successful teacher.

1 c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate.

Coursework and field experiences are interrelated throughout the program. Fieldwork with individual courses is embedded in the course and is coordinated and directed by the faculty member of the course. Each fieldwork experience is designed to build on prior fieldwork experiences in the program. The fieldwork experiences are outlined in the following chart:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fieldwork Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 462</td>
<td>30 hours of fieldwork, one visit with a lesson evaluation by a University fieldwork supervisor. In a setting where reading methods are implemented on a regular basis. Log documents 30 hours of fieldwork.</td>
</tr>
<tr>
<td>(MS)</td>
<td></td>
</tr>
<tr>
<td>Education 466</td>
<td>30 hours of fieldwork, one visit with a lesson evaluation by a University fieldwork supervisor. In a setting where reading methods are implemented on a regular basis. Log documents 30 hours of fieldwork.</td>
</tr>
<tr>
<td>(SS)</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Fieldwork Experiences</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Education 468 (MS/SS)</td>
<td>Five-week supervised teaching experience in multiple subject or single subject setting. University supervisor visits the candidate on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the University supervisors.</td>
</tr>
<tr>
<td>Education 470 (MS/SS)</td>
<td>30 hours of fieldwork in a classroom with English language learners. The class observed must be taught by a teacher who has an LDS, CLAD, BCC, CLAD, or SB 1969 certificate. Teach a minimum of three ELD/SDAIE lessons. A reflective summary of the fieldwork is required.</td>
</tr>
<tr>
<td>Education 472 (MS/SS)</td>
<td>30 hours in a classroom. Candidate teaches a three unit topic-based, integrated instruction unit based on the state-adopted academic content standards, ELD standards. Three lesson types, 1) direct instruction, 2) group investigation, and 3) inquiry. Lessons must address modifications for learners and assessment strategies.</td>
</tr>
<tr>
<td>Education 474 (MS)</td>
<td>30 hours in a classroom. Candidate teaches a five lesson integrated instruction unit based on the state-adopted academic content standards. Represented in the five lessons taught must be the disciplines of English, Mathematics, Science, and Social Sciences. Candidate maintains a journal of fieldwork experiences and time log. Fieldwork reflection paper required.</td>
</tr>
<tr>
<td>Education 476 (SS)</td>
<td>30 hours in a classroom. Candidate teaches a five lesson integrated instruction unit based on the state-adopted academic content standards. Lessons are in the subject matter represented by credential. Each lesson of increasing complexity. Keeps a journal documenting fieldwork and time log.</td>
</tr>
<tr>
<td>Special Education 457 (MS/SS)</td>
<td>2 visitations with supportive documentation is required</td>
</tr>
<tr>
<td>Education 478 (MS/SS)</td>
<td>Ten week supervised teaching experience in multiple subject or single subject setting. University supervisor visits the candidate on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the University supervisors.</td>
</tr>
</tbody>
</table>
Each candidate gains a clear understanding of the realities of California public education.

All fieldwork experiences take place in the K-12 setting. Schools used in fieldwork experiences represent the diversity in California public education. Lessons taught during fieldwork address issues of the English language learner, a variety of lesson types, and include modifications for learners.

A lesson plan is used throughout the program (Appendix N) that addresses the academic state content standards, the taxonomy used, appropriate assessments, the Teacher Performance Expectations addressed, and reflection on the process. This lesson plan was developed by teacher preparation faculty, and is based on the principles of into/through/beyond. Each course adds modification to meet the needs of the specific learnings, but the fundamental lesson plan is consistent throughout the program. It is designed to meet the needs of the learners in the California public schools.

1 (d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students.

The state-adopted academic content standards are central to the learning in all courses. The lesson plan used in all courses in the program (Appendix N) requires reference to the state-adopted academic content standards.

The candidate learns how to teach the content of the standards to all students,

Differentiating instruction to make content accessible to all students is a thread running throughout the program. The following chart represents the progression of this principle through courses in the program:
<table>
<thead>
<tr>
<th>Course</th>
<th>Differentiated Instruction Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 460 (MS/SS)</td>
<td>lesson plan is introduced, sensitivity to needs of all students supported in a variety of activities</td>
</tr>
<tr>
<td>Education 462 (MS/SS)</td>
<td>lesson plan used, utilize methods for teaching reading that are appropriate and effective for English Language Learners and special needs students, ELD standards introduced</td>
</tr>
<tr>
<td>Education 464 (MS/SS)</td>
<td>lesson plan used, utilize methods for teaching reading that are appropriate and effective for English Language Learners and special needs students, ELD standards supported</td>
</tr>
<tr>
<td>Education 466 (SS)</td>
<td>lesson plan used, address needs of students with varied reading levels and language backgrounds, including English Language Learners, students with reading difficulties, and students who are proficient readers</td>
</tr>
<tr>
<td>Education 468 (MS/SS)</td>
<td>lesson plan used in teaching of lessons during supervised teaching experience, feedback from University supervisors on a regular basis</td>
</tr>
<tr>
<td>Education 470 (MS/SS)</td>
<td>lesson plan used, instructional strategies used to teach ELD and SDAIE, SIOP introduced for sheltered instruction, ELD standards addressed in lesson plan</td>
</tr>
<tr>
<td>Education 472 (MS/SS)</td>
<td>lesson plan used, modifications for learners include multiple intelligences, English language learners, SDAIE, learning disability, children of poverty; SIOP model for sheltered instruction used</td>
</tr>
<tr>
<td>Education 474 (MS)</td>
<td>lesson plan used, lesson plans integrate instruction to attain subject matter specific outcomes at all appropriate levels of taxonomy</td>
</tr>
<tr>
<td>Education 476 (SS)</td>
<td>lesson plan used, address issues of inclusion, identify terminology, discuss special education laws and contracts (IEP) and modification issues</td>
</tr>
<tr>
<td>Special Education 457 (MS/SS)</td>
<td>lesson plan used, learn enhancement strategies to integrate special needs learners, positive behavior support and functional analysis</td>
</tr>
<tr>
<td>Education 478 (MS/SS)</td>
<td>lesson plan used in teaching of lessons from integrated unit during supervised teaching experience, feedback from University supervisors on a regular basis</td>
</tr>
</tbody>
</table>
Use state-adopted instructional materials,

State-adopted instructional materials are supported and introduced in all classes. The lesson plan (Appendix N) requires the candidate to tie the lesson to a text.

Assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

The lesson plan (Appendix N) includes assessment strategies tied to the standards. Lessons taught in the fieldwork experiences are done in diverse settings of K-12 public schools.

1(e) Coursework and field experience utilizes a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

Coursework and field experiences utilize a variety of professional instructional strategies and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations (See binder referencing the Teaching Performance Expectations).

Threads running through the program include the concepts of

1. differentiating instruction to address the needs of all students,
2. commitment to working with a diverse population of students,
3. developing in candidates the ability to help students construct knowledge,
4. reflecting on practice for growth,
5. scaffolding practices throughout the program,
6. supporting a healthy self-concept for candidates and students they serve,
7. using a common lesson plan for alignment with state-adopted academic content standards,
8. using guided practice in classroom instruction, modeled in all classes,
9. continuing commitment to fieldwork and visitations
10. collecting of materials for use in the classroom,
   • Education 462, 464, 466 develop a strategy notebook
   • Education 472 collects materials for a teaching resource book
   • Education 474 and 476 expand on 472 teaching resource book
11. helping students understand the importance of good relationships with parents and communities. Interviews with community are included in Education 460, 462, 464, 472 and Special Education 457,
12. understanding the importance of collaboration in the teaching process.

The success of the Teacher Preparation at the University of La Verne is enhanced by a faculty that is passionate about helping candidates become the best teachers of K-12 students that they can be!

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

Embedded in the teacher preparation program is the teaching performance assessment (TPA). Comprehensive covering of the teaching performance expectations (TPEs) throughout the coursework assists candidates in readiness to complete the TPA.

Tasks similar to those addressed in the TPA are found in coursework throughout the program.

- Case studies and scenarios in Education 460, Education 470, Education 472, and Special Education 457, all classes taken by both multiple subject and single subject candidates.

- The lesson plan format (Appendix N) included throughout the program includes a component of reflection.

- Differentiated instruction to meet the needs of all learners is a part of the lesson plan in Education 470, Education 472, and Special Education 457.

- Fieldwork experiences throughout the program provide timely Performance-based evaluations.

- Video taped lessons for student reflection and assessment of growth.

1 (g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program.

A portfolio (Appendix O) is compiled throughout the program, with assignments from each course included. Final review of the portfolio takes place in the second phase of supervised teaching.

Criteria are established for individual candidate competency,

The Teacher Education Faculty establishes criteria for individual candidate competency. The faculty meets monthly to discuss the progress of students, current developments in teacher education, and coursework alignment. During this process, criteria are reviewed for students.

And a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.
The Teacher Education Faculty meets in January and June to make recommendations for the preliminary teaching credential for students in the Teacher Preparation Program.
Standard 1
Appendices

Appendix A    Education 460
Appendix B    Education 462
Appendix C    Education 464
Appendix D    Education 468
Appendix E    Education 470
Appendix F    Education 472
Appendix G    Education 474
Appendix H    Special Education 457
Appendix I    Education 478
Appendix J    Education 466
Appendix K    Education 474
Appendix L    Linda Darling-Hammond, *The Right to Learn*
Appendix M    Article referring to Malcolm Knowles theory
Appendix N    Lesson Plan
Program Standard 2: Collaboration in Governing the Program

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

The University of La Verne collaborates with many school districts near the University’s teacher training programs. These partnerships serve an important purpose for the University and the school district involved. As a part of the ongoing partnerships the partners collaborate on the subject matter and pedagogical preparation as a part of the Level I credential, and, in the continuing support of the candidate in the partner school district during work for the Level II credential.

The University of La Verne is currently a partner in six BTSA consortiums and multiple pre-intern/intern partnerships. Table 1 shows the University of La Verne’s BTSA partners and member districts.

Table 1 ULV BTSA Partnerships and Member Districts

<table>
<thead>
<tr>
<th>BTSA PARTNERSHIPS</th>
<th>MEMBER DISTRICTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etiwanda Union School District</td>
<td>Etiwanda Union School District</td>
</tr>
<tr>
<td>Kern County Consortium</td>
<td>Bakersfield City, Panama, Buena Vista, Greenfield, Kern High School</td>
</tr>
<tr>
<td>Santa Clarita Valley Consortium</td>
<td>Saugus, Castaic, Sulphur Springs, Newhall, and William S. Hart Union High School</td>
</tr>
<tr>
<td>Temple City Consortium</td>
<td>Arcadia, Duarte and Temple City</td>
</tr>
<tr>
<td>Tri-District Consortium</td>
<td>Claremont, Charter Oak, West Covina, and Glendora</td>
</tr>
<tr>
<td>Walnut Valley Consortium</td>
<td>Bonita, Walnut Valley, Covina Valley</td>
</tr>
</tbody>
</table>

Each of the consortiums meets on a monthly or bi-monthly schedule. At these meetings the partners’ well-defined roles, responsibilities and relationships, and contributions of sufficient resources to support the costs of effective cooperation are discussed. University faculty members serve on the Steering Committee of each of the partnered consortiums.
The University extends its Intern Program to candidates working in school districts near the main campus and in all areas where the University offers training programs.

The University is a partner to the Saugus Pre-Intern Program which serves candidates in Saugus Union School District and surrounding districts. Table 2 shows some of the University of La Verne Intern Program partnerships and students served.

<table>
<thead>
<tr>
<th>PRE-INTERN AND INTERN PROGRAMS</th>
<th>STUDENTS SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of La Verne Intern Program</td>
<td>Offered to candidates in districts where ULV TEP is offered</td>
</tr>
<tr>
<td>Ventura County Pre-Intern and Intern Program</td>
<td>Offered to candidates in all county districts</td>
</tr>
<tr>
<td>Saugus Union Pre-Intern and Intern Program</td>
<td>Offered to candidates in participating districts: William S. Hart, Castaic, Saugus</td>
</tr>
</tbody>
</table>

The University of La Verne is currently working with the Claremont Unified School District to develop a Professional Development School. The school site has been selected, funding is in place, and the University and Claremont Unified School District are working on the planning of the program.

**Program Elements for Standard 2: Collaboration in Governing the Program**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

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

At monthly or bi-monthly meetings of the consortiums the University representative has a place on the agenda. During these meetings, questions are posed by either the University or the School District on issues relating to the design of the professional preparation program.

- A University representative was a participant in the Santa Clarita Valley BTSA Consortium planning committee along with representatives from each member district. The planning committee received training, developed ideas, gathered data
and wrote the application. Upon funding, a University faculty member was a member of the interview team that recommended the hiring of the consortium director.

• The University representative participated in gathering data and planning the application for the Saugus intern and pre-intern programs for which the University is a partner.

2(b) **Collaborative partners establish working relationships,**

A University representative sits on the Steering Committee of each BTSA. Attendance at the monthly and bi-monthly meetings has increased the strength of the working relationships between the University and the Districts.

**Coordinate joint efforts,**

• Currently the University of La Verne is working with Kern County BTSA Consortium to develop a multicultural workshop that will be implemented during the summer of 2002.

• The University and Saugus Union School District worked collaboratively to develop a course to provide upper grade teachers with the algebra knowledge needed to teach the mathematics content standards in grades four, five and six. Math 701: College Algebra for Elementary School Teachers has been taught by University Instructors in Saugus Union School District and has been offered to other partnership districts.

• During the 2001-2002 school year, the University has provided training for Temple City BTSA Consortium’s new teachers and support providers in differentiated instruction and cognitive coaching.

**and rely on each other for contributions to program quality.**

The close working relationship of the University and the School Districts involved in the Consortiums provides a regular forum for contributing to program quality. During steering committee meetings, ideas are shared freely and future projects are identified.

• At a recent Walnut Valley Steering Committee meeting, district and University members, through ideas sharing, identified the need to further examine the level of content knowledge and professional concept knowledge of new teachers and support providers. It is proposed that the BTSA and partner Universities work together to identify levels of knowledge in both groups.
In discussing program issues, partners value the multiple perspectives of the respective members’ intellectual knowledge, professional expertise and practical skills.

Regular meetings facilitate discussions that help partners to understand and value the multiple perspectives of the respective members.

- A specific case involved a discussion with a teacher representing a bargaining unit, with University representatives and administration from the partner districts. The issue revolved around the concern of teachers for the overextension of support providers and intern supervisors. The discussion required each participant to value and respect the intellectual knowledge, professional expertise and practical skills of the members.

2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates;

At one meeting per year, an item is listed on the agenda of the consortium reviewing program practices pertaining to the recruitment, selection, and advisement of candidates;

- A University representative is currently participating in the Standards Review Process for the Temple City Consortium. The University representative was available during the team visitation to the consortium.

devlopment of curriculum;

At one meeting per year, and item is listed on the agenda of the consortium reviewing program practices pertaining to the development of curriculum.

- The University has participated with the Ventura County Pre-Intern and Intern Consortium to develop a common Survival Pedagogy Course that would meet program requirements of all participating Universities.

delivery of instruction;

At one meeting per year, an item is listed on the agenda of the consortium reviewing program practices pertaining to the delivery of instruction.

selection of field sites;
At one meeting per year, an item is listed on the agenda of the consortium reviewing program practices pertaining to the delivery of instruction.

The University Coordinator of Supervised Teaching on main campus and the Regional Coordinators of Supervised Teaching at each of the off-campus teacher preparation locations, work with the individual school districts to select appropriate field sites for student teaching.

*design field experiences;*

At one meeting per year, an item is listed on the agenda of the consortium reviewing program practices pertaining to design of field experiences.

*selection and preparation of cooperating teachers;*

At one meeting per year, an item is listed on the agenda of the consortium reviewing program practices pertaining to the selection and preparation of cooperating teachers.

The University Coordinator of Supervised Teaching and the Regional Coordinators of Supervised Teaching at the off-campus locations work with the individual school districts to select appropriate field sites for student teaching. After selection the cooperating teachers participate in a workshop on an overview of the program.

Each University Field Supervisor gives the cooperating teacher a copy of the evaluation made during the weekly visit to the classroom of the student teacher.

*and assessment and verification of teaching competence.*

At one meeting per year, an item is listed on the agenda of the consortium reviewing program practices pertaining to assessment and verification of teaching competence.

At the conclusion of both student teaching experiences the student teacher is evaluated by an instrument based on the California Standards for the Teaching Profession and the Teacher Performance Expectations.

2(d) *Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates’ transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.*
The Director of Teacher Education at the University of La Verne and two other teacher education faculty are members of the Liberal Studies Committee (Appendix P). This committee includes faculty from the subject matter areas that are part of the liberal studies major, and all of the single Subject Preparation programs offered by the University. This provides the conduit for the inclusion of the significant concepts, principles, and values that are embedded in the subject matter preparation of candidates. At the monthly meetings of the Teacher Education faculty, the Chair of the Liberal Studies Program attends, providing a two-way communication.

2(e) **The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork.**

The University of La Verne and the Claremont Unified School District are currently involved in an intensive program for a Professional Development School (La Puerta Elementary School). The school is slated to open in September of 2003. Prior to the opening of the school, which will include dual language immersion, child development programs, a literacy clinic, and opportunities for teacher candidates to engage in program-based fieldwork, a literacy clinic has been established at another school site. Faculty in the Teacher Education Program meets regularly with personnel from the District to work on development of plans.

The partnership will provide the University and the District with expanded resources to offer a broader curriculum to respond to learner needs. The University Literacy Clinic will be available to District students who demonstrate need.

District teachers and University faculty will work together to expand and refine the knowledge base of the profession in areas such as inquiry-based instructional methodology.

*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.*

The Memorandum of Understanding between the Claremont Unified School District and the University of La Verne specifies collaboration in action research projects on teaching and learning, including joint presentations and joint publication of the action research. Research topics will develop from discussions involving members of a variety of educational communities associated with the Professional Development School partnership.
The University will provide Claremont Unified School District staff access to the University Library. The Teacher Education Program will provide Claremont staff access to its Curriculum Lab. Third party (business, cultural societies) agreements will be considered as well as less formal arrangements between the La Puerta principal and teachers and the University faculty.

Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites.

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

Dialogues between the University faculty and Claremont staff pertaining to the overall availability and services of supervising teachers within the fieldwork component and internship programs will be enacted through the Claremont Unified School District administration and governing board. The bargaining unit for the District will address issues through the District administration.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired.

The University of La Verne and the Claremont Unified School District are currently involved in an intensive program for a Professional Development School. The school is slated to open in September of 2003. Prior to the opening of the school, which will include dual language immersion, child development programs, a literacy clinic, and opportunities for teacher candidates to engage in program-based fieldwork, a literacy clinic has been established at another school site. Faculty in the Teacher Education Program meets regularly with personnel from the District to work on development of plans.

The Memorandum of Understanding between the Claremont Unified School District and the University of La Verne specifies the placement of selected student teachers from the University Teacher Education Program in the Claremont Unified School district. The MOU provides for on going placement of University student teachers at the Professional Development School: La Puerta Elementary School. In addition, the MOU specifies the placement of University students as volunteers at La Puerta Elementary School.
The District and the University will work together to redesign and improve pre- and in-service teacher education.

The purposes and effective accomplishments of such a partnership include

(a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and

(b) facilitating transitions for prospective and beginning teachers.

The purposes and effective accomplishments of the partnership between University of La Verne and Claremont Unified School District include articulating the contents of the professional teacher preparation program and the professional teacher induction program and facilitating transitions for prospective and beginning teachers. The Memorandum of Understanding between the University and the District provides the structure needed for full articulation of content. It is the goal of both agencies to facilitate prospective and beginning teachers’ transitions from the Teacher Education Program to the District’s Induction program.

2(g) Collaborative partners recognize the critical importance of teacher preparation in K–12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

The University and its collaborative partners recognize the critical importance of teacher preparation in K–12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources. Matching and in-kind human and fiscal resources from the University and the District contribute to the support of the joint effort.

CURRENT PROGRAM MODIFICATIONS (01/15/09)

FACULTY PARTICIPATION IN BTSA/INDUCTION PROGRAM STEERING COMMITTEES
CONTINUED FACULTY PARTICIPATION IN THE BTSA/INDUCTION PROGRAM. THE RATIONALE FOR THIS CONTINUATION OF COLLABORATION IS PARTICIPATION IN PRE-SERVICE ARTICULATION ACTIVITIES. THIS WAS BASED ON FACULTY RECOMMENDATION AND DISTRICT PERSONNEL INVITATIONS.

PARTNERSHIP WITH HESPERIA UNIFIED SCHOOL DISTRICT


THE RATIONALE FOR THIS PARTNERSHIP WERE TO 1) PROVIDE LAB SCHOOL PRE-SERVICE EXPERIENCES FOR CANDIDATES AND 2) EXTEND SERVICES TO THE K-12 PUBLIC SECTOR.

THIS WAS BASED ON THE HESPERIA UNIFIED SCHOOL DISTRICT AND LEPA ADMINISTRATION, FACULTY AND BOARD OF EDUCATION.

PARTNERSHIP WITH POMONA UNIFIED SCHOOL DISTRICT: MONTVUE ELEMENTARY SCHOOL

IN THE FALL OF 2008 THE UNIVERSITY OF LA VERNE FORMED A PARTNERSHIP WITH POMONA UNIFIED SCHOOL DISTRICT AND MONTVUE ELEMENTARY SCHOOL.

THE RATIONALE FOR THIS PARTNERSHIP WERE TO 1) PROVIDE HIGHLY QUALIFIED SITE SUPERVISORS FOR TEACHER CANDIDATES IN SUPERVISED FIELD EXPERIENCES, AND 2) TO PROVIDE RESEARCH OPPORTUNITIES FOR ED.D. CANDIDATES TO BENEFIT MONTVUE ELEMENTARY SCHOOL.
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Standard 2:
Collaboration
In Governing the Program

University of La Verne
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Etiwanda Union School District BTSA</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Kern County Consortium</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Santa Clarita Valley Consortium</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Temple City Consortium</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Tri-District Consortium</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Walnut Valley Consortium</td>
</tr>
<tr>
<td>Appendix G</td>
<td>University of La Verne</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Ventura County Consortium</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Saugus Union School District</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Claremont Unified School District</td>
</tr>
</tbody>
</table>
PROGRAM STANDARD 3: Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In course work, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Program Elements for Standard 3: Relationships Between Theory and Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

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

All courses in the professional teacher education program are designed to provide candidates with learning experiences that enable them to examine, apply, analyze and evaluate a broad range of foundational issues and theories and their relationship to professional practices in schools and classrooms. Coursework is sequenced to provide candidates with introduction, in-depth study and application of learned theories and foundational issues.

EDUC 460 Diversity, Interaction and the Learning Process. This course is the first course in the program. In this course, candidates develop skills needed to apply humanistic theory, self-worth theory and motivation theory to diverse learners. Multicultural research is examined and applied to scenario/case study assignments. Candidates are introduced to reinforcement theory, cognitive development theory and constructivism through a variety of activities. (Appendix A)

Table 1 shows the relationship between theory, research, foundational issues and candidate learning activities.


<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 460 Diversity, Interaction &amp; the Learning Process</td>
<td>Rogers Humanistic Theory</td>
<td>Self-actualizing tendency</td>
<td>Success Life Line</td>
</tr>
<tr>
<td>Covington (1992) Self-worth Theory</td>
<td>Students are naturally motivated to preserve a sense of self-worth</td>
<td>Success Life Line</td>
<td></td>
</tr>
<tr>
<td>White (1959) Motivation Theory</td>
<td>Intrinsic motivation factors: humans are inherently motivated and take pleasure in their accomplishments</td>
<td>Lecture/Discussion Briggs’ Safeties</td>
<td></td>
</tr>
<tr>
<td>Piaget Cognitive Development Piaget</td>
<td>Stages of Development Neurotransmitters &amp; Brain Chemistry</td>
<td>Lecture &amp; Handout: Discussion about the applications to teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Constructivism Foundations: Piaget, Dewey, Vygotsky, Bruner, Ausubel</td>
<td>Students create meaning by participating in learning activities</td>
<td>Authentic Curriculum; Basic Into, Through, Beyond Lesson Plan format; Interdisciplinary Thematic Curriculum Activity</td>
<td></td>
</tr>
</tbody>
</table>

EDUC 460 addresses TPE’s 3, 4, 5, 6A, 6B, 6C, 8, 9, 10, 11, and 12.
EDUC 462 Literacy Methodology for Multiple Subject Candidates. This course is taken at the beginning of the program to provide candidates with foundational knowledge about literacy. Piaget’s theory on cognitive development and Vygotsky’s theory on social factors and cognitive development are studied in relationship to the teaching of reading. Tenets of the Ohio State Framework are applied. Candidates engage in study of Samuels’ work on reading fluency and decoding and the works of Lieberman and Shankweiler on the alphabet principle and learning to read. The study of these foundational literacy issues prepare candidates for further study in the teaching of reading. (Appendix B)

Table 2 shows the relationship between theory, research, foundational issues and candidate learning activity.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 462 Literacy Methodology for Multiple Subject Candidates</td>
<td>The Ohio State Framework</td>
<td>Reading: Shared Reading, Guided Reading, Independent Reading, Buddy Reading and Reading Aloud to Students</td>
<td>Word Recognition Lesson and Reading Comprehension Lesson</td>
</tr>
<tr>
<td>Piaget Cognitive Development: Stages of Development</td>
<td>Children develop through direct experience with environment</td>
<td>Early Emergent-Fluent Readers’ Stages of Reading Development Class Discussion and Reading</td>
<td></td>
</tr>
<tr>
<td>Vygotsky Cognitive Development: Social Factors</td>
<td>Importance of social factors in cognitive development</td>
<td>Lessons are conducted with emphasis on small group or partners</td>
<td></td>
</tr>
<tr>
<td>Integration of Vygotsky &amp; Piaget</td>
<td>Social and Cognitive development through developmentally appropriate activities that account for individual differences</td>
<td>Word recognition and reading comprehension lessons provide for teacher and student interaction through hands-on experiences.</td>
<td></td>
</tr>
</tbody>
</table>
| **Samuels (1999)**  
| “Reading Fluency: Techniques for Making Decoding Automatic”  
| Lessons are developmentally appropriate as determined by assessment.  

| **Lieberman & Shankweiler**  
| Read All About It The Alphabet Principle and Learning to Read  
| Letter knowledge and phonology as prerequisite for reading  
| Class sessions with videos on phonemic awareness and phonics strategies, Integration into word recognition lessons.  

EDUC 462 addresses TPE’s 1A, 2, 3, 4, 5, 6A, 6B, 8, 9, 10, 11 and 12.
**EDUC 466 Literacy Methodology for Single Subject Candidates.** This course is taken at the beginning of the program. It provides single subject candidates with foundational knowledge of literacy. Vygotsky’s theory on the social constructivist nature of comprehension, Rumelhart’s schema theory and Probst’s reader response theory are studied. Pearson’s work in reading comprehension, Graves work in writing process and Anderson’s work in wide reading are examined. (Appendix C)

Table 3 shows the relationship between theory, research, foundational issues and candidate learning activities.

**TABLE 3   EDUC 466 Theories, research base, foundational issues linked to candidate activities and TPE**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 466 Literacy Methodology for Single Subject Candidates</td>
<td>Vygotsky (1978) Social Constructivist Nature of Comprehension</td>
<td>Include preparing, organizing, elaborating, rehearsing and monitoring</td>
<td>Lessons and reading comprehension lessons include strategies that allow readers to access text</td>
</tr>
<tr>
<td></td>
<td>Rumelhart (1984) Schema Theory</td>
<td>Active readers relate what they are reading to other experiences with text</td>
<td>Reading comprehension lessons include component on activating background knowledge</td>
</tr>
<tr>
<td></td>
<td>Probst (1988) Reader Response Theory</td>
<td>Readers constructing meaning with text</td>
<td>Addressed within word recognition lesson and reading comprehension lesson</td>
</tr>
<tr>
<td></td>
<td>Pearson (1999) Read All About It “Developing Expertise in Reading Comprehension”</td>
<td>Use of semantic cueing systems and development of a repertoire of meaning-making strategies</td>
<td>Class session comprehension demonstration comprehension lesson</td>
</tr>
<tr>
<td></td>
<td>Graves (1983)</td>
<td>Series of steps that</td>
<td>Addressed within</td>
</tr>
<tr>
<td>Writing Process</td>
<td>Reveal how writers write. Writing is addressed across content areas.</td>
<td>Reading comprehension lessons and in-class demonstrations of the writing process</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Anderson (1999)</strong> Research Foundations to Support Wide Reading</td>
<td>Importance of reading habitually and across genres</td>
<td>Class discussion on setting up a Sustained Silent Reading Program and responses to SSR scenarios</td>
<td></td>
</tr>
</tbody>
</table>

EDUC 466 addresses TPE’s 1B, 2, 3, 4, 5, 6B, 6C, 7, 8 and 9.
EDUC 464 Introduction of the Teaching of Reading for Multiple Subjects. This course builds on the theories, research and foundational issues studied in EDUC 462. The cognitive theories of Piaget, Vygotsky’s theories on the social development and Vygotsky’s theories on social-constructivist nature of comprehension are examined. Candidates learn to apply the principles of schema theory (Rumelhart) and expository text structure (Slater and Graves) to learning activities. Tenets of the Ohio State Framework are applied. (Appendix D)

Table 4 shows the relationship between theory, research, foundational issues and candidate learning activity.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 464 Introduction of the Teaching of Reading for</td>
<td>The Ohio State Framework</td>
<td>Shared Reading, Guided Reading, Independent Reading, Buddy Reading and Reading Aloud to Students</td>
<td>Reading comprehension lesson</td>
</tr>
<tr>
<td>Multiple Subjects</td>
<td></td>
<td>Children’s thinking develops through direct experience with environment</td>
<td></td>
</tr>
<tr>
<td>Piaget</td>
<td>Stages of Cognitive</td>
<td>Importance of social factors in cognitive development</td>
<td>Lessons are conducted with emphasis on small group or partners</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vygotsky</td>
<td>Cognitive and Social</td>
<td>Include preparing, organizing, elaborating, rehearsing and monitoring</td>
<td>Reading comprehension lessons include component on activating background knowledge</td>
</tr>
<tr>
<td>(1978)</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rumelhart (1984)</td>
<td>Schema Theory</td>
<td>Active readers relate what they are reading to other experiences with text</td>
<td>Reading comprehension lessons include component on activating background knowledge</td>
</tr>
<tr>
<td>Vygotsky</td>
<td>Social-Constructivist</td>
<td>Include preparing, organizing, elaborating, rehearsing and monitoring</td>
<td>Reading comprehension lessons include strategies that allow readers to access text</td>
</tr>
<tr>
<td>Nature of Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beck (1999)</td>
<td>Effectiveness of</td>
<td></td>
<td>Strategy and</td>
</tr>
<tr>
<td>Read All About It “Getting at the Meaning”</td>
<td>having a repertoire of comprehension strategies</td>
<td>lesson demonstration, comprehension lesson</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Slater &amp; Graves (1989) Expository Text Structure</td>
<td>Reading expository texts and focusing on six different types of structure</td>
<td>Addressed in a reading comprehension lesson which focuses on text structure</td>
<td></td>
</tr>
<tr>
<td>Stahl and Shiel (1999) Teaching meaning and vocabulary</td>
<td>Concept building and development of vocabulary</td>
<td>Included in formal lesson plans and FW lesson</td>
<td></td>
</tr>
</tbody>
</table>

EDUC 464 addresses TPE’s 1A, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11 and 12.
EDUC 470 Theories and Methods of Education for Linguistically Diverse Students. This course follows EDUC 460 and EDUC 462 and is taken concurrently with EDUC 464. Candidates apply theories, foundational issues and strategies from reading coursework to assignments in EDUC 470. In this course, candidates learn to apply Cummins’ theoretical framework for conceptualizing language proficiency, Terrell’s theory on the natural approach to language acquisition, Chomsky’s language acquisition theory, Krashen’s research on first and second language acquisition and Vygotsky’s theory on social and learning development theories. Candidates learn and apply this knowledge to the development of lesson plans that are modified for English Language Learners. (Appendix E)

Table 5 shows the relationship between theory, research, foundational issues and candidate learning activities.

### TABLE 5  EDUC 470 Theories, research base, foundational issues linked to Candidate activities and TPE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
</table>
| EDUC 470 Theories and Methods of Education for Linguistically Diverse Students | Theoretical Background of Bilingual Education  
Cummins  
Theoretical Framework for Conceptualizing Language Proficiency | BICS, CALP Iceberg Metaphor  
Embedded and Disembedded Thought & Language | Lecture & Readings                           |
<p>| Collier &amp; Thomas                                 | Dual Immersion                                                                      |                                                  | Lecture &amp; Readings                   |
| Ramirez                                          | Early Exit, Late Exit Structured Immersion                                          |                                                  |                                     |
| Long Interactionist Theory                       | Modification of Input                                                               |                                                  | Lecture &amp; Readings                   |
| Terrell Natural Approach                         | Comprehension precedes production/affective filter                                  |                                                  | Lecture &amp; Readings                   |
| Chomsky Language Acquisition                     | Genetically programmed mental structures                                            |                                                  | Lecture &amp; Readings                   |</p>
<table>
<thead>
<tr>
<th>Theory</th>
<th>Krashen First and Second Language Acquisition</th>
<th>Comprehensible input</th>
<th>Lecture &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vygotsky Social Development &amp; Learning Development Theory</td>
<td>Zone of Proximal Development, Scaffolding, Contextualized Communication</td>
<td>Lecture &amp; Readings Application to Lesson Development</td>
<td></td>
</tr>
</tbody>
</table>

EDUC 470 addresses TPE’s 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.
EDUC 468 Introduction to Supervised Teaching. This course is the first of two supervised teaching experiences. Candidate’s are supervised by a University field supervisor for a period of five weeks. In this course, candidates apply all theories, research and foundational issues learned in pre-requisite (EDUC 460 and 462, Multiple Subject Candidates, or 466, Single Subject Candidates,) and concurrent courses (EDUC 464, Multiple Subject Candidates, and 470). (Appendix F)

Table 6 shows the relationship between theory, research, foundational issues and candidate learning activities.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 468 Supervised Teaching</td>
<td>Theorists, Theories and Research from Pre-requisite and Concurrent Coursework</td>
<td>Foundational issues from pre-requisite and concurrent coursework</td>
<td>Applications to Fieldwork Experiences</td>
</tr>
<tr>
<td>(Introduction assignment, first five weeks)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EDUC 468 Introduction to Supervised Teaching addresses all TPE’s: 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13.
SPEC ED 457 Introduction to Exceptional Individuals and Their Families. This course on teaching students with exceptional needs places emphasis on behavior theory (Skinner) and examines psychodynamic and psycho-educational aspects of learning. Humanism, ecological and biological models are studied. (Appendix G)

Table 7 shows the relationship between theory, research, foundational issues and candidate learning activities.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEC ED 457 Introduction to Exceptional Individuals and Their Families</td>
<td>Falvey (1994) Inclusion</td>
<td>Regular Education Initiative (REI) Practical Participation Collaboration Formats supportive of collaboration and partial participation</td>
<td>Lecture, Video, Application to Case Study Culminating Presentation</td>
</tr>
<tr>
<td>Change and Practice</td>
<td>Action process that involves planning that includes the learner</td>
<td>Lecture, Video Application to Case Study Culminating Presentation</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Lenny &amp; Bulgren (1994) Reflective Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skinner Behaviorism</td>
<td>Reinforcement and Punishment: responded to correctly, behavior can be changed</td>
<td>Lecture, Modeling &amp; Discussion, Assessment Activities</td>
<td></td>
</tr>
<tr>
<td>Psychodynamic/ Psycho-educational</td>
<td>Insight: leads to breaking habitual responses or adding new behaviors.</td>
<td>Lecture, Modeling &amp; Discussion, Assessment Activities</td>
<td></td>
</tr>
<tr>
<td>Humanism</td>
<td>Positive Unconditional Regard: leads to doing the “good” thing.</td>
<td>Lecture, Modeling &amp; Discussion, Assessment Activities</td>
<td></td>
</tr>
<tr>
<td>Ecological</td>
<td>Systems: adjustments in all the environments of one’s life support behavioral change.</td>
<td>Lecture, Modeling &amp; Discussion, Assessment Activities</td>
<td></td>
</tr>
<tr>
<td>Biological</td>
<td>Physical: address underlying nervous system or metabolic systems for systems change which leads to external change.</td>
<td>Lecture, Modeling &amp; Discussion, Assessment Activities</td>
<td></td>
</tr>
</tbody>
</table>

SPEC ED 457 addresses TPE’s 2, 3, 4, 5, 6A, 6B, 8, 10, 11 and 12.
EDUC 472 Teaching Theories  This course follows EDUC 460 Diversity, Interaction and the Learning Process, EDUC 462 Literacy Methodology for Multiple Subject Candidates or EDUC 466 Literacy Methodology for Single Subject Candidates and EDUC 470 Theories and Methods of Education for Linguistically Diverse Students. It is taken concurrently with SPED ED 457 Introduction to Exceptional Individuals and Their Families. Candidates taking EDUC 472 Teaching Strategies apply the theories, research and foundational issues of prerequisite and concurrent coursework to course assignments and lesson plans.

Candidates further develop their knowledge of behavior, reinforcement and practice theory (Skinner), cognitive theory (Piaget) and the roles of teachers (Wadsworth). They study Dewey’s theory of progressive education as a foundation for democratic education and the influences of Piaget, Dewey, Vygotsky, Bruner and Ausubel on the development of constructivism. New emphasis is placed on Gardner’s theory of Multiple Intelligences. Candidates apply these theories, research and foundational issues to the development of course assignments and lesson plans. (Appendix H)

Table 8 shows the relationship between theory, research, foundational issues and candidate learning activity.

**TABLE 8  EDUC 472 Theories, research base, foundational issues linked to candidate activities and TPE**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 472 Teaching Strategies</td>
<td>Skinner Behavior Theory</td>
<td>Motivation is a set of behaviors and their contingencies (Reinforcers, Punishers)</td>
<td>Lecture, Modeling, &amp; Discussion</td>
</tr>
<tr>
<td></td>
<td>Reinforcement Theory, Practice Theory</td>
<td>Practice with different levels of assistance: <em>Direct Instruction</em>: A pattern of teaching that consists of teacher’s explaining a new concept or skill to a large group, having them practice under teacher direction. Time students are engaged at a high rate of success.</td>
<td>Design a classroom based on Behavior Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Direct Instruction</em> lesson planning (pre-active thinking), implementation (interactive thinking) &amp; lesson analysis/reflectio n (post-active thinking)</td>
</tr>
<tr>
<td>Achievement Division (STAD) alternative design using social interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of student learning: checking for understanding: observation, questioning, short response, demonstration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Piaget Cognitive Theory | Teaching is the creation of learning environments. Cognitive structures will grow when students initiate their own learning experiences. Students move in a general direction away from egocentric and individualized ways of thinking to more socially centered ways of thinking. |
| Lecture, Modeling & Discussion |
| Inquiry lesson planning (pre-active thinking), implementation (interactive thinking) & lesson analysis/reflectoin (post-active thinking) |
| Assessment of student learning: Rating scale for inquiry process. |

| Lecture, Modeling, Discussion |

<p>| Dewey Democratic Problem- | Teachers develop a social system based on and created by Lecture, Modeling, Discussion |</p>
<table>
<thead>
<tr>
<th>solving democratic procedures. Conduct scientific inquiry into the nature of social life and processes. Engage in solving a social or interpersonal problem. Provide an experience-based learning situation.</th>
<th>Group Investigation Lesson planning (pre-active thinking), implementation (inter-active thinking), analysis/reflectio n (post-active thinking) Assessment of student learning: Rating scale for group process; Rating scale for investigation process; Product or Performance for differentiated learners (Multiple Intelligences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivism Foundations: Piaget, Dewey, Vygotsky, Bruner, Ausubel</td>
<td>Learners develop their own understanding of the topics they study instead of having it delivered to them by others Design a Classroom Based on a Democratic and Constructivist Model</td>
</tr>
<tr>
<td>Gardner Multiple Intelligences Theory</td>
<td>Each individual possesses all 8 (9) (10) intelligences. Most people can develop each intelligence to an adequate level of competency. Intelligences usually work together in complex ways. There are many ways to be intelligent Modify Group Investigation lesson plan to differentiate instruction for Multiple Intelligences</td>
</tr>
<tr>
<td><strong>Krashen</strong> Comprehensible Input</td>
<td><strong>In teaching:</strong> Appropriate speech, explanation of academic tasks, use of a variety of techniques to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language)</td>
</tr>
<tr>
<td>Specially Designed Academic Instruction in English (SDAIE)</td>
<td></td>
</tr>
</tbody>
</table>

EDUC 472 addresses TPE's 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12 and 13.
EDUC 474 Teaching in the Content Areas for Multiple Subject Candidates. This course follows EDUC 472. Candidates take EDUC 474 concurrently with the second supervised teaching course EDUC 478. Multiple Subject Candidates apply the theories, research and foundational issues learned in prior coursework to content-specific course assignments. In particular, candidates reexamine strategies learned in EDUC 472 Teaching Strategies. Gardner’s theory of Multiple Intelligences is readdressed in EDUC 474. Emphasis is placed on the application of these teaching strategies to subject-specific lesson plans and instructional units. (Appendix I)

Table 9 shows the relationship between theory, research, foundational issues and candidate activities.

TABLE 9  EDUC 474 Theories, research base, foundational issues linked to candidate activities and TPE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 474 Teaching in the Content Areas for Multiple Subject Candidates</td>
<td>Skinner Behavior Theory</td>
<td>Motivation is a set of behaviors and their contingencies (Reinforcers, Punishers)</td>
<td>Lecture, Modeling, &amp; Discussion</td>
</tr>
<tr>
<td></td>
<td>Reinforcement Theory, Practice Theory</td>
<td>Practice with different levels of assistance: Direct Instruction: A pattern of teaching that consists of teacher’s explaining a new concept or skill to a large group, having them practice under teacher direction. Time students are engaged at a high rate of success.</td>
<td>Design a classroom based on Behavior Theory</td>
</tr>
<tr>
<td></td>
<td>Direct Instruction</td>
<td></td>
<td>Direct Instruction lesson planning (pre-active thinking), implementation (interactive thinking) &amp; lesson analysis/reflectation (post-active thinking)</td>
</tr>
<tr>
<td></td>
<td>Student Teams Achievement Division (STAD)</td>
<td></td>
<td>Student Teams Achievement Division (STAD) alternative design using social interaction</td>
</tr>
<tr>
<td></td>
<td>Assessment of</td>
<td></td>
<td>Assessment of</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Methods</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Piaget</strong></td>
<td><strong>Cognitive Theory</strong></td>
<td>Lecture, Modeling &amp; Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching is the creation of learning environments.</td>
<td><em>Inquiry</em> lesson planning (pre-active thinking), implementation (interactive thinking) &amp; lesson analysis/feedback (post-active thinking)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive structures will grow when students initiate their own learning experiences.</td>
<td>Assessment of student learning: Rating scale for inquiry process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students move in a general direction away from egocentric and individualized ways of thinking to more socially centered ways of thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dewey</strong></td>
<td><strong>Democratic Problem-solving</strong></td>
<td>Lecture, Modeling, Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers develop a social system based on and created by democratic procedures.</td>
<td><em>Group Investigation</em> Lesson planning (pre-active thinking), implementation (inter-active thinking), analysis/feedback (post-active thinking)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct scientific inquiry into the nature of social life and processes.</td>
<td>Assessment of student learning: Rating scale for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage in solving a social or interpersonal problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide an experience-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructivism Foundations: <strong>Piaget, Dewey, Vygotsky, Bruner, Ausubel</strong></td>
<td>Learners develop their own understanding of the topics they study instead of having it delivered to them by others</td>
<td>Design a Classroom Based on a Democratic and Constructivist Model</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Gardner</strong> Multiple Intelligences Theory</td>
<td>Each individual possesses all 8 (9) (10) intelligences. Most people can develop each intelligence to an adequate level of competency. Intelligences usually work together in complex ways. There are many ways to be intelligent within each category.</td>
<td>Modify <strong>Group Investigation</strong> lesson plan to differentiate instruction for Multiple Intelligences</td>
<td></td>
</tr>
<tr>
<td><strong>Krashen</strong> Comprehensible Input Specially Designed Academic Instruction in English (SDAIE)</td>
<td></td>
<td>Modify <strong>Direct Instruction</strong> or <strong>Student Teams Achievement</strong> Division lesson plan to differentiate instruction by using comprehensible input techniques for English Language</td>
<td></td>
</tr>
</tbody>
</table>
EDUC 474 addresses TPE’s 1A, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11, 12, and 13.
EDUC 476 Teaching Strategies for the Single Subject Teacher. This course follows EDUC 472. Candidates take EDUC 476 concurrently with the second supervised teaching course EDUC 478. Single Subject Candidates apply the theories, research and foundational issues learned in prior coursework to content-specific course assignments. In particular, candidates reexamine strategies learned in EDUC 472 Teaching Strategies. Gardner’s theory of Multiple Intelligences is readdressed in EDUC 476. Emphasis is placed on the application of these teaching strategies to subject-specific lesson plans and instructional units. (Appendix J)

Table 10 shows the relationship between theory, research, foundational issues and candidate learning activities.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 476 Teaching in the Content Areas for Single Subject Candidates</td>
<td>Skinner Behavior Theory, Reinforcement Theory, Practice Theory</td>
<td>Motivation is a set of behaviors and their contingencies (Reinforcers, Punishers) Practice with different levels of assistance: <em>Direct Instruction</em>: A pattern of teaching that consists of teacher’s explaining a new concept or skill to a large group, having them practice under teacher direction. Time students are engaged at a high rate of success.</td>
<td>Lecture, Modeling, &amp; Discussion Design a classroom based on Behavior Theory <em>Direct Instruction</em> lesson planning (pre-active thinking), implementation (interactive thinking) &amp; lesson analysis/reflectio n (post-active thinking) <em>Student Teams Achievement Division</em> (STAD) alternative design using social interaction Assessment of</td>
</tr>
<tr>
<td></td>
<td>Teaching is the creation of learning environments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive structures will grow when students initiate their own learning experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students move in a general direction away from egocentric and individualized ways of thinking to more socially centered ways of thinking.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wadsworth (1978) Roles of Teachers**

- Teachers using Piagetian orientation: organize learning environment, assess children’s thinking & initiate group activities.

**Dewey Democratic Problem-solving**

- Teachers develop a social system based on and created by democratic procedures.
- Conduct scientific inquiry into the nature of social life

**Assessment of student learning:** Rating scale for inquiry process.
<table>
<thead>
<tr>
<th>Constructivism Foundations: Piaget, Dewey, Vygotsky, Bruner, Ausubel</th>
<th>Learners develop their own understanding of the topics they study instead of having it delivered to them by others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gardner Multiple Intelligences Theory</td>
<td>Each individual possesses all 8 (9) (10) intelligences. Most people can develop each intelligence to an adequate level of competency. Intelligences usually work together in complex ways. There are many ways to be intelligent within each category.</td>
</tr>
<tr>
<td>Krashen Comprehensible Input</td>
<td>In teaching: Appropriate speech, explanation of academic tasks, use</td>
</tr>
<tr>
<td></td>
<td>Assessment of student learning: Rating scale for group process; Rating scale for investigation process; Product or Performance for differentiated learners (Multiple Intelligences)</td>
</tr>
<tr>
<td></td>
<td>Modify Group Investigation lesson plan to differentiate instruction for Multiple Intelligences</td>
</tr>
</tbody>
</table>
Specially Designed Academic Instruction in English (SDAIE)
of a variety of techniques to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Division lesson plan to differentiate instruction by using comprehensible input techniques for English Language Learners

EDUC 476 addresses TPE's 1B, 3,4,5,6C, 7,8,9,10,11,12 and 13

EDUC 478 Advanced Supervised Teaching. This ten-week supervised teaching course provides candidates with culminating field experiences. Candidates apply knowledge of theories, research, and foundational issues and course assignments to practice in a supervised classroom teaching environment. (Appendix K)

Table 11 shows the relationship between theory, research, foundational issues and candidate application activities.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>THEORY RESEARCH BASE</th>
<th>FOUNDATIONAL ISSUES</th>
<th>CANDIDATE LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 478 Supervised Teaching</td>
<td>Theorists, Theories &amp; Research from Pre-requisite and Concurrent Courses</td>
<td>Foundational issues from pre-requisite and concurrent courses</td>
<td>Applications to Fieldwork Experiences</td>
</tr>
</tbody>
</table>

EDUC 478 Advanced Supervised Teaching addresses all TPE's: 1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12 and 13
Each Candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

Each course in the teacher preparation program requires candidates to examine research-based theories and principles of human learning and development as they pertain to the course of study. Research-based theories and principles of learning and development are introduced, presented in-depth and applied throughout the sequence of courses.

Rogers’ Humanistic Theory, Covington’s work in Self-worth Theory and White’s work in Motivation Theory are addressed in EDUC 460, the first course in the program. Behaviorism (Skinner) is introduced in EDUC 460. The theories of Piaget and Vygotsky are introduced and developed in Education 460 Diversity, Interaction and the Learning Process, EDUC 462 Literacy Methodology for Multiple Subject Candidates, EDUC 464 Introduction of the Teaching of Reading for Multiple Subject Candidates, EDUC 466 Literacy Methodology for Single Subject Candidates and EDUC 470 Theories and Methods of Education for Linguistically Diverse Students. Ecological and biological developmental theories are taught in SPEC ED 457.

These theories are reinforced and applied in coursework and related fieldwork in EDUC 472 Teaching Strategies, EDUC 474 Teaching in the Content Areas for Multiple Subject Candidates, EDUC 476 Teaching in the Content Areas for Single Subject Candidates. EDUC 468 Supervised Teaching (Introduction) and EDUC 478: Supervised Teaching (Advanced) provide candidates with the opportunity to apply research-based theories and principles in the classroom under the supervision of a school site master teacher, a university field supervisor and, in the case of reading fieldwork, a university reading field supervisor.

Candidates reflect on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements in all courses, fieldwork experiences, and supervised teaching experiences.

Tables 1 – 11 show the relationship between human development theory, research, foundational issues and candidate learning activities throughout the program.

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

Curriculum and Instruction

Candidates learn and apply curriculum, instruction and assessment strategies in all program coursework. Candidates use the lesson plan structures, instructional strategies and assessments techniques learned in pre-requisite coursework in EDUC 468 and EDUC 478 Introduction and Advanced Supervised Teaching.
Coursework and related fieldwork address the curriculum and instruction that explicitly articulate and consistently draw on basic education principles that underlie effective professional practice.

A lesson plan structure that utilizes the Into, Through and Beyond phases of lessons is taught in every course in the program. (Appendix L) Candidates are introduced to the format in EDUC 460 Diversity, Interaction and the Learning Process. They use it in EDUC 462 Literacy Methodology for Multiple Subject Candidates, EDUC 466 Literacy Methodology for Single Subject Candidates and EDUC 464 Introduction to Reading for Multiple subject Candidates to develop reading lessons. In EDUC 470 Theories and Methods of Education for Linguistically Diverse Students, candidates learn to use it to develop lesson plans that incorporate English Language Development Standards and utilize Specially Designed Academic Instruction in English strategies. (Appendix M)

In EDUC 472 Teaching Strategies, candidates use pre-active thinking to plan lessons that incorporate elements of curriculum, English Language Development Standards, Subject Area Content Standards, California Standards for the Teaching Profession and Teaching Performance Expectations. Candidates further develop pre-active lesson development skills in EDUC 474 Teaching in the Content Areas for Multiple Subject Candidates and EDUC 476 Teaching in the Content Areas for Single Subject Candidates.

Throughout the program, candidates engage in pre-active teacher thinking to plan and organize lessons, interactive teacher thinking during the teaching of a lesson and post-active thinking after the lesson to analyze and reflect on effectiveness.

Table 12 describes the relationship between these elements and candidate’s pre-active thinking about lesson planning.

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>DATE COURSE</th>
<th>LESSON TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUPING OF STUDENTS</td>
<td>GRADE/SUBJECT(S)</td>
<td>MODIFICATION FOR LEARNERS (ELL, LD, MI, POVERTY)</td>
</tr>
<tr>
<td>STRATEGY</td>
<td>LESSON OBJECTIVE(S)</td>
<td>TAXONOMY &amp; DEPTH</td>
</tr>
<tr>
<td>ELD STANDARD</td>
<td>CONTENT STANDARD(S)</td>
<td>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</td>
</tr>
<tr>
<td>MATERIALS &amp; EQUIPMENT USED</td>
<td>ROOM ENVIRONMENT</td>
<td>TEACHER PERFORMANCE EXPECTATION</td>
</tr>
<tr>
<td></td>
<td>BULLETIN BOARD</td>
<td></td>
</tr>
</tbody>
</table>
In all courses, Candidates use the Into, Through and Beyond lesson plan format to develop lessons using a variety of instructional models. These include Direct Instruction, Student Teams Achievement Division, Group Investigation, and Inquiry in addition to multiple strategies for the teaching of reading and multiple strategies for teaching English Language Learners, children of poverty and children with learning disabilities. (Appendix L) Candidates practice metacognitive inter-active thinking while teaching in-class lessons as well as those taught in fieldwork experiences.

Table 13 shows the relationship between inter-active thinking and lesson plan delivery.

<table>
<thead>
<tr>
<th>INTO</th>
<th>THROUGH</th>
<th>BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phases appropriate to strategy used</td>
<td>Phases appropriate to strategy used</td>
<td>Phases appropriate to strategy used</td>
</tr>
<tr>
<td>Thinking during lesson delivery</td>
<td>Thinking during lesson delivery</td>
<td>Thinking during lesson delivery</td>
</tr>
</tbody>
</table>

Candidates are introduced to the concepts of thematic and interdisciplinary curriculum in EDUC 460 Diversity, Interaction and the Learning Process. Integrated curriculum is taught in EDUC 472 Teaching Strategies. Integrated and interdisciplinary curriculum are taught and reinforced in EDUC 474 Teaching in the Content Areas for Multiple Subject Candidates. Integrated and collaborative interdisciplinary curriculum are taught and reinforced in EDUC 476 Teaching in the Content Areas for Single Subject Candidates.

Assessment

Cognitive and affective assessment strategies, both formal and informal, are systematically taught throughout the program.

Basic assessment strategies and techniques are introduced in Education 460 Diversity, Interaction and the Learning Process. In this course, candidates develop basic process and product assessment activities for students.

In the EDUC 472, 474 and 476, candidates learn to use and perform record reviews, teacher interviews, observation checklists, rating scales, rubrics, and short answer responses. Candidates interpret standardized test scores and apply their findings to planning for instruction in EDUC 472 Teaching Strategies. A text for Education 472 by Ward (Appendix H) provides candidates with an overview of assessment strategies. The Ward book is also used in EDUC 474 (Multiple Subjects) and EDUC 476 (Single Subjects) as candidates develop subject-specific strategies for assessment.

State-adopted and Standardized Assessments  The Ward book introduces standardized testing concepts to candidates. In EDUC 472, candidates learn to administer and interpret student SAT-9 test data of the state-adopted student assessment program. In EDUC 476, candidates learn the methodology for interpreting
the High School Exit Exam. They also examine the processes for the development of Expected Schoolwide Learning Results (ESLR’s) and their use as measures of student achievement. EDUC 470 provides candidates with a clear method of interpreting the CELDT test.

Modifications  SPEC ED 457 addresses the modifications necessary to meet the needs of all children on the SAT-9 text. In EDUC 476, candidates reinforce what they learned in SPEC ED 457 about modifications for special needs students. In EDUC 472, candidates modify lessons for learning disability students, English language learners, children of poverty and multiple intelligences. EDUC 462, 464 and 466 (reading) use interest inventories and a cultural connection inventory to assist in interpretation of assessments results of individuals and groups with modification of instruction.

Diagnostic Assessments  Diagnostic, formative and summative strategies are taught in all Reading courses and in the Special Education course. In SPED ED 457, (Appendix G), candidates learn 27 Special Education instruments, and specific ones for mild disabilities. They match assessment to disabilities; create a notebook on assessment practices and terminology; develop a portfolio of their own which demonstrates practices, benchmarks and other formal assessments; complete an assignment to translate their experience into what they might do for students; and learn to do functional analysis, one component of which is student task completion behavior. Candidates in EDUC 470 use the CELDT to identify the level of proficiency of English language learners.

Multiple Measures  Candidates learn and practice the use of multiple measures of assessments in several program courses. In EDUC 462, 464 and 466 (reading), Candidates conduct a complete family and community interview. In EDUC 460, Candidates address families in a Multicultural community Research Project (Appendix N) and further study family issues of parents in poverty (Payne) (Appendix H). In EDUC 472, candidates interview parents of K – 12 children.

Specialized Assessments  EDUC 462 and 466 require candidates to analyze test results. EDUC 472 requires an interview with a classroom teacher specifically targeting the assessment/determination of differentiated learners in a specific classroom used in fieldwork for the course. In SPEC ED 457, candidates develop a portfolio of his/her own practices which includes addressing students’ needs.

Self-assessment Strategies  Candidates in SPEC ED 457 develop a portfolio of their own practices. In EDUC 472, Candidates are given strategies to assist students in self-assessment. Candidates in EDUC 472 and EDUC 476 learn to teach students to develop their own rating scales and rubrics. In SPEC ED 457, candidates view a video entitled “Educating Peter” to learn how to provide guidance and time for students to practice self-assessment strategies using strategies such as “skillstreaming”. In the fieldwork component of EDUC 470, candidates learn to assist students in self-assessment.

Explaining Assessments to Students and Parents  Candidates learn how to use grade books and other strategies for maintaining accurate student records in EDUC 462, 464 and 466 (reading). In EDUC 472 (teaching strategies), candidates examine issues
related to grading student work. In SPEC ED 457, candidates role play sharing with parents information about student academic and behavioral strengths, areas for academic growth, promotion and retention policies and how a grade or progress report is derived. In EDUC 470, candidates learn to explain assessments to parents who are not fluent in English. In EDUC 472 candidates write a letter to parents explaining the instructional unit which includes an assessment component.

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

In one aspect of reflection, candidates are required to analyze and select a variety of theory/research-based documents from course handouts, readings and other sources to include in one of three Professional Resource Documents books required in the program. By the end of the program, candidates take with them resource tools and documents for lesson planning, reading strategies and differentiated teaching strategies for children with exceptional needs, children of poverty, English language learners and multiple intelligences.

In every course, related practicum and fieldwork experience, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research. Candidates receive peer feedback, analyze their own teaching, and reflect on the appropriate application of strategies for lessons they develop in the program. Candidates use a format used in all coursework to reflect on the effectiveness of individual lessons.

Table 14 shows the relationship between post-active thinking and lesson effectiveness.

<table>
<thead>
<tr>
<th><strong>Table 14 Relationship between post-active thinking and lesson effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What were the strengths of the lesson?</strong></td>
</tr>
<tr>
<td><strong>What were the weaknesses or areas needing improvement for this lesson?</strong></td>
</tr>
<tr>
<td><strong>What are the revisions you would make before teaching this lesson again?</strong></td>
</tr>
</tbody>
</table>

Candidates in EDUC 470 Theories and Methods of Education for Linguistically Diverse Students learn to apply and analyze lessons using the Sheltered Instruction Observation Protocol. In EDUC 472 Teaching Strategies, candidates use the Sheltered Instruction Observation Protocol to plan lessons, provide peer feedback in microteaching activities and to analyze and reflect on lesson and instructional unit effectiveness. Candidates use the Sheltered Instruction Observation Protocol to analyze their instructional units. They use SIOP data to write a reflective summary of the fieldwork experience. (Appendix M)
Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

Program faculty and field supervisors explain and illustrate a variety of models of teaching in coursework. Models include Behavioral Systems Family of Models (Direct Instruction), Social Family Models (Student Teams Achievement Division, Cooperative Learning strategies, Group Investigation, and Teacher-Student Interaction strategies) and Information Processing Models (Inquiry). Broad approaches such as Constructivism are addressed throughout the program. In addition, strategies for working with individual students one-to-one are addressed in EDUC 460 Diversity, Interaction and the Learning Process and EDUC 472 Teaching Strategies. (Appendix L)

Faculty in all courses and field experiences model strategies. They emphasize, throughout the program, the importance of aligning purpose and outcome for each strategy. Candidates are taught that the expert teacher uses a variety of strategies and selects strategies appropriate to pedagogical circumstances.

PROGRAM MODIFICATIONS (01/15/09):

REALIGNMENT OF COURSEWORK IN THE PROGRAM

IN 2003 THE COURSE FOR PREPARING LINGUISTICALLY DIVERSE STUDENTS WAS PLACED EARLIER IN THE SEQUENCE OF COURSES OF COURSES. THE RATIONALE FOR THIS MOVE WAS TO BETTER PREPARE CANDIDATES TO PARTICIPATE IN EARLY FIELD EXPERIENCES AND INTERN POSITIONS. THIS WAS BASED ON INPUT FROM SCHOOL DISTRICT PERSONNEL AND ULV FACULTY.

RESTRUCTURING OF COURSES TO ALIGN WITH TPAS:

DURING THE TIME PERIOD OF 2003 – 2008 COURSES WERE RESTRUCTURED TO ALIGN WITH THE TPA PROGRAM. THE RATIONALE WAS TO BETTER PREPARE CANDIDATES FOR TPA. FACULTY RECOMMENDATION WAS THE IMPETUS FOR THIS CHANGE.
Program Standards 4: Pedagogical Thought and Reflective Practice

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

Throughout the teacher education program, both in class and during the all fieldwork experiences, the candidates systematically evaluate instructional alternatives to lesson delivery. There are numerous opportunities for candidates to assess and reflect upon their pedagogical reasons for instruction decisions. Using state-adopted content standards, students develop and deliver and reflect upon these lessons both in class and in their fieldwork. Developmentally appropriate lessons in every course of the teacher education program.

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

Starting in Education 460, candidates learn to design a lesson using the California Standards for the Teaching Profession, the Frameworks and Content Standards for the California Public Schools. The candidate teaches the lesson to a small group in class and receives feedback on the content and delivery. (Appendix A) In Education 462, Education 464, and Education 466, each candidate develops reading lessons and delivers these reading lessons to a group of students in a school setting during their fieldwork experience. These lessons are developed using a set of criteria that embodies quality reading instruction and the California English Language Arts Content Standards. During the fieldwork, a reading fieldwork supervisor evaluates the lessons. (Appendix B) Changes are made based on candidate and evaluator’s assessment of the lesson content and quality. In Education 470, reflection on practice and assessing alternative courses of action are integral parts of the lesson plan development and implementation process. Candidates’ peer- and self-critique lessons both in class and during the 30 hours of required fieldwork. (Appendix C) In addition to a certified outside evaluator of fieldwork, each candidate reflects on the positive and negative aspect of the lessons and bases their assessment and changes on current, sound educational theory.
In Education 470 and Education 472, the student uses a lesson protocol checklist (SIOP) to ensure quality lesson components are present in the lessons. (Appendix D) In Ed 472, candidates develop several different types of lessons and are involved in both self- and peer assessment of these lessons. In addition, the candidates are required to develop a 5-lesson unit, and deliver the unit during their fieldwork experience. (Appendix E) A credentialed teacher evaluates each candidate’s unit, in addition to the self-critiques by the candidate. During Education 457, students use a journal to reflect on lessons presented in video format in class. (Appendix F) During the supervised fieldwork experience (Education 468, Education 478), each candidate submits a weekly reflection journal to his/her university supervisor along with daily lesson plans. Changes in the lessons and lesson delivery are based on these reflections. (Appendix G)

During Education 470, candidates learn to assess CELDT (California English Language Development Test) results. (Appendix H) Using state-adopted content and ELD standards, candidates create developmentally appropriate lessons. The candidate delivers two lessons (ELD and SDAIE) during class time. (Appendix I) The instructor, the candidate and another candidate in the course evaluates each lesson. Each lesson must meet a set of criteria, which contains the characteristics of lesson appropriate for English learners. (Appendix J)

In Education 472, candidates learn to develop and deliver multiple types of lessons (i.e. direct instruction, exploratory). (Appendix K) Candidates in Education 470 and Education 472 evaluate lessons based on sets of criteria that outline quality lesson for all students. (Appendix D)

TPE - 1A & 1B (Teaching Reading and Language Arts in Multiple and Single Subject assignments)
TPE 2 – Monitoring Student Learning During Instruction
TPE – Interpretation and Use of Assessment
TPE 4 - Making Content Accessible
TPE 6 – Developmentally appropriate teaching practices
TPE 7 – Teaching English learners
TPE 9 – Instructional planning

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

Beginning in Education 460 and continuing in Education 470, Education 472, Education 474 and Education candidates use the California Standards for the Teaching Profession, the Frameworks and Content Standards for the California Public Schools to assist them in making informed decisions about teaching and learning.
In Ed 470, each candidate develops an educational question and finds supporting research that enable him/he to answer the question. The research question centers on current topics and issues of English learners and language acquisition. (Appendix L)

Using reflective journals in Education 466, candidates read and analyze current educational research specific to secondary issues.

In Education 457, candidates review council of Exceptional Children’s Ethics and Standards. Using reflective journal format, each student reflect on the practices used in classroom setting, include general and inclusive situations. (Appendices F, M)

TPE 7 – Teaching English learners
TPE 12 – Professional, Legal, and Ethical Obligations
TPE 9 – Instructional planning

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

Each course in the teacher education program requires that the candidate examines and reflects upon his/her own beliefs and how these beliefs impact their pedagogical practices. This is done both by formal and informal assessment. In addition, issues of equity and access to curriculum are addressed in every course.

Class discussions in Education 460 and Education 470 center around issues of culture, language and equity.

The concept of modification of instruction and access to core curriculum are addressed in Education 470 and Education 457. (Appendices M, N)

In Education 462, Education 464, and Education 466, candidates examine preconceived beliefs of how students learn to read and write and the importance of literacy development at all levels. (Appendix B)

In Education 476, issues dealing with middle and high school are examined in the context of how these issues impact teacher’s planning decisions. (Appendix O)

As one of the culminating activities in Education 468 and Education 478, the candidate develops an educational philosophy statement based on sound research and practice. In addition, the students reflect upon their portfolio and the development of their pedagogical practices.

1A & 1B (Teaching Reading and Language Arts in Multiple and Single Subject assignments)
TPE 2 – Monitoring Student Learning During Instruction
TPE – Interpretation and Use of Assessment
TPE 4 - Making Content Accessible
TPE 6 – Developmentally appropriate teaching practices
TPE 7 – Teaching English learners
TPE 9 – Instructional planning
4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant development in the disciplines of knowledge; (4) the context of California’s economy and culture.

All lesson and units developed during the teacher education program utilize the California Standards for the Teaching Profession, the Frameworks and Content Standards for the California Public School, and the California English Language Development Standards. During the teacher educational program, each candidate has numerous opportunities to learn to teach and reflect upon subject matter content, although special emphasis is placed on content in Education 474 and Education 476. (Appendices O, P)

During Education 474, candidates have the opportunity to enhance, refine, and practice the knowledge, attitudes and skills required to effectively teach six specific K – 8 subject matter areas. (Appendix P)

During Education 476, candidates have the opportunity to enhance, refine, and practice the knowledge, attitudes and skills required to effectively teach subject matter areas at the secondary level. (Appendix O)

The lesson plan created and adopted by the teacher education department incorporates the three taxonomies in the lesson development. In Ed 460, the affective taxonomy is introduced. In Ed 472, psychomotor and cognitive taxonomies are included. Each lesson must include the levels of all three taxonomies. (Appendix K)

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

In Education 460, Education 462, Education 464, Education 466, Education 470, Education 472, Education 474, Education 476, and Education 478, candidates develop lessons based on California Standards for the Teaching Profession, the Frameworks and Content Standards for the California Public Schools. In addition, each candidate learns how to use data from assessments to make informed decisions about student placement.
In Education 460, the candidate uses a checklist to assess and select non-biased literature. (Appendix Q)

In Education 470, candidates learn how to interpret the CELDT results and use these results to place students in the correct language group, develop lessons and modify instruction.

In addition, the candidates participate in peer-assessment of lesson using criteria established for a sound SDAIE lesson. (Appendix D) The candidates discuss the evaluation and make changes to the lessons based on sound theory.

Candidates in the reading course (Education 462, Education 464, and Education 466) learn to use multiple sources of information to assess reading skills and levels. Assessment such as the Silveroli and Burn & Roe are used. (Appendix B) Based on the information, candidates develop reading lessons that are delivered during their fieldwork experience.

In Education 472, each candidate uses multiple sources of information to develop lesson appropriate for a multi-level class. (Appendix E)

In Education 457, candidates learn to use multiple forms of assessment to diagnose and prescribe for the special needs of students. (Appendix M)

The teacher education program adopted the use of one lesson plan format. (Appendix K) The lesson plan is introduced at the beginning of the program in Education 460. As the candidate progresses through the program, the information that is presented is integrated into the lesson plan is scaffolded. The lessons build as the program progresses.

In Education 460, the first lesson that the candidates develop in class is a simple lesson design. The students learn how to write an objective based on Content Standards for the California Public Schools.

In Education 470, the candidates develop the second lesson using only one standard. This is the ELD lesson using only one ELD level and one ELD standard. The second lesson in Education 470 is a SDAIE lesson that incorporates both a language and content standard.

This concept is scaffolded throughout the program. Education 472 and Education 468 and Education 478, all lessons include multi-level language standards. (i.e. Early intermediate, early advanced, grade level); listening, speaking, reading, and writing; and a content goal; modifications for special education, students working below grade level and English learners)

The lesson plan has reflection built into its format. After every lesson, the candidates reflect upon what worked and what did not work during the lesson. (Appendix K)

1A & 1B (Teaching Reading and Language Arts in Multiple and Single Subject assignments)
TPE 2 – Monitoring Student Learning During Instruction
TPE – Interetation and Use of Assessment
TPE 4 - Making Content Accessible
TPE 6 – Developmentally appropriate teaching practices
TPE 7 – Teaching English learners
TPE 9 – Instructional planning
TPE 12 – Professional, Legal, and Ethical Obligations
**Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children**

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all student equitable access to the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Central to the Teacher Preparation Program at the University of La Verne is the commitment to equity, diversity, and access to the core curriculum for all children. The diversity in schools throughout the state of California makes this a essential approach to the education of children.

Education 460, Diversity, Interaction and the Learning Process, Education 470, Theories and Methods for Linguistically Diverse Students, and Special Education 457, Introduction to Exceptional Individuals and Their Families, are the primary courses of preparation for diversity. Education 460 includes the nature of culture, changing demographics, cultural diversity, including the major cultural groups of California, development of multicultural awareness, examination of racism and personal attitudes toward diversity, examination of the process of acculturation and assimilation within American society and the impact of social, political and economic issues on the educational status of linguistically and culturally diverse groups. A strong emphasis is placed on the differences in socio-economic status. The course also includes discussion of effective ways to include cultural traditions in the core curriculum, and ways to promote parent/community involvement in school activities. Laws relating to educational equity for all children are examined, with emphasis on Education Code Chapter 587, Statutes of 1999.

Education 470 builds upon the concepts introduced in Education 460 with the addition of research and pedagogy in the areas of second language acquisition and literacy development in the English language learner. This course also contains information on immigration, racism and culture. Laws relating to educational equity for all children are examined, with emphasis on Education Code Chapter 587, Statutes of 1999. The fieldwork requires the candidate to work with ELD students under the supervision of a CLAD certified teacher. Both Education 460 and 470 include planned experiences in which candidates learn to identify, analyze and minimize person and institutional bias.
Special Education 457 addresses core curriculum issues through working with teams to enhance lessons in the core area for diverse groups as assigned, selects a personal interest to enhance the core curriculum for special needs students, and learns and applies three core curriculum enhancement strategies to thirteen handicapping areas and at risk learners. All activities are developed to address the diversity found in the California schools.

In addition, the above mentioned concepts are integrated into Education 472, Teaching Strategies, Education 474, Teaching in the Content Areas, Multiple Subject, and Education 476, Teaching in the Content Areas, Single Subject. Education 462, Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates, Education 464, Introduction of the Teaching of Reading for Multiple Subject Candidates, and Education 466, Introduction to the Teaching of Reading for Single Subject Candidates, extensively examine the teaching of reading in English and principles of first and second language acquisition as it relates to literacy.

Pre-student teaching fieldwork experiences (Education 472, Education 474, Education 476, Education 462, and Education 466) and student teaching assignments (Education 468 and Education 478) are completed in many of the surrounding districts, including Pomona, Azusa, Bonita, Ontario-Montclair, Chino, Covina Valley, all of which have ethnically, linguistically and socio-economically diverse populations of students. In the Bakersfield area the surrounding districts include Bakersfield City, Kern High School, Greenfield, Arvin, Standard, Taft, Shafter, Wasco, all with ethnically, linguistically and socio-economically diverse populations of students. Each candidate must have at least one student teaching placement in such a school, as well as conducting observations in numerous heterogeneous schools that reflect the diverse nature of California.

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

Education 460 (EDUC 460) - 3 units (Appendix A)
Diversity, Interaction and the Learning Process

Each candidate participates in a Multicultural Community Research Project requiring interviews of two adults from diverse cultural backgrounds other than his/her own (Appendix B).

Each candidate uses James Banks’ Multicultural Checklist to interview a principal and a teacher from a school, and assess the school’s multicultural status to gain an understanding of diversity in the schools (Appendix C).
Each candidate participates in a group project developing a thematic unit using the content standards and the CSTP. Each project will be based on grade-appropriate content standards centered on a resistance project theme (Appendix D).

**Education 470 (EDUC 470) - 4 units (Appendix E)**

**Theories and Methods of Education for Linguistically Diverse Students**

Each candidate develops a picture file to be used in appropriate ELD lessons providing activities to support access to core curriculum (Appendix F).

Each candidate creates and presents an ELD lesson based on the ELD standards and the content standards (Appendix G).

Each candidate creates and presents a SDAIE lesson, both in-class and fieldwork providing support and access to the core curriculum for all students (Appendix H.)

Each candidate participates in a class presentation on major laws and principles relating to educational equity for all children including Education Code Chapter 587, Statutes of 1999.

**Special Education 457 (SPED 457) - 3 units (Appendix I)**

**Introduction to Exceptional Individuals and Their Families**

Each candidate selects a core curriculum interest area and work with a team of like interest to enhance a lesson in the core area for diverse group as assigned (Appendix J).

Each candidate selects a personal interest, works in a like minded group to enhance a core curriculum lesson/unit with personal interest of the group (Appendix K).

Each candidate learns and applies three core curriculum enhancement strategies to thirteen handicapping areas and at risk learners.

**Education 472 (EDUC 472) – 4 units (Appendix L)**

**Teaching Strategies**

Each candidate is required as part of the lesson plan format (Appendix M) to address taxonomies, to use strategies, to address non-linguistic contextualization, and to include the use of multiple intelligence strategies.

Each candidate participates in a Microteaching activity (Appendix N) which stresses active listening strategies, designed to help each candidate
address the needs of all students, and increase access to the core curriculum.

**Education 462 (EDUC 462) – 3 units (Appendix O)**

**Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates**

Each candidate develops strategies in the use of functional, literary, and recreational texts to give all students access to the core curriculum.

**Education 464 (EDUC 464) – 3 units (Appendix P)**

**Introduction of the Teaching of Reading for Multiple Subject Candidates**

Each candidate develops strategies in the use of expository test and provides different kinds of texts for different lessons to increase access to the core curriculum. Each lesson is tied to a text.

**Education 466 (EDUC 466) – 3 units (Appendix Q)**

**Introduction of the Teaching of Reading for Single Subject Candidates**

Each candidate develops comprehension strategies and the writing process toward the production of texts to help students with access to the core curriculum.

TPEs addressed in 5(a): 4, 5, 6A, 6B, 6C, 7, 8, and 9

---

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

**Education 460 (EDUC 460) - 3 units (Appendix A)**

**Diversity, Interaction and the Learning Process**

Each candidate works with others on an Ethnic/Gender Cultural Group Presentation. Presentations will focus on the major cultural and ethnic groups in California society (Appendix R).

Each candidate participates in a Multicultural Community Research Project requiring interviews of two adults from diverse cultural backgrounds other than his/her own (Appendix B).

**Education 470 (EDUC 470) - 4 units (Appendix E)**

**Theories and Methods of Education for Linguistically Diverse Students**

Each candidate develops an historical timeline of state and federal laws and requirements for the education of the English Language
Learner with emphasis on the state of California.

Each candidate participates in jigsaw presentations of Proposition 227 and State Regulations and their connection to the cultural values and resources in the instructional program of a classroom.

TPEs addressed in 5(b): 4, 5, 7, 8, and 9

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

Education 460 (EDUC 460) - 3 units (Appendix A) Diversity, Interaction and the Learning Process

Each candidate works with others on an Ethnic/Gender Cultural Group Presentation. Each candidate is placed in an Ethnic/Gender group other than his/her own. Through research and activities he/she examines personal bias that may affect a classroom (Appendix R).

Each candidate uses Ruby Payne’s text, *A Framework for Understanding Poverty*, (Appendix S) the to examine the five registers of language, and the hidden rules among classes. This in depth study increases their understanding of the factors that contribute to the physical, social, emotional and intellectual safety of all students.

Each candidate reads and discusses case studies from Gregory Michie’s text, *Hear Me Holler* (Appendix T) using them to increase the candidate’s ability to recognize and minimize bias in the classroom.

Each candidate uses James Banks’ Multicultural Checklist to interview a principal and a teacher from a school, and assess the school’s multicultural status to gain an understanding of diversity in the schools (Appendix C).

Each candidate uses the LA County Office of Education/California Department of Education resource, *Classroom Management, A California Resource Guide*, and Chapters six and seven in *A Framework for Understanding Poverty* to study the factors needed to create an equitable classroom community (Appendix U).

Education 470 (EDUC 470) - 4 units (Appendix E)
Theories and Methods of Education for Linguistically Diverse Students

Each candidate creates and presents an ELD lesson based on the ELD standards and the content standards supporting the candidate’s ability to create an equitable classroom (Appendix G).
Each candidate creates and presents a SDAIE lesson, both in-class and in fieldwork developing the candidate’s ability to recognize and minimize bias in the classroom (Appendix H).

In the fieldwork for Education 470 each candidate works with second language learners developing the candidate’s ability to work with the physical, social, emotion and intellectual needs of the students (Appendix V).

TPEs addressed in (5c) 4, 5, 7, 8, and 9

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

Education 460 (EDUC 460) - 3 units (Appendix A)
Diversity, Interaction and the Learning Process

Each candidate works with others on an Ethnic/Gender Cultural Group Presentations. Each candidate is placed in an Ethnic/Gender group other than his/her own. Through research and activities he/she examines personal bias that may affect a classroom (Appendix R).

Each candidate completes a survey taken from Peggy McIntosh’s, “White and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies,” and reflects with the class on the outcome of the survey using class members as the group (Appendix W).

Each candidate participates in a study of a case study on gender issues found in Gregory Michie’s text (Appendix T).

Each candidate evaluates literature in a class session using Rasinski and Padak’s, Multicultural Learning Through Children’s Literature (Appendix X).

Education 470 (EDUC 470) - 4 units (Appendix E)
Theories and Methods of Education for Linguistically Diverse Students

Each candidate creates and presents an ELD lesson based on the ELD standards and the content standards requiring each candidate to examine his/her beliefs in relation to culture, gender, race (Appendix G).

Each candidate creates and presents a SDAIE lesson, both in-class and in
fieldwork requiring each candidate to examine his/her beliefs in relation to culture, gender, race (Appendix H).

TPEs addressed in 5(d): 4, 7, and 12

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

Education 460 (EDUC 460) - 3 units (Appendix A
Diversity, Interaction and the Learning Process

Each candidate participates in a reflective listening activity designed to assist the candidate in examining his/her beliefs, attitudes and expectations about diverse students, families, school and communities.

Each candidate uses, in an in class activity, Ruby Payne’s text (Appendix S) on the five registers of language and the hidden rules of class to look at pedagogical practices that foster high expectations for academic performance from all students.

Education 470 (EDUC 470) - 4 units (Appendix E
Theories and Methods of Education for Linguistically Diverse Students

Each candidate participates in an in class lecture and discussion on the research of Krashan and Cummins with discussion focusing on the pedagogical practices that foster high expectations for academic performance from all students.

TPEs addressed in 5(e): 4, 7, 12, and 13

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

Education 460 (EDUC 460) - 3 units (Appendix A
Diversity, Interaction and the Learning Process

Each candidate develops a lesson plan using the Into, Through and
Beyond format to assist in developing the capacity to recognize students’ specific learning needs, and placing students in appropriate contexts for learning (Appendix Y).

Each candidate uses the LA County Office of Education/California Department of Education resource, Classroom Management, A California Resource Guide (Appendix U), and Chapters six and seven in A Framework for Understanding Poverty (Appendix M) to better understand students’ specific learning needs, to place students in appropriate contexts for learning, to assist students to have access to needed resources for learning, and, where appropriate, to provide students with opportunities to engage in extracurricular activities.

Education 470 (EDUC 470 - 4 units (Appendix E)
Theories and Methods of Education for Linguistically Diverse Students

Each candidate develops a graphic organizer of CELDT data and correlation to ELD standards to assist the candidate in the development of ELD and SDAIE lessons based on the results (Appendix Z).

Each candidate creates and presents an ELD lesson based on the ELD standards, the content standards and CELDT data requiring each candidate to recognize specific learning needs of students (Appendix G).

Each candidate creates and presents a SDAIE lesson, both in-class and in fieldwork, based on the ELD standards, the content standards and CELDT data requiring each candidate to recognize specific learning needs of students (appendix H).

TPEs addressed in 5(f): 2, 3, 4, 7, and 13
<table>
<thead>
<tr>
<th>Appendix A</th>
<th>Education 460 Syllabus, Diversity, Interaction and the Learning Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B</td>
<td>Multicultural Community Research Project, Educ. 460</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Multicultural Checklist, James Banks, Educ. 460</td>
</tr>
<tr>
<td>Appendix D</td>
<td>CSTP Thematic Project with Resistance Theme, Educ. 460</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Education 470 Syllabus, Theories and Methods of Education for Linguistically Diverse Students</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Picture File Assignment, Educ. 470</td>
</tr>
<tr>
<td>Appendix G</td>
<td>ELD Lesson, Educ. 470</td>
</tr>
<tr>
<td>Appendix H</td>
<td>SDAIE Lesson, Educ. 470</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Special Education 457 Syllabus, Introduction to Exceptional Individuals and Their Families</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Lesson Enhancement for Diverse Groups, Educ. 457</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Core Curriculum Enhancement, Educ. 457</td>
</tr>
<tr>
<td>Appendix L</td>
<td>Education 472 Syllabus, Teaching Strategies</td>
</tr>
<tr>
<td>Appendix M</td>
<td>Lesson Plan, Educ. 472</td>
</tr>
<tr>
<td>Appendix N</td>
<td>Microteaching Assignment, Educ. 472</td>
</tr>
<tr>
<td>Appendix O</td>
<td>Education 462 Syllabus, Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates</td>
</tr>
<tr>
<td>Appendix P</td>
<td>Education 464 Syllabus, Introduction of the Teaching of Reading for Multiple Subject Candidates</td>
</tr>
<tr>
<td>Appendix Q</td>
<td>Education 466 Syllabus, Introduction of the Teaching of Reading for Single Subject Candidates</td>
</tr>
<tr>
<td>Appendix R</td>
<td>Ethnic/Gender/Cultural Group Activity, Educ. 460</td>
</tr>
<tr>
<td>Appendix T</td>
<td>Gregory Michie Text, <em>Hear Me Holler</em>, Educ. 460</td>
</tr>
<tr>
<td>Appendix</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Appendix U</td>
<td>Classroom Management Activity, Educ. 460</td>
</tr>
<tr>
<td>Appendix V</td>
<td>Fieldwork, Educ. 470</td>
</tr>
<tr>
<td>Appendix W</td>
<td>Peggy MacIntosh article, <em>White and Male Privilege: A Personal Account of Coming to See Correspondence Through Work in Women’s Studies</em>, Educ. 460.</td>
</tr>
<tr>
<td>Appendix X</td>
<td>Rasinski and Padak article, Multicultural <em>Learning Through Children’s Literature</em>, Educ. 460</td>
</tr>
<tr>
<td>Appendix Y</td>
<td>Lesson Plan throughout Program</td>
</tr>
<tr>
<td>Appendix Z</td>
<td>CELDT (California English Language Development Test) activity with graphic organizer, Educ. 470</td>
</tr>
</tbody>
</table>
Category B

Preparation to Teach Curriculum to All Students in California Schools

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

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

The professional teacher preparation at the University of La Verne provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE) (see binder on the Teacher Performance Expectations). Each course includes formative assessments of the performance of each candidate. The program includes a portfolio of activities assessed throughout the program. Each course in the program is represented by an assignment in the portfolio. These activities and others within each course are designed to contribute to the candidate’s overall demonstration of competence. This competence is assessed throughout the program and is summatively assessed using an evaluation instrument based on the California Standards for the Teaching Profession.

Opportunities to learn, practice and reflect are addressed in the lesson plan used throughout the program.

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

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

6(a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE)

The Teacher Preparation at the Program has developed a systematic, comprehensive curriculum through collaboration of all faculty involved in the Program. A lesson plan (Appendix A), developed by the faculty, provides a systematic development of the candidate’s ability to grow in the use of the TPEs.
The lesson plan is introduced in the beginning class of the Program, Education 460 (Appendix B), and is refined throughout the program, culminating in the preparation of an interdisciplinary unit in Education 474 (for multiple subject candidates) (Appendix C) and Education 476 (for single subject candidates) (Appendix D).

Each lesson (Appendix A) includes an activity requiring the candidate to reflect. In addition, all candidates keep a reflective journal in both supervised teaching experiences, Education 468 (Appendix E) and Education 478 (Appendix F).

Reflective activities are a part of the SIOP model used in Education 470 (Appendix J) and Education 472 (Appendix K). Use of the model throughout a number of courses in the program adds to the systematic development of the candidate’s skill. All reading courses require reflection, Education 462 (Appendix G), Education 464 (Appendix H) and Education 466 (Appendix I).

The program addresses the TPEs, 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12 through opportunities to learn, practice and reflect (see binder on the Teacher Performance Expectations).

*and to understand important connections and practical relationships among the elements of coherent professional practice.*

All candidates participate in bi-weekly seminars with the University supervisor and other candidates being supervised by the supervisor. These seminars provide opportunities for candidates to discuss and understand the important connections and practical relationships that are a part of coherent professional practice. This takes place in Education 468 (Appendix E) and Education 478 (Appendix F). Practitioners from the local school districts present special topics to candidates (Appendix L).

TPEs addressed in 6(a): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12

6(b) *During the program’s coursework and fieldwork, each candidate’s assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA).*

Teacher Preparation Program faculty collaborate on a regular basis to assure that the formative assessments in the courses resemble the pedagogical assessment tasks in the teaching performance assessment. The faculty meets on a monthly basis to ensure courses are coordinated, and assessments are reflected in all of the classes.
Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPEs, and this feedback contributes to each candidate’s preparation for the performance assessment.

Each candidate is provided informative feedback in each course of the teacher preparation program. The use of the lesson plan (Appendix A) provides feedback from the professor, peers, and fieldwork placement observers. This feedback provides multiple opportunities for the candidate to grow and develop.

During Education 468 (Appendix E) and Education 478 (Appendix F) immediate feedback is provided to the candidate following the University supervisor’s weekly visit (Appendix M). In addition, the site supervisor provides regular feedback during both supervised teaching experiences.

TPEs addressed in 6(b): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12, 13

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

Formative assessments are part of each course during the program. A portfolio developed for the program represents the candidate’s growth toward mastery of the TPEs. Each course has identified an assignment to be assigned to a portfolio, addressing at least one TPE. The portfolio assignments represent all of the TPEs, and indicate growth toward mastery of the TPEs. The portfolio is introduced in the first class in the program, Education 460, where each candidate is given a list of the items to be collected throughout the program. The candidate is responsible for collection of the material. In each subsequent class, a check of items collected will occur, with the review and evaluation of the portfolio taking place during Education 478, the second phase of supervised teaching (Appendix N). This portfolio represents a collection of formative assessments from each course in the program, taken in total as a part of the summative assessment of the program.

Fieldwork experiences and/or visitations found throughout the program in Education 462 (Appendix G), 466 (Appendix I), 470 (Appendix J), 472 (Appendix K), 474 (Appendix C), 476 (Appendix D), and Special Education 457 (Appendix P) address the full range of pedagogical competencies. Assessments are provided by teachers at the site where the fieldwork takes place, and are based on competencies necessary for good teaching.

Each student is evaluated in Education 468 and Education 478 in a summative assessment (Appendix O) based on the California Standards for the Teaching Profession (CSTP).

TPEs addressed in 6(c): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12, 13
PROGRAM MODIFICATIONS (01/12/09):

STATEWIDE ANNUAL TEACHER EDUCATION MEETING

IN THE WINTER OF 2005 TEACHER EDUCATION IMPLEMENTED STATEWIDE ANNUAL TEACHER EDUCATION MEETING FOR FULL-TIME FACULTY AND ADJUNCTS. THE RATIONALE FOR THIS ADDITION WAS TO ENSURE CONSISTENCY BETWEEN MAIN CAMPUS AND REGIONAL CAMPUSES CURRICULUM AND INSTRUCTION. THE MOVE WAS BASED ON FACULTY RECOMMENDATION AND REQUESTS OF ADJUNCTS TEACHING IN REGIONAL CAMPUS TEACHER EDUCATION PROGRAM.
### Appendix

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Lesson Plan Format</td>
</tr>
<tr>
<td>B</td>
<td>Education 460 Syllabus, Diversity, Interaction and the Learning Process</td>
</tr>
<tr>
<td>C</td>
<td>Education 474 Syllabus, Teaching in the Content Areas</td>
</tr>
<tr>
<td>D</td>
<td>Education 476 Syllabus, Strategies for the Single Subject Teacher</td>
</tr>
<tr>
<td>E</td>
<td>Education 468, Supervised Teaching I</td>
</tr>
<tr>
<td>F</td>
<td>Education 478, Supervised Teaching II</td>
</tr>
<tr>
<td>G</td>
<td>Education 462 Syllabus, Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates</td>
</tr>
<tr>
<td>H</td>
<td>Education 464 Syllabus, Introduction of the Teaching of Reading for Multiple Subject Candidates</td>
</tr>
<tr>
<td>I</td>
<td>Education 466 Syllabus, Introduction of the Teaching of Reading for Single Subject Candidates</td>
</tr>
<tr>
<td>J</td>
<td>Education 470 Syllabus, Theories and Methods of Education for Linguistically Diverse Students</td>
</tr>
<tr>
<td>K</td>
<td>Education 472 Syllabus, Teaching Strategies</td>
</tr>
<tr>
<td>L</td>
<td>Seminar workshops</td>
</tr>
<tr>
<td>M</td>
<td>Evaluation Form, Supervised Teaching</td>
</tr>
<tr>
<td>N</td>
<td>Portfolio List and Activities</td>
</tr>
<tr>
<td>P</td>
<td>Special Education 457 Syllabus, Introduction to Exceptional Individuals and Their Families</td>
</tr>
</tbody>
</table>
Program Standard 7: Preparation to Teach Reading-Language Arts

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

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts aligned with the state adopted English Language Arts Academic Content Standards and the Reading/Language Arts Framework.

The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate’s field experience(s), internship(s), and/or student teaching assignment(s).

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 a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

OVERVIEW OF STANDARD 7A

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential. In the two primary courses which cover the content material for reading, writing, and related language instruction in reading, ED 462 (Literacy Methodology Part 1, Multiple Subject) and ED 464 (Literacy Methodology Part II, Multiple subject), candidates read chapters and articles which help to build the research-based foundation for how children develop language and literacy skills and the methods that are most effective for teaching them. In addition, instructors present research-based information in class and model and demonstrate strategies for practical application of the theories and related strategies. Further, in ED 460 (Diversity, Interaction, and the Learning Process) and ED 470 (Theories and Methods of Education for Linguistically Diverse Students), additional research on meeting the literacy needs of linguistically and culturally diverse students is presented.

All candidates are given the tools to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts. Because instructors address each area of reading, writing, listening, and speaking
throughout the two primary courses, in terms of required content, lesson plan and fieldwork requirements, and in-class activities, candidates become familiar with all of the components of a comprehensive program of instruction in the language arts. The focus on “systematic” is carried through when candidates analyze the ELA Content Standards and the English and Language Arts Framework to see what skills must be taught at various grade levels and when they survey examples of state-adopted programs which provide a systematic sequence of skills.

The comprehensive programs that candidates learn to deliver are aligned with the state adopted English Language Arts (ELA) Academic Content Standards and the Reading/Language Arts Framework. All candidates become familiar with these documents as they move through the coursework in the teacher preparation program. Specifically, for all lesson plans and Fieldwork Logs, candidates must align their instructional objectives with the standards.

The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The entire range of language skills is covered as candidates progress throughout ED 462 and 464. All of the emergent literacy skills (including alphabet knowledge, phonemic awareness, and concepts of print), as well as phonics, other word recognition skills (structural analysis, sight words, and context clues), spelling, and vocabulary are addressed in ED 462. Then, in Ed 464, candidates learn theory and methodology related to literature, comprehension, writing, study skills, metacognition, and independent reading.

The Multiple Subject Preparation Program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidates’ field experiences, internships, or student teaching assignments. Candidates in ED 462 carry out 30 hours of fieldwork in which they document their lessons with a specified group of fieldwork students and are supervised by a School Site Supervisor within a local school district, as well as by a University Fieldwork Supervisor from ULV. They also do 30 hours of fieldwork with ELL students in ED 470 (ESL and SDAIE methodology, which is language-based). Supervised Teaching is also carried out in ED 468 and Ed 478, and candidates have Supervised Teaching Supervisors, as well as master teachers, who oversee their implementation of reading and language arts.

The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. Candidates in the Multiple Subject Preparation program must do at least 15 hours of fieldwork in a K-3 setting in which beginning reading is taught. For Supervised Teaching, they must do two placements, one of which is grades K-2 or grades 3-5, so that they are also in settings in which beginning reading is taught.
The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors. The University of La Verne works with a cadre of local school districts who are known to have comprehensive, systematic programs of instruction in the language arts. However, when candidates begin to do their reading fieldwork or supervised teaching hours, additional “checks” are made to ensure that their experiences will expose them to such programs. The ULV Fieldwork Supervisors for ED 462 make a specific visit to each candidate’s school site for the express purpose of ascertaining whether or not the placement is appropriate. Similarly, faculty members who oversee the supervised teaching experiences in ED 468 and Ed 478 monitor candidates’ placements early on and consistently.

**Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

**7A (a)**

*Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools.*

Candidates in ED 462 and ED 464 read as their primary text a book by Thomas Gunning, *Creating Literacy Instruction for All Children*, that includes theories by a number of well-known reading researchers and puts forth principles that support the ELA content standards and the Reading and Language Arts Framework. They also utilize a supplementary text entitled *Phonics from A-Z*, by Wiley Blevins, which provides additional emphasis on the nature of decoding and the role of phonics and other word recognition skills.

Through their reading of Chapter 1 of the Gunning text, as well as by instructor presentations, candidates learn about the nature of the reading process, the role of cognitive development, and approaches to reading instruction. They read about the work of Piaget and Vygotsky as they come to understand the proficient reader process and how effective teachers can scaffold instruction to meet the needs of all students. (See Appendix A, Page 7.)

In Sessions 1 and 2 of ED 462, topics include definitions of reading and literacy, a description of the reading process (and the role of the reader), as well as approaches to reading instruction and stages of development. (See Appendix B, Pages 5-6.)
In addition, candidates also read selected articles from Read All About It, a state-published collection of articles, which include recent research related to reading instruction for children in grades K-8. Researchers such as I. Lieberman, D. Shankweiler, A. Lieberman, J. Samuels, N. Schermer, D. Reinking, S. Stahl, T.G. Shiel, I. Beck, M. McKeown, R. Hamilton, and L. Kucan are included. (See Appendix A, Pages 1-4 and Appendix E, Pages 1-4 for the specific supplementary articles provided to candidates in this text.)

Specifically, candidates in ED 462 read about the alphabetic process and the learning to read process, as well as reading fluency and techniques for making decoding automatic; and ED 464 candidates read about productive approaches for teaching vocabulary to poor readers and comprehension strategies for “meaning making.”

As part of the two courses, candidates also analyze the ELA Content Standards (a required “text” for both courses (see Appendix B, Page 6 Session 3) and are required to down-load the state-adopted “comprehensive” and “basic” language arts programs, which are published on the CDE website (Appendix C, Pages 1-11 and B, Page 6, Session 2).

They also consider differences and similarities among programs and preview the teachers’ editions and the student texts from various publishers. A full description of the “basal” series concept is covered in Chapter 9 of Gunning, as well as guidelines for the selection of appropriate basal series (See Appendix A, Pages 11-12). In Session 3 of ED 462, candidates identify and discuss the elements contained in these materials (See Appendix B, Page 6).

ED 462 includes the following topics: phonemic awareness, concepts of print, phonics strategies, structural analysis strategies, context clue strategies, vocabulary development, formal and informal assessment, and the “proficient reading process” within a balanced, comprehensive program of reading. (See Appendix B, Pages 1-11, Sessions 1-15.)

ED 464 includes the following topics: comprehension, writing, vocabulary development, literature and literary genres, oral language development, study skills, and independent reading, including in-school SSR programs. (See Appendix F, Pages 6-10, Sessions 2-14.)

Another required text for ED 464, entitled Guiding Readers and Writers by Fountas and Pinnell, presents the concepts (and implementation steps for) the Reading Workshop and the Writing Workshop, as well as the following topics: independent readers, guided reading; literature study; comprehension and word analysis; and the connections between reading and writing. (See Appendix E, Pages 14-17).

TPE’S ADDRESSED:  IA, 2,4, 6A-6B

This instruction enables him/her to provide a comprehensive, systematic program of instruction to students.
Because candidates are exposed to a wide variety of word recognition and comprehension strategies, as well as writing methodology and oral language development (and also because they analyze the ELA standards and the Reading and Language Arts Framework), they become cognizant of what it means to offer a “comprehensive” program of instruction to students.

The framework guidelines, which match the program objectives in the approved language arts basal programs for each grade level, set forth the procedures for making certain that instruction is not only explicit, but also systematic.

The reading process is discussed in detail during the ED 462 course, based on the Gunning text (See Appendix B, Pages 5-7, Session 1-3), and the Blevins book. The concepts of “balanced” and “comprehensive” are introduced.

In ED 464, reading as a “meaning making process” is further emphasized through use of specific chapters of the Gunning and the Fountas and Pinnell texts devoted to the interrelated processes of comprehending and composing. (See Appendix E, Pages 14-17.)

The two courses (ED 462 and ED 464) together represent a “flow” from emergent literacy (including concepts of print and phonemic awareness) through word recognition and decoding, comprehension, vocabulary development, oral language development, spelling and writing, study skills, and independent reading.

In these classes, candidates are taught how to use assessment information to guide their teaching objectives—and they are required to teach three “formal” lessons in each class. (See Appendix B, Pages 8 and 10, Sessions 6 and 12; and Appendix F, Pages 7 and 9, Sessions 6 and 13 ,one of which is observed by a University Fieldwork Supervisor and evaluated through the use of a FW Observation Feedback Form (Appendix D, Page 27.) Each lesson must include the expressive skills of speaking and writing, as well as the receptive skills of reading and listening.

Also, in ED 462 and Ed 464, each candidate is required to develop a Strategy Notebook (See Appendix C, Page 22, and Appendix G, Page 5), which is comprised of all strategies and skills demonstrated during class sessions by the instructor and by colleagues. By the end of each course (ED 462 and ED 464), they have a wide repertoire of methods to refer to as they continue to develop their expertise in the classroom.

As a way of documenting the implementation of their new learnings, candidates in ED 462 also record their 30 hours of fieldwork activities in a Fieldwork Log—thereby matching their lesson foci to RICA and state criteria. (See Appendix D, Page 6). The criteria that they list on their Fieldwork Log matches with the Evaluation of Performance form that their School Site Supervisors fill out for them at the end of their fieldwork experiences. (See Appendix D, Pages 25 and 26.)
The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills

Candidates are required to set instructional objectives for their students as they do the 30 hours of required fieldwork—and to justify their target teaching points, based on the ELA Content Standards and the English and Language Arts Framework and on the results of assessment information.

School Site Supervisors (SSS) from the candidates’ own districts, as well as University Fieldwork Supervisors, visit to observe and document the process of providing appropriate, explicit (and teacher-directed) lessons to candidates. The SSS must evaluate candidates on their effectiveness in providing language instruction via an Evaluation of Performance form (see Appendix D, Pages 25 and 26), and University Fieldwork Supervisors must evaluate one formal lesson using a FW Observation Feedback Form (see Appendix D, Pages 27 and 28.)

Part of the curriculum in ED 462 includes learning about the stages of reading development: emergent, early reading, growing independence, reading to learn, and abstract reading (See Appendix A, Page 7.)

While decoding and word recognition are the primary topics of ED 462, comprehension, writing and oral language development form the core of ED 464. Together, both courses provide a solid foundation for the teaching of reading, writing, listening, and speaking skills. (See syllabi for both courses in Appendix B, Pages 5-11 and Appendix F, Pages 5-10).

In ED 462, candidates learn the specific steps for constructing and managing a literacy program. They practice setting goals, choosing materials, selecting techniques and strategies, building community, using time efficiently, planning grouping options, monitoring progress, and providing for individual differences.

The Fountas and Pinnell text in ED 464 also illustrates the process of helping students to achieve literacy with a three-block framework: language and word study, reading and writing. In general, each concept in this text provides the “understanding” for candidates, as well as the planning and implementational ideas needed to carry out effective instruction.

In ED 464, candidates must also use the Silvaroli Classroom Reading Inventory (see Appendix E, Pages 22-25 and Appendix G, Pages 14-15) to gather data about a case study student—and then to determine what explicit instructional strategies would support the student in his/her areas of strength and weakness. The miscue analysis results inform the candidate about oral reading proficiency levels, and the comprehension questions provide information on students’ ability to understand what they are reading. Candidates are evaluated on the basis of
their ability to match appropriate instruction to assessment and to include all four language skills.

During the midterm and final examinations in the two courses, additional case study scenarios are presented to the candidates in which they must articulate plans for delivering explicit and meaningfully-applied instruction in reading, writing, and language skills. (See Appendix C, Pages 34-40 and Appendix G, Pages 23-25.)

TPE’S ADDRESSED: 2, 6A-6B, 9
IA-f, IA-g, IA-h

as well as strategies for English language learners and speakers of English

Special attention is paid to the needs of the ELL student in these courses. In the Gunning text, there are special sections within the chapters entitled “Adopting Instruction for English Language Learners.” In addition, at the end of each chapter, there are suggestions for helping struggling readers and writers, including ELL students. (See Appendix A, 44 for an example.)

A large part of ED 462 and ED 464 is devoted to ways of scaffolding language instruction for ELL students. In both courses, candidates must complete three separate (formal) lessons (in addition to the ones which they create on a daily basis for their fieldwork students) which incorporate the ABC’s for ELL students: lowering of the AFFECTIVE FILTER, activation and development of BACKGROUND KNOWLEDGE, and incorporation of linguistic and non-linguistic CONTEXTUALIZATION. (See Appendix C, Pages 13-20 and Appendix G, Pages 4 and 6-12.) These components are necessary parts of an effective lesson for ELL students.

Further, the Hacker text, A Writer’s Reference, used in ED 464 as a reference for the stages of the writing process (Appendix E, Page 47), includes information that candidates need to know in order to help support English Language Learners with their writing skills.

After candidates take ED 462 and ED 466, they take ED 470, which builds further on their knowledge of how to provide effective instruction to ELL students. Candidates in ED 470 develop Strategy Logs which they fill out as they watch the modeling and demonstration of lessons for ELL students in their class. (See Appendix M for ED 470 syllabus.)

TPE’S ADDRESSED: 2,6A-6B, 4, 7
IA-m, IA-h

all of which is aligned with the state-adopted academic content standards for students in English Language Arts & the Reading/Language Arts Framework.

Because candidates have their own (assigned) copies of the Reading and Language Arts Framework and ELA Content Standards (and shared copies of the
other Content Standards), they become familiar with the criteria listed for each grade level, K-8. In the ED 462 class, they analyze these criteria and match their fieldwork lessons and the “formal” required lessons to the ELA standards (See Session 3 in Appendix B, Page 6. In ED 464, candidates also analyze the content standards listed for each grade level, K-8 (See Session 2 in Appendix F, Pages 5-6).

In addition, the RICA registration booklet is used as a basis for reviewing the four RICA domains and the criteria listed within each. (See Appendix A, Pages 25-31). Candidates are guided through the process of seeing how RICA content links to Framework content In ED 462 and ED 464, they do a K-W-L activity at the beginning of the course in which they list what concepts they already know (K) and determine what they want to know (W). (See Session 2 in Appendix B, Page 6 and Session 1 in Appendix F, Page 5). At the end of each class, they determine what they have learned (L). This process assists in readying candidates to take the RICA exam.

As the course progresses, candidates are assigned “practice” pages from the Ready for RICA booklet (the Zaririllo text) and given feedback in class as questions arise. (See Appendix B, Pages 6-10 and Appendix F, Page 6.

Finally, candidates must align their lesson plan objectives to the ELA standards and the English and Language Arts Framework before they create the lesson—and document the relevant standards on the lesson planning worksheet. (See Appendix C, Page 12 and Appendix G, Page 3 for a sample of the lesson planning format.)

TPE’S ADDRESSED: 9
IA-a, IA-i

7A (b)
For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills

Though attention is paid to the “meaning-making process” in ED 462, especially as candidates learn to teach students to use the three cueing systems identified in the early Gunning chapters and the Clay text (syntactic, semantic, and graphophonic), comprehension is explored in depth in ED 464.

Chapter 5 of the Gunning text (see Appendix E, Page 9), which is read by candidates in ED 464, includes not only the theories underlying comprehension (including schema theory and the role of background knowledge in comprehending text), but also the comprehension strategies that can be used to help children access both narrative and expository texts with understanding. These include preparational, organizational, elaboration, and monitoring strategies.

In addition, candidates in ED 464 read an entire section on comprehension and word analysis in the Fountas and Pinnell text (see Appendix E, Page 17) and
choose appropriate strategies to implement with their fieldwork students for their two formal comprehension lessons (Appendix G, Pages 6-9) as well as for daily lessons. Candidates must also make “links” with the ELA Content Standards and additional Content Area Standards in ED 464 as they set objectives for these comprehension lessons.

Comprehension strategies presented in the texts and demonstrated in class focus on helping students to identify main ideas, recall details, make inferences, identify sequence of events, use context clues, see links between causes and effects, and differentiate facts from opinions. (See Appendix F, Pages 7-8, Sessions 8 and 9.)

Candidates are also evaluated on their ability to use reading comprehension strategies (criterion # 3) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 25-26.) They are also evaluated by their ED 464 instructors on the two formal reading comprehension lessons which they carry out with students. (See Appendix G, Pages 6-9.)

In the ED 470 class, candidates must do a text-based SDAIE (Specially Designed Academic Instruction In English) lesson in which they choose a grade level text (targeted for specific fieldwork students) and modify it appropriately for ELL students. The goal is to enable students to comprehend the text through the process of text modifications: simplified, as well as elaborated versions, are required. (See ED 470 syllabus in Appendix M, Page 11, SDAIE Lesson.)

TPE’s ADDRESSED: 2, 6A-B, IA-d, IA-j

a strong literature component

Both ED 462 and ED 464 courses include in-depth literature components. In ED 462, during Sessions 1 and 2 (See Appendix B, Pages 5-6), candidates explore different types of texts, including concept books, alphabet books, counting books, picture books, wordless picture books, predictable texts, and literary works (children’s classics). Chapter 3 of the Gunning text provides strategies for using children’s books to reinforce skills (e.g., to reinforce initial consonants, consonant blends, etc.) and also offers Recommended Children’s Reading Lists for reinforcing the identified skills. (See Appendix A, Page 45.)

Then, in ED 464, candidates sample texts from a wide variety of genres (folklore, poetry, biography, historical fiction, etc.). They also engage in such activities as Literature Circles, Literature Discussion Groups, and Reader’s Theater, which allow them to learn effective methods of helping students respond to literature. Chapter 8 of the Gunning text focuses primarily on Reader Response Theory and the important of engaging the reader actively with the text. Literary elements are also introduced (plot, setting, characterization, tone, etc.) and ways of integrating these elements into instruction are highlighted. (See Appendix E, Page 11.)
Also, Chapter 4 of the Fountas and Pinnell text is devoted to Literature Study. It includes such components as the key characteristics of literature study, criteria for texts used for literature study groups organizational structures for literature response, and how to mediate text in literature study (See Appendix E, Page 17).

Session 3 of the ED 464 class asks candidates to explore reader response theory and types of literature. In Session 5, candidates participate in the Literature Circle process and discuss the essential elements of literature study, as well as learning about additional ways of responding to literature. (See Appendix F, Page 6.)

TPE’S ADDRESSED: 6A-6B  
IA-e, IA-k, IA-p

strategies that promote and guide pupil independent reading

Free voluntary reading, SSR, and other ways of exposing children to wide reading opportunities are presented in ED 464. The concept of wide reading (reading across a variety of genres) is introduced and developed in Gunning, Chapter 4, and further developed in Gunning, Chapter 8, in which the author describes the process of setting up classroom libraries, obtaining books for a variety of levels and to suit different interests, setting up book clubs, and motivating independent reading (see Appendix E, Page 11.)

In addition, in ED 464 candidates also read The SSR Handbook, which outlines the 8 factors needed for an effective SSR program and presents the research on the effectiveness of well-implemented SSR programs for English Only and ELL students. SSR is a primary topic of Session 3 of the class. (See Appendix F, Page 6).

In ED 464, candidates also read Chapter 7 of the Fountas and Pinnell text, which focuses on the encouragement of independent reading and offers examples of reading interviews, book talks, and mini-lessons related to reading. (See Appendix E, Page 16.)

and instructional approaches that incorporate listening, speaking, reading, and writing for speakers of English and English learners.

In both classes, ED 462 and ED 464, candidates are taught that the two receptive skills of listening and reading and the two expressive skills of speaking and writing are interrelated. In Chapter 10 of the Gunning text (See Appendix A, Pages 12-13), the theoretical underpinnings of this interdependent relationship are explored in depth. All lesson plans for ED 462 and ED 464 require the incorporation of these four skills.

Examples of activities that candidates learn to implement include dramatizations (Gunning, Chapter 8), Reader’s Theater (Gunning, Chapter 8) and the Language Experience Approach (Gunning, Chapter 9). In Session 9 of ED 462 (Appendix B, Page 9) and Session 3 of ED 464 (Appendix F, Page 6), instructors model and
demonstrate the activities and present ideas for reading materials that are appropriately suited to the target strategies.

The assignments for ED 470 also require that candidates integrate reading, writing, listening, and speaking. Two formal lessons are carried out: one ELD lesson and one SDAIE (Specially Designed Academic Instruction in English) lesson. In both, candidates must incorporate all four skills. (See Appendix M, Page 11, ELD Lesson and SDAIE Lesson.)

TPE’s ADDRESSED: IA-k, IA-o

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

(i) Instruction and experience with a range of textual, functional, and recreational instructional materials

Candidates are provided with multiple opportunities to utilize a range of materials which include textual, functional, and recreational instructional materials. Specific strategies for dealing with narrative texts are provided in ED 462, and additional narrative text strategies are presented in ED 464, along with expository text methods. Also, in ED 464, candidates interact with a wide variety of functional texts (menus, advertisements, phone directories, etc.). They then identify those materials that would best match Framework standards and lesson objectives for their fieldwork students. Discussions are held in class which focus on helping students to choose appropriate texts for “recreational,” or pleasure reading. (See Appendix E, Page 11 and Appendix F, Page 6.)

In Chapter 6 of the Gunning text (See Appendix E, Page 10), candidates read about how to match target text structures teaching procedures and deal with “story schema” for narrative texts, as well as 6 types of structures found in expository texts. These include the structures of enumeration and description; sequence; explanation and process; comparison and contrast; problem and solution; and cause and effect. Again, they are asked to consult grade level standards when determining objectives for their fieldwork students and to set appropriate objectives, matched to strategies. The criterion of text “appropriateness” is also included on the FW Observation Fieldwork Form used for ED 462. (See Appendix D, Pages 27.)

As part of the ED 464 class, students learn to determine students’ independent, instructional, and frustration levels by using the Silvaroli Classroom Reading Inventory—and to use this information to help students select independent reading books. Lists of book titles, including many for struggling readers, are included in of The SSR Handbook, a text for the course. (See Appendix I, Pages 23-32.)

Session 9 of the ED 464 course highlights the use of functional texts and strategies for utilizing such texts, while session 10 covers informational texts
(part of the “textual” category). Narrative and recreational text uses and strategies are presented in Sessions 3-5 (Appendix F, Pages 6-7, Session 3-5.)

The appendix of the Gunning text offers a graded listing of 500 children’s books, which candidates may refer to when selecting appropriate books for guided and independent reading activities. (See Appendix A, Page 46.)

TPE’S ADDRESSED: IA-o, IA-p

as well as a variety of literary and expository texts

In ED 462, candidates are given lists of “literary” children’s books, which link directly to specific teaching strategies. These lists are provided in the Gunning text as candidates are introduced to each strategy. After reading Chapter 9 of Gunning, in class they also practice using story element charts, illustrated plot charts, response sheets, and reading logs, activities which are designed especially for narrative texts.

In ED 464, the differences between narrative and expository texts are further highlighted, along with various methods which the candidates need to use to help students access them. In Chapter 8 of the Gunning text, they are given resources for working with chapter books and novels; and in Chapter 7, they learn about the use of periodicals, trade books, and content area textbooks to meet content area standards and to provide background knowledge for reading and writing activities in the language arts classroom. (See Appendix E, Pages 10-11.)

A major requirement of ED 462 and ED 464 is that each candidate must do three formal lessons: for ED 462, they are word recognition lessons; and for ED 464, they are comprehension lessons. However, the first lesson must be based upon a narrative text (see Appendix C, Pages 14-15 and Appendix G, Page 6-7) and the second must be based upon an expository text (see Appendix C, Pages 16-17 and Appendix G, Pages 8-9.) The third lesson which is observed by a University FW Supervisor) may be either narrative or expository.

Candidates are also evaluated on their ability to use a variety of genres of literature and expository text (criterion # 1) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 25.)

The Fountas and Pinnell text used in ED 464 includes a wide variety of appendices, one of which is a listing of selected picture books for grades 3-6 (fiction and nonfiction); and another is a leveled book list for grades 2-6 (organized by title, offering fiction and nonfiction works). Chapter 23 also categorizes books by genres and lists them by fiction and nonfiction. Specific features of informational texts are introduced.
When candidates take ED 470, they must utilize a narrative text for the required ELD lesson and an expository text for the required SDAIE (Specially Designed Academic Instruction in English) lesson (See Appendix M, Pages 12.)

TPE’S ADDRESSED: IA-o, IA-p

including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.

Both classes emphasize the importance of using materials that focus on multicultural materials. In Chapter 7 of the Gunning text, candidates read about the importance of incorporating a “multicultural perspective” within the texts in their classrooms. They learn how to integrate these materials as primary readings or as secondary sources to support other readings.

During shared and guided reading demonstrations (Appendix B, Page 6, Session 3 and Page 8, Session 6), the instructors bring in materials that honor different cultural perspectives, (For example, The Runaway Tortilla may be used as an example of a predictable text, as well as of a book that reflects the culture of Mexico.)

Candidates are also provided with lists of books that illustrate varying cultural perspectives. (See Appendix A, Pages 32-34.)

In addition, candidates discuss ways to help students make “matches” with reading materials that are related to the interests and cultures of their students, as well as linked to their independent reading levels. These books can be used for pleasure reading at home or for reading during SSR periods in school. (See Appendix F, Pages 6, Session 3.)

Candidates are also evaluated on their ability to use materials that reflect cultural diversity in teacher-supported and independent reading contexts (criterion # 1) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Pages 25.)

In addition, when candidates take ED 460, which is taught prior to ED 462, they do an entire multicultural unit (Class sessions 11-13), in which they do multicultural literature presentations. (See syllabus in Appendix M, Pages 4, Class #12.)

When candidates take ED 470, following ED 462 and ED 464, the instructor brings in examples of multicultural texts during lesson modeling and demonstration—and candidates are encouraged to include texts which reflect cultural diversity in their fieldwork lessons. (See syllabus in Appendix M, Page 12, Assignment #2.)

(ii) Instruction and experience in developing student background knowledge and vocabulary
In both ED 462 and ED 464, candidates observe instructor-modeled demonstrations which provide for the activation and development of background knowledge (schema, prior knowledge). They are given explicit and specific methods for how to develop students’ schema prior to reading texts. These methods are a part of the ABC’s (lowering of AFFECTIVE FILTER, building of BACKGROUND KNOWLEDGE, integrating strategies for CONTEXTUALIZATION, linguistically and non-linguistically) which they must build into all of the formal lessons in ED 462 and ED 464 to provide scaffolding for ELL students. (See Appendix C, Pages 14-20 and Appendix G, Pages 6-12.) Schema theory, while introduced in ED 462, is reviewed in ED 464 (Session 1) in order to make consistent the understanding and use of the ABC’s in both courses. (See Appendix F, Page 5, Session 1.)

Chapter 4 of the Gunning text focuses upon the stages of word knowledge and the 7 principles of developing vocabulary, as well as techniques for teaching new vocabulary, such as semantic mapping, feature comparison grids, word sorts, labeling, and graphic organizers. (See Appendix A, Pages 8-9.)

In addition, ideas for building experiential background and relating vocabulary to background are presented. (See Appendix B, Pages 8-9.) In each lesson plan, candidates must identify vocabulary that they predict to be problematic for their fieldwork students and to introduce it in ways that will help students to access the reading material more effectively—usually within the context of the “before” activity. All lesson plans are modeled on the Into/Through/Beyond approach (See Appendix C, Pages 12-13.)

Candidates are also evaluated on their ability to develop students’ background knowledge and vocabulary (criterion # 2) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 25.)

A primary emphasis of ED 470 is that candidates build background knowledge for students in a variety of ways. The development of schema, prior to reading and writing activities, is typically included as part of the “into” portion of any language or content area activity. One activity that is designed specifically for the purpose of building background knowledge is the Picture File that candidates create and present to their colleagues (as listed in the course syllabus in Appendix M, Pages 12 (Item #1) and 15.)

TPE’S ADDRESSED: IA-c, IA-m

and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

Chapter 5 of the Gunning text includes a large section on teaching summarizing, as well as the elaboration strategy of making inferences. One particular inference strategy which is demonstrated in the ED 464 class is QAR (Question/Answer/Relationship). (See Appendix F, Pages 7-8, Session 8.)
Chapter 6 in the Gunning text is devoted to different types of text structures, as well as the role of questioning in comprehension. Specific steps are listed in the Gunning text for teaching each of these skills, which are modeled by course instructors and which candidates may then use to integrate into their comprehension lessons in ED 464.

In addition, strategies such as reciprocal teaching and ReQuest include the modeling, demonstration, and practice of questioning and response strategies. (See Appendix F, Pages 7-8, Session 8.)

Candidates are also evaluated on their ability to use reading comprehension strategies, such as analysis of text structure, summarizing, questioning, and making inferences (criterion # 3) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 25.)

The Fountas and Pinnell text used in ED 464 includes a full section (Section 5) on comprehension and word analysis. The reading process is described, followed by an analysis of the ways in which readers construct meaning from three different sets of knowledge. Then, strategies for connecting, inferring, summarizing, synthesizing, analyzing, and critiquing are presented. (See Appendix E, Page 17.)

TPE’S ADDRESSED: IA-d, IA-j

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

Every “formal” lesson that candidates create—and many of the informal lessons which are carried out in the day-to-day context of candidates’ fieldwork—include oral language activities.

Informal oral language activities that are presented to candidates through text readings in Gunning include discussion opportunities, group work, and oral retells. Formal activities include speeches, oral reports, debates, and class presentations and demonstrations.

Each formal lesson plan includes speaking opportunities, along with reading, writing, and listening. (See Appendix C, Page 13 and Appendix G, Page 4.)

Candidates are also evaluated on their ability to promote the use of oral language in a variety of formal and informal settings (criterion # 4) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (Appendix D, Page 25.)

Many oral language strategies are also modeled in ED 470. After candidates have determined students’ CELDT (California English Language Development
Test) levels, they select oral language activities that match these levels. For example, they may include such informal activities as discussions, Gallery Walks, brainstorming, think/pair/share, Four Corners—and such formal activities as speeches, role-playing, oral presentations, and Reader’s Theatre.

TPE’S ADDRESSED: IA-g, IA-h, IA-l

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

In ED 462, Chapter 2 of the Gunning text offers writing strategies, which include shared writing, modeled writing, guided writing, and the Language Experience Approach. The stages of spelling are also presented. (See Appendix E, Page 7.) In addition, student writing experiences through the use of dialogue journals and the Language Experience Approach are also presented in ED 462 during Session 9. (See Appendix B, Page 9.)

In ED 464, Candidates read Chapter 10 of the Gunning text which includes the process approach to writing, as well as conferencing strategies and guidelines, writer’s workshop, and revision and editing skills. Within the area of editing, attention is paid to spelling, punctuation, grammar, and rules of usage. Candidates refer to the Hacker handbook for rules and guidelines (A Writer’s Reference, Appendix E, Pages 43-47.)

During ED 464 class sessions, candidates simulate the writing process and the conferencing procedures in small groups and then “debrief” with their class, as a whole.

The Tully book, Helping Students Revise Their Writing, read by candidates in ED 464, is also a resource for writing and focuses on creating a supportive environment for writing, and the comparison of models for revision. A selection of mini lessons for revision are also included and can be drawn upon for use in candidates’ fieldwork lessons and formal lesson writeups. This information is interrelated with Section 6 in the Fountas and Pinnell text, where connections between reading and writing are made—and candidates are again reminded of the need for continuous assessment in order to make effective instructional decisions. (See Appendix E, Pages 18-21.)

Candidates are also evaluated on their ability to provide writing instruction to students, including pre-writing, drafting, revising, editing, publishing, and assessment strategies (criterion # 5,) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 25.)

TPE’S ADDRESSED: IA-f, IA-g, IA-j, IA-i, IA-q, IA-r, IA-s, IA-t

7A (d)
For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, explicit skills that promote fluent reading and writing, including phonemic awareness.

In Phonics A-Z, (See Appendix A, Page 16) and the Gunning text, attention is paid in ED 462 to the theories underlying the importance of developing phonemic awareness and specific tasks that students need to master in the area of phonemic awareness. In addition, during class sessions, candidates practice teaching the PA tasks (See Appendix E, Page 7, Session 4.) Consistently, they tie the target skills addressed to the ELA Framework.

Sessions 3 and 4 of ED 462 emphasize six of the basic tasks involved in teaching phonemic awareness through description and practice of the tasks and the viewing of a video segment from a state-developed video. (See Appendix B, Page 8, Session 6.)

In Ed 462, candidates also read an article by Lieberman, Shankweiler, and Liberman from the state publication entitled Read All About It on the alphabetic principle and learning to read. (See Appendix B, Page 6, Session 3.)

After candidates have been given the tools to use to teach phonemic awareness and concepts of print, they focus on the development of word recognition strategies in ED 462. Some phonemic awareness strategies are revisited and added upon when candidates read Chapter 22 of the Fountas and Pinnell text in ED 464. (See Appendix E, Page 17.)

Candidates are also evaluated on their ability to teach phonemic awareness (criterion # 6) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 26.)

TPE’S ADDRESSED: 2, 9
IA-a

direct, systematic, explicit phonics and decoding skills, including spelling patterns, sound/symbol codes (orthography)

It is a primary focus of ED 462 to teach candidates how to give their students a wide variety of word recognition skills, including phonics, structural analysis, sight words, and context clues.

The teaching of phonics is tied directly to the state ELA standards and the English and Language Arts Framework, and candidates are taught the requisite skills to teach at each grade level. For ED 462, candidates develop three formal and several other more informal lessons in word recognition. (See Appendix B, Page 2.)

Instructors model and demonstrate various strategies for teaching word recognition lessons during class sessions. Course instructors, University
Fieldwork Supervisors, and School Site Supervisors provide feedback on candidates’ implementation of specific lessons within the area of word recognition. One lesson is formally observed and evaluated by the ULV Fieldwork Supervisor, and two additional word recognition lessons are taught and evaluated by the instructor in ED 462.

Both the Phonics A-Z text and the Gunning text offer strategies for teaching word recognition skills. Also, the Clay text illustrates how students use the three cueing systems as they decode—and focuses on ways to correct miscues resulting from weaknesses in the use of these cues. Candidates are taught how to take running records and to use the results of these assessments to plan appropriate instruction for students in the area of word recognition. (See Appendix A, Pages 20-21.)

Class sessions in ED 462 are devoted to an analysis of the difference between analytic and synthetic phonics methods, as well as an emphasis on the most important phonics generalizations. In particular, Sessions 5-7 highlight approaches to phonics instruction, basic principles of phonics instruction and phonics elements, basic short and long vowel syllable patterns, and practice activities for phonics skills. In addition, other word recognition strategies such as structural analysis, sight words, and context clues are introduced in Sessions 5-7. (See Appendix B, Pages 7-8.)

Candidates also read an article by Samuels, Schermer, and Reinking from the state publication entitled Read All About It on reading fluency and techniques for making decoding automatic. (See Appendix B, Page 9, Session 11.)

The Fountas and Pinnell text for ED 464 builds on the concept of choosing appropriately leveled texts for students at their independent reading levels (for reading on their own) and at the instructional level (for reading with the support of the teacher, as in a Guided Reading context). (See Appendix E, Page 16.)

Spelling is addressed in several ways: In ED 462, candidates learn the stages of spelling (Chapter 2 of Gunning) and how to administer the Elementary Spelling Inventory. Chapter 3 of Gunning includes lesson models and activities for spelling. (See Appendix A, Pages 7-8.) In ED 464, candidates are given ways to organize and represent word structure, meanings, and relationships, and spelling issues are further explored (Chapter 22 of Fountas and Pinnell). (See Appendix E, Page 17.) Spelling is also addressed as part of editing and publishing during discussions and demonstrations of the writing process in ED 464.

Also, in ED 462, candidates analyze the content standards and the English Language Arts Framework to determine what spelling skills must be taught for each grade level. (See Appendix B, Page 6, Session 3.)

Candidates are evaluated on their ability to teach organized, systematic, explicit skills that promote fluent reading and writing, including direct, systematic, explicit phonics and decoding skills, and spelling patterns, (criterion # 6) on the
Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 26.)

TPE’S ADDRESSED: 2, 9  
IA-a

*and extensive practice in reading and writing*

Every text used in ED 462 and ED 464 delineates the theories underlying reading/writing processes and the strategies students need to know to engage in a wide range of reading and writing experiences. Each lesson that candidates teach includes both reading and writing, and further, the texts and the class discussions emphasize the importance of providing for in-class as well as independent reading and writing opportunities for students.

During class sessions, instructors model the into/through/beyond lesson planning format, which incorporates reading and writing. Much time is devoted to the development of appropriate lessons which help students to become more effective readers and writers. Every lesson has a reading or writing “strategy,” plus an academic objective and a focal concept (which may be a content topic). (See Appendix C, Pages 12-13 and G, Pages 3-4.)

Candidates are also exposed to the ELD Framework, after which they do a larger-scale analysis of these standards when they take ED 470. All lessons in ED 470 have a language objective, and candidates must select three ELD standards for each. (See Appendix M, Page 10.)

TPE’S ADDRESSED: 6A-6B, 9  
IA-b, IA-n

7A (e)  
*For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices*

The concept and importance of the students’ culture is addressed in Gunning, Chapter 1 (See Appendix A, Page 7). In addition, candidates are required to carry out a Home Literacy Practices Interview in ED 462 and a Community Literacy Practices Interview in ED 464. (See Appendix C, Pages 30-33 and G, Pages 18-22). The interview results are then brought to class and shared in a whole-class or small-group context in order to help candidates become aware of their students’ home and community literary practices. The patterns underlying these results are then highlighted and explored further during class discussion.

Candidates are also evaluated on their knowledge of home and community literacy practices (criterion # 7) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 26.)
In addition, when candidates take ED 460, which is taught prior to ED 462, they focus on parental involvement (Class Session 10). The roles of home and community literacy practices are then highlighted as matches and mismatches between school and home/community expectations are illustrated within the larger unit on multiculturalism (Sessions 11-13). (See Appendix M, Page 3.)

TPE’S ADDRESSED: 5, 8

*instructional uses of ongoing diagnostic strategies that guide teaching and assessment*

Since all instructional activities are driven by the state standards and assessment information, ongoing assessment is an integral part of the teaching of reading and writing. In ED 462 and ED 464 candidates learn to use the following kinds of assessments to determine the needs of their students: running records, miscue analyses, comprehension tests and discussion, observation, checklists, inventories, writing samples, standardized tests, department and teacher-made tests, and basal series tests. (See Appendix B, Pages 9-10, Sessions 11-12.)

In ED 462, candidates are taught how to give running records to their students as a way of attaining information for setting instructional goals. Sessions 11 and 12 are devoted to giving, scoring, and analyzing running records, and then candidates must carry out a Running Record Activity which is done with a fieldwork student. (See Appendix B, Pages 9-10, Sessions 11-12.)

Candidates in ED 464 are also required to give the Silvaroli Classroom Reading Inventory to a student and to identify areas of weakness and strength. Then, they provide recommendations for instruction. (See Appendix G, Pages 14-17.)

Candidates are also evaluated on their ability to utilize ongoing diagnostic strategies that guide teaching and assessment (criterion # 7) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 26.)

Candidates in ED 470 are taught to analyze the CELDT and to identify which standards for address for ELL students when setting instructional goals.

TPE’S ADDRESSED: 2, 3

IA-u, IA-r

*early intervention techniques in a classroom setting, and guided practice for these techniques.*

Throughout both courses, ED 462 and ED 464, candidates learn the importance of individualizing instruction and of identifying students who need additional support within the literacy curriculum. As they set goals for their fieldwork students that match the state framework, they develop lessons and evaluate whether or not students have met the objectives. If not, they plan small group re-
teaching lessons or opportunities for individualized instruction. (See Appendix C, Page 17, Parts H and I.)

In particular, the practice of guided reading is introduced in Session 6 of ED 462, and candidates learn how to assess students’ needs, determine small groups, and set teaching points for students that match their identified strengths and weaknesses. A video segment (by Allyn and Bacon) is shown in class, which demonstrates the process of guided reading instruction. (See Appendix B, Page 8, Session 6.) A full section (Section 3) of the Fountas and Pinnell text on Guided Reading is also presented in ED 464, complete with specific steps and sample lessons. (See Appendix E, Page 16.)

Chapter 11 of the Gunning text, “Diversity in the Classroom,” specifically focuses on at-risk students, students with disabilities, gifted and talented students, inclusion issues, intervention programs, and help for struggling readers and writers. Candidates learn that if additional small group work and one-to-one support do not work, they should ask for assistance from other grade level teachers, school mentors and teacher specialists, reading specialists, and if necessary, school study teams.

There is also a complete section on setting up a classroom intervention program (see Appendix A, Page 13, Chapter 11), which includes the following steps: goals and objectives, direct, systematic instruction, selecting students, group size, the scheduling of instruction, materials, evaluation, parental involvement, professional support, and the parts of a literacy lesson.

Candidates are evaluated on their ability to use early intervention techniques and to provide guided practice to their students related to these techniques (criterion # 7) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 462. (See Appendix D, Page 26.)

TPE’S ADDRESSED: 2, 3
IA-n

7A (f)
For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language

The phonological structure of the English language is stressed primarily in Chapter 2 of the Gunning text. Gunning suggests strategies for teachers to use to help children build phonological awareness. The concepts of phonemic awareness tasks are presented, along with specific techniques for supporting students as they learn to identify, compare, blend, substitute, delete, and segment sounds (e.g., Elkonin boxes, unifix cubes). These tasks are modeled in class by the course instructor of ED 462, and candidates are also asked to respond to essay-response “scenarios” in which children’s problems with phonemic awareness tasks are presented in order to elicit appropriate instructional suggestions from the candidates. (See Appendix B, Page 7, Session 4.)
The morphological structure of the English language is introduced specifically in Chapter 4 of the Gunning text (See Appendix A, Page 9) within the section on morphemic analysis. Candidates are taught that morphemic analysis is a viable word recognition strategy which students can use, in addition to other strategies such as phonics, sight words, and context clues, to determine the meanings of words they cannot immediately recognize. Topics include the use of compound words; prefixes, suffixes, and roots; contractions; and syllabication. A scope and sequence chart for common roots is also contained in Chapter 4.

Session 7 of the ED 462 class includes a large segment on structural analysis and ways in which students can use smaller, known morphemes to determine the meanings of larger words which contain several morphemic units. (See Appendix A, Page 8, Session 7.) Also, the Phonics A-Z book includes a section on structural, or morphemic analysis, including compound words, contractions, and the use of prefixes and suffixes, and roots. (See Appendix A, Page 19.)

TPE’S ADDRESSED: 9
IA-a, IA-b, IA-c

and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

Research on how children learn to read is primarily provided in the Gunning text. In Chapter 2, a model of the reading system is presented, with the 4 identified processors: meaning processor, orthographic processor, phonological processor, and context processor. Articles from Read All About It have instructional implications for students who are proficient readers, students who have reading difficulties, and ELL students.

Then the stages of reading development are discussed in depth: stage one, emergent literacy, birth to age 5; stage two, early reading, kindergarten and first grade; stage 3, growing independence, grades 2 and 3; stage four, reading to learn, grades 4-6; and stage 5, abstract reading, grades 7 and up. (See Appendix A, Page 7, Chapter 1.) Issues related to understanding the alphabetic principle and having high levels of phonemic awareness are raised, as well.

In ED 464, candidates also focus on the “special feature” sections of each of the chapters of the Fountas and Pinnell text, which address ideas for teaching struggling readers and writers. (See Appendix E, Page 10, SPECIAL FEATURES Section.)

Specific strategies for supporting English Language Learners as they acquire BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiency) in English are addressed in special sections of the Gunning text and also within the course lesson plan format which includes the ABCs for ELL students. (See Appendix C, Pages 18-20). Through all class demonstrations,
attention is paid to the ways in which lessons may be scaffolded for ELL students.

Theorists such as Echevarrias, Richard-Amato, Cummins, Krashen, Collier, Thomas, and Long are also introduced in ED 470. Candidates learn about the background of bilingual education, the processes of first and second language acquisition, and the ELD and SDAIE (Specially Designed Academic Instruction In English) strategies which link to these principles. The SIOP model is used as the basis for the required SDAIE (Specially Designed Academic Instruction in English) lesson. (See Appendix M, Page 11, SIOP Model.)

TPE’s Addressed: 4, 6A-6B, 7, 8
IA-a, IA-n, IA-u, IA-r

7A (g)
As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors.

Fulltime instructional faculty typically teach one or two classes in the Teacher Education Program per semester, and they are available to model instruction for new adjunct or full-time instructors who may be “shadowing” them as a prerequisite to becoming ED 462 or ED 466 instructors in the program. Adjunct instructors must hold a master’s degree (and usually, they have a reading specialist credential, as well) in the area of reading. Adjunct instructors’ schedules are monitored carefully so that they are not overloaded with too many responsibilities in order to ensure effectiveness of teaching.

Candidates are offered the courses they need each semester in order to follow the programs that their advisors have outlined for them. If courses reach a maximum of 25 candidates, new sections are opened.

University Fieldwork Supervisors are also trained within the context of the ED 462 and 466 courses. They “shadow” the course for which they will be supervising candidates for one semester concurrently or prior to going out into the field so that they have a full understanding of the content that candidates are required to demonstrate during their 30 hours of required fieldwork.

If any concepts from ED 462 are unfamiliar to them, they have the opportunity to get clarification and elaboration from the course instructor, as well as to develop a more in-depth understanding of the content through the required class readings. All ULV Fieldwork Supervisors are provided with copies of the course texts, which they read along with the candidates, as assignments are made by the instructors.

ULV Fieldwork Supervisors hold a master’s degree (and usually they have a reading specialist credential, as well) and have at least three years of classroom teaching experience. They are responsible for supervising no more than 18
candidates per contract, and no supervisor may be granted more than two contracts.

In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel, and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

Each semester, several short meetings are held for any ED 462 and ED 466 instructors who wish to attend so that consistency among all courses and instruction can be achieved. Instructors must follow the same syllabus sequence of topics, as well as require the same assignments and examinations. Instructors work together to maintain a cadre of lesson ideas, quizzes, and exams. Fieldwork issues are addressed, as well.

In addition, each November, a large meeting is held, to which all ED 462 and ED 464 instructors and ULV Fieldwork Supervisors (on and off campus) are invited (and expected to attend). A stipend is given to each participant, and substitute teachers are provided for those instructors who must leave their own day-time teaching positions. During this full-day meeting, requirements are covered, content is elaborated upon, questions about fieldwork are answered, and recommendations are made for course modifications or text changes.

When principals at school sites identify the teachers who will serve as the ULV candidates’ School Site Supervisors, a meeting is held among the principal, the School Site Supervisor, and the University Fieldwork Supervisors. At this meeting, fieldwork expectations and responsibilities are laid out so that candidates may proceed with their required 30 hours according to a shared understanding of roles. In addition, the principal, SSS, and candidates must each sign a Fieldwork Supervision Agreement Form. (See Appendix D, Pages 13-14.) Fieldwork Supervisors also share appropriate literacy content information (including syllabi) with the classroom teacher who is the SSS.

District personnel (in most cases, the school principals) are consulted to recommend outstanding teachers in the area of literacy who may serve as School Site Supervisors for the ED 462 candidates. Requirements for the SSS include the following: 3 years of satisfactory full-time teaching, a clear teaching credential, a reputation for being an exemplary teacher of literacy with a “balanced literacy” perspective, and the willingness to work with the ULV candidate and visit his/her classroom at least three times during the semester and to fill out the Evaluation of Performance form.

7A (h)
As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program.
Components of the RICA are infused into the coursework of ED 462 and ED 464 and the fieldwork requirements of ED 462. Candidates in both classes highlight terminology and concepts from the RICA bulletin as part of a KW/L activity at the beginning of each course and then proceed to cover the relevant domains. At the end of the semester, candidates check to see that they have sufficient understanding of all of these concepts when they do the “L” (what have we learned) part of the KW/L. (Appendix B, Pages 6 and 11.)

In addition, candidates are given quizzes, midterms, and examinations which require them to demonstrate content knowledge included on the RICA exam; and they also use the Ready for RICA text as a way of reinforcing their knowledge of the RICA domains and concepts. (See Appendix C, Pages 23 and 34-40.)

As part of their fieldwork, candidates must maintain a clear and complete record of their participatory and observational experiences, and they must related the listed activities to the relevant RICA domains on their Fieldwork Log. (See Fieldwork Log in Appendix D, Pages 6.) They must also list the ELA Framework standards to which the activities are linked.

and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

All course information and fieldwork experiences in the program of teacher preparation at ULV are linked with the ELA content standards and the English and Language Arts Framework, which are aligned with the California Education Code. (See Appendix A, Pages 35-37.)

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

All candidates for a multiple subject teaching credential must do at least half of their fieldwork hours (15 out of the required 30) for ED ED 462 in a K-3 setting. These fieldwork hours must be completed in classrooms which are linguistically and/or culturally diverse. Before beginning work in these classrooms, candidates are required to validate the level of diversity with the principal of the school in which they are carrying out their fieldwork.

In addition, all candidates must satisfy two separate placement requirements for supervised teaching, (See Appendix D, Pages 17-24) and at least one of these experiences must be in a classroom setting that is linguistically and/or culturally diverse. They must choose from two of the following grade placements: K-2, 3-5, and 6-9. Part of the requirement for Supervised Teaching includes the incorporation of reading and writing strategies into lesson plans. At least one of the candidate placements necessarily includes experiences with beginning reading, K-3 (since K-2 or 3-5 is a requirement.)
In ED 470, candidates must also do their 30 hours of fieldwork in a linguistically and/or culturally diverse classroom. In this particular fieldwork opportunity, candidates teach ESL and SDAIE (Specially Designed Academic Instruction In English) (Specially Designed Academic Instruction in English) lessons to children who are English Language Learners.

7A (j)
As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates.

The University of La Verne has established a cohort of districts who routinely recommend personnel who are qualified to serve as School Site Supervisors or Supervised Teaching Supervisors for ULV candidates. These districts have been identified as those which have balanced, comprehensive language arts curricula and which can offer the high level of expertise needed to provide appropriate support to the ULV Teacher Education candidates.

The Director of the ULV Reading Program, along with the Coordinator of Fieldwork Experience and the Program Chair of Teacher Education, routinely communicate with the district personnel who make recommendations for supervisors, as well as with the supervisors themselves. Often, the School Site Supervisors contact ULV personnel to ensure that they understand the fieldwork requirements or to ascertain that the candidates are following the fieldwork plan set forth by the university. (See Appendix D, Pages 1-2.) Candidates must check off each fieldwork form as the requirements are explained. (See Appendix D, Page 5.)

Once per semester, an orientation is held for school administrators, School Site Supervisors, and candidates so that additional concerns or questions can be addressed related to the reading fieldwork requirements.

In addition, letters are sent to the principals (See Appendix D, Pages 11-12) and school site supervisors (See Appendix D, Pages 7-10) of participating schools, in which the roles of the classroom teachers who have been identified as School Site Supervisors (SSS) are clearly outlined. Phone numbers of contact persons are included so that any questions may be addressed promptly to ULV personnel. ULV Fieldwork Supervisors have information provided to them on the Candidate Location Form. (See Appendix, D, Page 3.)

The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing, and related language instruction.

If candidates are not currently teaching, then they are in a Traditional Teacher Education Program of preparation. They must do their 30 hours of fieldwork for
ED 462 in a classroom in which the teaching of reading and writing is taught. (At least half of their 30 hours must be done in a K-3 setting.) (See Appendix D, Page 4, Primary Grade Fieldwork attachment.) They must also do 6-8 hours of observation in other classrooms (30 hours inclusive). ULV Reading Fieldwork Supervisors visit each candidate at least twice, once to verify that their placement is appropriate and a second time to do a formal observation of a lesson.

For Supervised Teaching, traditional candidates do two semesters of participation, five weeks in 468 (beginning/intermediate level) and ten weeks in ED 478 (advanced level), and they are supervised once a week. For both “reading” experiences, their School Site Supervisor and their Supervised Teaching Supervisors must evaluate them using a rubric that is based on the state standards related to reading and language arts. (See Appendix D, Pages 25-26 and 32-33.)

If candidates are in the Intern Program (and are therefore contracted full-time by a school district), they may use their own classrooms as the context for part of their reading fieldwork. (At least half of their 30 hours must be done in a K-3 setting.) They must also do 6-8 hours of observation in other classrooms (30 hours inclusive). ULV Reading Fieldwork Supervisors visit each candidate at least twice, once to verify that their placement is appropriate and a second time to do a formal observation of a lesson.

For Supervised Teaching, candidates follow the same program as traditional candidates in 468 (beginning/intermediate level) and ED 478 (advanced level), but they begin receiving university supervision at the start of their program, directly SDAIE (Specially Designed Academic Instruction in English) after taking ED 462 and ED 464 (or ED 466). They are visited once a week in ED 468 and ED 478 and receive biweekly supervision, as well, during the time period between the taking of ED 468 and ED 478. For both “reading” experiences, the School Site Supervisor and their Supervised Teaching Supervisors must evaluate them using a rubric that is based on the state standards related to reading and language arts. (See Appendix D, Pages 25-26 and 32-33.)

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

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any single subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds.

The program places each candidate for a Single subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the
Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors.

The single subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate’s field experience(s), internship(s), or student teaching assignment(s).

OVERVIEW OF STANDARD 7B

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any single subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. In the primary course which covers the content material for reading, writing, and related language instruction in reading, ED 466 (Introduction to the Teaching of Reading for Single Subject Candidates), candidates read chapters and articles which help to build the research-based foundation for how secondary students’ language and literacy skills and the methods that are most effective for teaching them. In addition, instructors present research-based information in class and model and demonstrate strategies for practical application of the theories and related strategies. Further, in ED 460 (Diversity, Interaction, and the Learning Process) and Ed 470 (Theories and Methods of Education for Linguistically Diverse Students), additional research on meeting the literacy needs of linguistically and culturally diverse students is presented.

The program places each candidate for a Single subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program. All candidates are given the tools to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking throughout ED 466, in terms of required content, lesson plan and fieldwork requirements, and in-class activities. Course content covers word recognition, spelling, vocabulary, comprehension, literary, and independent reading skills. The focus on “systematic” is carried through when candidates analyze the ELA Content Standards, the specific Content Standards for different subject areas, and the English and Language Arts Framework.

These approaches and methods are aligned with the state-adopted academic content standards for studentS in English Language Arts and the Reading/Language Arts Framework. All candidates become familiar with these documents as they move through the coursework in the teacher preparation program. Specifically, for all lesson plans and Fieldwork Logs, candidates must align their instructional objectives with the standards.

Candidates are placed with teachers who cooperate with institutional supervisors and instructors. The University of La Verne works with a cadre of local school districts who are known to have comprehensive, systematic
programs of instruction in the language arts. However, when candidates begin to do their reading fieldwork or supervised teaching hours, additional “checks” are made to ensure that their experiences will expose them to such programs. The ULV Fieldwork Supervisors for ED 466 make a specific visit to each candidate’s school site for the express purpose of ascertaining whether or not the placement is appropriate. Similarly, faculty members who oversee the supervised teaching experiences in ED 468 and Ed 478 monitor candidates’ placements early on and consistently.

The single subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate’s field experience(s), internship(s), or student teaching assignment(s). The Single Subject Preparation Program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidates’ field experiences, internships, or student teaching assignments. Candidates in ED 466 carry out 30 hours of fieldwork in which they document their lessons with a specified group of fieldwork students and are supervised by a School Site Supervisor within a local school district, as well as by a University Fieldwork Supervisor from ULV. They also do 30 hours of fieldwork with ELL students in ED 470 (ESL and SDAIE methodology, which is language-based). Supervised Teaching is also carried out in ED 468 and ED 478, and candidates have Supervised Teaching Supervisors, as well as master teachers, who oversee their implementation of reading and language arts within the content areas.

**Program Elements for Standards 7-B: Single-Subject Reading, Writing, and Related Instruction in English**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

**7B (a) Each candidate participates in intensive instruction in reading and language arts methods**

Candidates in 415S read a text by Betty Roe, Barbara Stoodt, and Paul Burns, *The Content Areas: Secondary School Literacy Instruction*, that includes theories by a number of well-known reading researchers and puts forth principles that support the ELA Framework and Content Standards. Through their reading of Chapter 1 and Chapter 4 of the Roe, Stoodt, and Burns text, as well as by instructor presentation, candidates learn about content area reading instruction, the role of cognitive and linguistic roles in comprehension, and approaches to reading instruction. They read about the work of Vygotsky as they come to understand the proficient reader process and how effective teachers can scaffold instruction to meet the needs of all students.

*that is grounded in methodologically sound research*
In addition, candidates also read selected articles from Read All About It, a state-published collection of articles, which include recent research related to reading instruction for students in grades 7-12. Researchers such as Pearson, Roehler, Dole, Duffy, and Anderson provide a synthesis of reading comprehension processes and cite seven strategies of successful readers. (See Appendix I, Page 4 for descriptions of the specific supplementary articles provided to 415 candidates.)

As part of this course, candidates are required to download the state content standards, which are published on the CDE website. Through their reading of chapters 10 and 11 of the Roe, Stoodt, and Burns they look at differences and commonalities among teachers’ editions and the student texts from various publishers and analyze how the texts meet requirements for reading instruction (See Appendix I, Pages 5-14); and in class, candidates identify and discuss the elements contained in these materials. (See Appendix J, Page 8, Sessions 10 and 11.)

and includes exposure to well-designed instructional programs

Through their reading of Roe, Stoodt, and Burns Chapter 1, candidates examine the aspects of the total school reading program that include developmental, content area, recreational, and remedial reading (Appendix I, Page 7) and address these components in class. (See Appendix J, Page 5, Session 2.) Candidates are exposed to research that supports the Silent Sustained Reading Program (SSR). They read a text by Janice Pilgreen, The SSR Handbook, (See Appendix I, Pages 19-22) and discuss how their school sites support SSR programs, and examine texts that will meet the needs, interests, and reading levels of all students. (See Appendix J, Page 7, Session 9.) As part of the 466 class, candidates learn to determine students’ independent, instructional, and frustration levels by using the Burns and Roe Informal Reading Inventory (See Appendix J, Pages 7-8, Sessions 10 and 11)---and to use this information to help students select independent reading books. Lists of book titles, including many for struggling readers, are included in Appendix I, Pages 22-32, of The SSR Handbook.

Which enables students to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework

Because candidates are exposed to a variety of structural analysis vocabulary and comprehension strategies, as well as writing methodology and oral language development (and also because they analyze their content standards), they become cognizant of what it means to offer a “comprehensive” program of instruction to students. The framework guidelines, which matches the program objectives in the approved language arts basal program, set forth the procedures for making certain that instruction is not only systematic, but also explicit. The
reading process is discussed in detail, based on chapter 4 of the Roe, Stoodt, and Burns text. (See Appendix I, Page 9 and Appendix J, Page 5, Session 3.)

and that includes explicit and meaningfully-applied instruction in reading, writing, and related language skills and strategies for ELL students and speakers of English.

Candidates are taught how to use assessment information (e.g. informal observations, checklists, comprehension quizzes, textbook questions, discussion, interest inventories, and the Informal Reading Inventory—which includes miscue analysis for decoding) to guide their teaching objectives—and they are required to teach two “formal” lessons (See Appendix K, Pages 3-6), one of which is observed by a University Fieldwork Supervisor and evaluated through the use of a FW Observation Feedback Form. (See Appendix L, Page 20.) Candidates are required to set instructional objectives for their students as they do the 30 hours of required fieldwork—and to justify their target teaching points, based on the Content Standards and on the results of assessment information. Each lesson must include the expressive skills of speaking and writing, as well as the receptive skills of reading and listening. Candidates are asked to consult content level standards when determining objectives for their fieldwork students and to see appropriate objectives, matched to strategies.

Finally, each candidate is required to develop a Strategy Notebook (See Appendix K, Page 7), which is comprised of all strategies and skills demonstrated during class sessions by the instructor and by colleagues. By the end of course they have a wide repertoire of methods to refer to as they continue to develop their expertise in the classroom.

As a way of documenting the implementation of their new learnings, candidates in ED 466 also record their 30 hours of fieldwork activities in a Fieldwork Log—thereby matching their lesson foci to Content Standards. (See Appendix L, Page 1.) The criteria that they list on their Fieldwork Log matches with the Evaluation of Performance form that their School Site Supervisors fill out for them at the end of their fieldwork experiences. (See Appendix L, Pages 18-19.) School Site Supervisors (SSS) from the candidates’ own districts, as well as University Fieldwork Supervisors, visit to observe and document the process of providing appropriate, explicit (and teacher-directed) lessons to candidates. The SSS must evaluate candidates on their effectiveness in providing language instruction via an Evaluation of Performance form (see Appendix L, Page 19), and University Fieldwork Supervisors must evaluate one formal lesson using a FW Observation Feedback Form. (See Appendix L, Pages 20.)

TPE’S ADDRESSED: 2, 4, 5, 6c, 8, 9
1B-k, 1B-a, 1B-I, 1B-g, 1B-h, 1B-j, 1B-p

7B (b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students,
As candidates read Chapters 7, 10, and 11 in Roe, Stoodt, and Burns they examine the commonalities and differences in reading across the disciplines which includes different strategies for different disciplines. (See Appendix J, Pages 7, Sessions 9, 10, and 11.) Students are exposed to a variety of reading comprehension, study skills, and writing connections across content areas. The Hacker text, *A Writer’s Reference*, used in ED 466 as a reference for the stages of the writing process (Appendix I, Pages 42-47), includes information that candidates need to know in order to help support English Language Learners with their writing skills.

After candidates take ED 466, they take ED 470, which builds on further on their knowledge of how to provide effective instruction to ELL students. Candidates in ED 470 develop Strategy Logs which they fill out as they watch the modeling and demonstration of lessons for ELL students in their class. (See Appendix M for ED 470 Syllabus.)

*including students with varied reading levels and language backgrounds.*

Special attention is paid to the needs of the ELL student in this course. In chapter 12 of the Roe, Stoodt, and Burns text, candidates are exposed to issues regarding at risk students, students with disabilities and ELL instruction. (See Appendix I, Page 13 and Appendix J, Page 7, Session 7.) A large part of 466 is devoted to ways of scaffolding language instruction for ELL students. In both courses, candidates must complete two separate (formal) lessons (in addition to the ones which they create on a daily basis for their fieldwork students) which incorporate the ABC’s for ELL students: lowering of the AFFECTIVE FILTER, activation and development of BACKGROUND KNOWLEDGE, and incorporation of linguistic and non-linguistic CONTEXTUALIZATION. (See Appendix K, Page 2 for examples.) Students are also exposed to the ELD Framework, after which they do a larger-scale analysis of these standards when they take ED 412.

In this class, candidates use the Burns and Roe Informal Reading Inventory (See Appendix I, Pages 15-18, Sessions 10 and 11) as they gather data for a case study student (older reader). By gathering data, they will determine what explicit instructional strategies would support the student in his/her areas of strength and weakness. The miscue analysis results inform the candidate on oral reading proficiency levels, and the comprehension questions provide information on the students’ ability to understand what they are reading. However, there is a stronger focus on comprehension in this inventory for the purpose of helping candidates to learn a wide variety of comprehension strategies to use with children (main ideas, details, inferences, context clues, cause/effect, sequencing found in Appendix J, Session 5 & 16). Again, candidates are evaluated on the basis of their ability to match appropriate instruction to assessment and to include all four language skills.

During the final examination, additional case study scenarios are presented to the candidates in which they must articulate plans for delivering explicit and meaningfully-applied instruction in reading, writing, and language skills. (See Appendix K, Pages 16-22 and Sessions 6 and 15.)
Candidates are required to carry out a School Literacy Practices Interview in ED 466. (See Appendix K, Pages 13-15, Session 11.) The results are shared with the class in order to help candidates become aware of their students’ literacy practices at school. The patterns underlying these results are then highlighted and explored further during class discussion.

In addition, when candidates take ED 460 (See Appendix M, Page 3), which is taught prior to ED 466, they focus on parental involvement (Class Session 10). The roles of home and community literacy practices are highlighted as matches and mismatches between school and home/community expectations are illustrated within the larger unit on multiculturalism. (See Appendix M, Page 3, Sessions 11-13.)

TPE’S ADDRESSED: 2, 3, 4, 5, 6C, 7, 8, 9
1B-d, 1B-o, 1B-s, 1B-g, 1B-j, 1B-q, 1B-r, 1B-s

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

(i) instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary

In ED 466, candidates observe instructor-modeled demonstrations which provide for the activation and development of background knowledge (schema; prior knowledge). They are given explicit methods and specific methods for how to develop students’ schema prior to reading texts. These methods are a part of the ABC’s (lowering of AFFECTIVE FILTER, building of BACKGROUND KNOWLEDGE, integrating strategies for CONTEXTUALIZATION, linguistically and non-linguistically) which they must build into all of the formal lessons in ED 466 to provide scaffolding for ELL students. (See Appendix K, Pages 2.)

Candidates focus on word recognition skills (vocabulary and structural analysis) and reading comprehension skills (main ideas, details, inferences, context clues, cause/effect, sequencing found in Appendix J and Sessions 5, 9, and 10). Both of these areas are addressed in chapters 3, 4, 5, and 10 in Roe, Stoodt, and Burns. (See Appendix I, Pages 8-12, Sessions 3,4,5, and 10.) By reading Chapter 3 in Roe, Stoodt, and Burns, candidates focus on the principles for developing new vocabulary as well as techniques for teaching new vocabulary, such as semantic mapping, semantic feature analysis and context clues. (See Appendix J, Session 5.)

In addition, ideas for building experiential background and relating vocabulary to background are presented. In each lesson plan, candidates must identify vocabulary that they predict to be problematic for their fieldwork students and to introduce it in ways that will help students to access the reading material more effectively--usually within the context of the "before” activity. (See Appendix K,
Candidates demonstrate their knowledge of vocabulary instruction during the midterm. (See Appendix K, Session 6.)

Candidates are also evaluated on their ability to use reading comprehension strategies (criterion #3) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of the fieldwork experiences for ED 466. (See Appendix L, Pages 18-19.) They are also evaluated by their ED 466 instructors on the two formal reading lessons which they carry out with students. (See Appendix K, Pages 3-6.)

In the ED 470 class, candidates must do a text-based SDAIE (Specially Designed Academic Instruction in English) lesson in which they choose a grade level text (targeted for specific fieldwork students) and modify it appropriately for ELL students. The goal is to enable students to comprehend the text through the process of text modifications: simplified, as well as elaborated versions, are required. (See ED 470 syllabus in Appendix M, Pages 11.)

Candidates are evaluated on their ability to develop students' background knowledge and vocabulary (criterion #1) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 466. (See Appendix L, Pages 18-19.)

A primary emphasis of ED 470 is that candidates build background knowledge for students in a variety of ways. The development of schema, prior to reading and writing activities, is typically included as part of the “into” portion of any language or content area activity. One activity that is designed specifically for the purpose of building background knowledge is the Picture File that candidates create and present to their colleagues (as listed in the course syllabus in Appendix M, Pages 9-14).

**and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.**

Chapter 4 of the Roe, Stoodt, and Burns text includes a large section on teaching summarizing, as well as the elaboration strategy of making inferences. One particular inference strategy which is demonstrated in the 466 class is QAR during Appendix J and Session 4 (Question/Answer/Response). This chapter also includes comprehension strategies which are demonstrated in class and focus on helping students to identify text structure (See Appendix I, Page 9, Appendix J, Page 5, Session 3) and how text structure impacts reading comprehension in the content areas.

Through the reading of Chapters 5 and 6 in Roe, Stoodt, and Burns, candidates examine the impact of questioning, inferencing, and summarizing skills in their content area classrooms (Appendix I, Page 9 and Appendix J, Page 4, Session 4) and the importance of incorporating these strategies into their lessons. (See Appendix J, Page 3-6.) Candidates demonstrate their knowledge of reading
comprehension and text structure during the midterm and final. (See Appendix K, Sessions 6 and 16.)

Candidates are also evaluated on their ability to use reading comprehension strategies, such as analysis of text structure, summarizing, questioning, and making inferences (criterion #2) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 466.

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

Candidates understand that in order to promote fluent reading predictable texts, read-along tapes, and vocabulary across the content areas must be addressed in their classes. Predictable texts for older readers are multiple forms of text (movies and videos) that have repetition of plot, style, and vocabulary. One of the strategies candidates learn about in the *The SSR Handbook* is to include read along tapes in their classroom library. This strategy has been shown to be effective with students reading below grade level and ELL students (See Appendix I, Page 21, Chapter 5, Session 8) that match reading at their independent or instructional levels as determined by the Informal Reading Inventory by Burns and Roe. (See Appendix I, Pages 15-20 and Sessions 10 and 11.) Lists of book titles, including many for struggling readers, are included in Appendix I, Pages 23-32, of *The SSR Handbook.*

Free voluntary reading, SSR and other ways of exposing students to wide reading opportunities are presented in ED 466. The concept of wide reading (reading across a variety of genres) is introduced and developed in Roe, Stoodt and Burns Chapter 9 (See Appendix I, Pages 11-12) and through reading of *The SSR Handbook.*

Candidates utilize structural analysis and context clues strategies to decode multisyllabic words. Through modeling and demonstration in class by the instructor, candidates are exposed to content word walls (sight words) and onset-rime words walls to help older students decode technical terms. (See Appendix K, Pages 3-4.) Students generate spelling glossaries which contain words that they personally frequently misspell in content area assignments.

(iii) **Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction**

Candidates read Chapter 13 of Roe, Stoodt, and Burns and are taught how to use assessment information (e.g. informal observations, checklists, comprehension quizzes, textbook questions, discussion, interest inventories, writing samples, standardized tests, and the Informal Reading Inventory-which includes miscue analysis for decoding) to guide their teaching objectives. (See Appendix I, Page 14 and Appendix J, Page 9 Session 14.)
Candidates are also evaluated on their ability to utilize ongoing diagnostic strategies that guide teaching and assessment (criterion #6) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 466. (See Appendix L, Pages 18-19.)

Candidates in ED 470 are taught to analyze the CELDT and to identify which standards to address with ELL students when setting instructional goals.

_and strategies for promoting the transfer of primary language reading skills into English language reading skills._

Readings of chapter 12 in Roe, Stoodt, and Burns (See Appendix I, Page 13), chapter 3 of Pilgreen (See Appendix I, Page 21 and Appendix J, Page 7, Session 8) emphasize that students who are literate in their first language will have an easier time transferring into their second language. As teachers prepare materials and instruction for ESL students, they are reminded to move students from BICS (basic communication) to CALP (academic language) as they read text. In the lesson plan format the contextualization piece builds in scaffolded opportunities both linguistic and non-linguistic (charts, graphs, realia) for students who are struggling with content area concepts and vocabulary. (See Appendix J, Pages 2a and 2b.)

Theorists such as Echevarrias, Richard-Amato, Cummins, Krashen, Collier, Thomas, and Long are also introduced in ED 470. Candidates learn about the background of bilingual education, the processes of first and second language acquisition, and the ELD and SDAIE (Specially Designed Academic Instruction in English) strategies which link to these principles. The SIOP model is used as the basis for the required SDAIE (Specially Designed Academic Instruction in English) lesson. (See Appendix M, Page 11, SIOP Model.)

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

In chapter 9 of Roe, Stoodt, and Burns, candidates are presented with a variety of strategies which address the integration of oral language in their instruction (i.e. discussions, peer help, pair share activities, debates, simulations, speeches, oral reports, response groups, news reports, and mock trials) and how these strategies increase content knowledge. (See Appendix I, Pages 11-12 and Appendix J, Page 7, Session 8.) Every "formal" lesson that candidates create--and many of the informal lessons which are carried out in the day-to-day context of candidates' fieldwork--include oral language activities.

Chapter 8 of the Roe, Stoodt, and Burns text explains the writing process which is then demonstrated in class by the instructor emphasizing the theoretical underpinnings of the interdependent relationship between reading, writing, listening, and speaking (See Appendix I, Pages 10-11, Session 13) and how writing is incorporated into the content areas (i.e. reading response journals,
science laboratory reports, word problems, essays, story expressions, language experience approach, content journals, character journals, photo essays, and internet writing projects). Each formal lesson plan includes speaking opportunities, along with reading, writing, and listening.

Candidates are also evaluated on their ability to promote the use of oral language in a variety of formal and informal settings (criterion #7) on the Evaluation of Performance form which is filled out by their School Site Supervisor at the end of their fieldwork experiences for ED 466. (See Appendix L, Page 19.)

Many oral language strategies are also modeled in ED 470. After candidates have determined students’ CELDT (California English Language Development Test) levels, they select oral language activities that match these levels. For example, they may include such informal activities as discussions, Gallery Walks. Brainstorming, think/pair/share, Four Corners—and such formal activities as speeches, role-playing, oral presentations, and Reader’s Theatre.

**TPE’s ADDRESSED:**

2, 3, 4, 5, 6c, 7, 8, 9
1B-a, 1B-c, 1B-j, 1B-g, 1B-d, 1B-o
1B-b, 1B-I, 1B-r, 1B-s, 1B-h, 1B-p, 1B-e, 1B-f

**7B (d) For each candidate, the study of reading and language arts includes the phonologically/morphological structure of the English Language and methodologically sound research on how students learn to read, including ELL students, students with reading difficulties, and students who are proficient readers**

Candidates utilize structural analysis, morphological analysis, and context clues strategies from chapter 3 in Roe, Stoodt, and Burns (See Appendix I, Pages 8-9 and Appendix J, Page 6, Session 5) to decode multisyllabic words. Through modeling and demonstration in class by the instructor, candidates are exposed to content word walls (sight words) and onset-rime words walls to help older students decode technical terms.

Phonological structure as explained in chapters 1 and 4 in Roe, Stoodt, and Burns attends to word families and syllable patterns that is brought up when word walls are introduced as a decoding strategy. (See Appendix I, Pages 9.) Students generate spelling glossaries which contain words that they personally frequently misspell in content area assignments. Students are also exposed to research that focuses on the importance of wide reading and foundations of reading comprehension in the text *Read All About It*. Anderson reviews evidence on the positive influence of wide reading in children’s growth as readers. (See Appendix I, Page 4.)

As part of this course, candidates also analyze the Content Standards that they are required to download from the CDE website. (See Appendix J, Page 5, Session 2.)
The assignments for ED 470 also require that candidates integrate reading, writing, listening, and speaking. Two formal lessons are carried out: one ELD lesson and one SDAIE (Specially Designed Academic Instruction in English) lesson. In both, candidates must incorporate all four skills. (See Appendix M, Pages 16-20.) When candidates take ED 470, following ED 466, the instructor brings in examples of multicultural texts during lesson modeling and demonstration---and candidates are encouraged to include texts which reflect cultural diversity in their fieldwork lessons. (See syllabus in Appendix M, Pages 9-14.)

TPE’S ADDRESSED: 2, 3, 4, 5, 6c, 7, 8, 9
1B-a, 1B-b, 1B-c, 1B-g, 1B-j, 1B-o, 1B-p

7B (e) See Common Standard 2. The institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors

Fulltime instructional faculty typically teach one of two classes in the Teacher Education Program per semester, and they are available to model instruction for new adjunct or full-time instructors who may be "shadowing" them as a prerequisite to becoming ED 466 instructors in the program. Adjunct instructors must hold a master's degree (and usually, they have a reading specialist credential, as well) in the area of reading.

Candidates are offered the courses they need each semester in order to follow the programs that their advisors have outlines for them. If courses reach a maximum of 25 candidates, new sections are opened.

University Fieldwork Supervisors are also trained within the context of the ED 466 courses. They "shadow" the course for which they will be supervising candidates for one semester concurrently or prior to going out into the field so that they have a full understanding of the content that candidates are required to demonstrate during their 30 hours of required fieldwork.

If any concepts from ED 466 are unfamiliar to them, they have the opportunity to get clarification and elaboration from the course instructor, as well as to develop a more in-depth understanding of the content through the required class readings. All ULV Fieldwork Supervisors are provided with copies of the course texts, which they read along with the candidates, as assignments are made by the instructors.

Fieldwork Supervisors hold master's degrees (and usually they have a reading specialist credential, as well) and have at least three years of classroom teaching experience. They are responsible for supervising no more than 18 candidates per contract, and no supervisor may be granted more than two contracts.

In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation
among faculty members, school district personnel, and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

Each semester, several short meetings are held for any ED 466 instructors who wish to attend so that consistency among all courses and instruction can be achieved. Instructors must follow the same syllabus sequence of topics, as well as require the same assignments and examinations. Instructors work together to maintain a cadre of lesson ideas, quizzes, and exams. Fieldwork issues are addressed, as well.

In addition, each November, a large meeting is held, to which all ED 466 instructors and ULV Fieldwork Supervisors (on and off campus) are invited (and expected to attend). A stipend is given to each participant, and substitute teachers are provided for those instructors who must leave their own day-time teaching positions. During this full-day meeting, requirements are covered, content is elaborated upon, questions about fieldwork are answered, and recommendations are made for course modifications or text changes.

When principals at school sites identify the teachers who will serve as the ULV candidates' School Site Supervisors, a meeting is held among the principal, the School Site Supervisor, and the candidate. At this meeting, fieldwork expectations and responsibilities are laid out so that candidates may proceed with their required 30 hours according to a shared understanding of roles. Placements are verified. (See Appendix L, Pages 2-5 and 6-7.) Fieldwork Supervisors often share content information (including syllabi) with the classroom teacher who is the SSS.

District personnel (in most cases, the school principals) are consulted to recommend outstanding teachers in the area of literacy who may serve as School Site Supervisors for the ED 466 candidates. Requirements for the SSS include the following: 3 years of satisfactory full-time teaching, a clear teaching credential, a reputation for being an exemplary teacher of literacy with a "balanced literacy" perspective and the willingness to work with the ULV candidate and visit his/her classroom at least three times during the semester and to fill out the Evaluation of Performance form.

TPE’S ADDRESSED: 12, 13

7B (f) See Common Standard 7. Field experiences, student teaching assignments, and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program and include ongoing opportunities to participate in effective reading instruction that complies with current positions of the California Education Code.

All candidates for the single subject teaching credential must do 8 hours of their fieldwork observing classrooms with strong literacy programs. The remaining 22 hours can be completed in their own content areas focusing on components of
Part of the requirement for Supervised Teaching includes the incorporation of reading and writing strategies into lesson plans. In ED 470, candidates must also do their fieldwork in a linguistically and/or culturally diverse classroom.

TPE’S ADDRESSED: 12, 13

7B (g) See Common Standard 8. The institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates

The University of La Verne has established a cohort of districts who routinely recommend personnel who are qualified to serve as School Site Supervisors or Student Teacher Supervisors for ULV candidates. These districts have been identified as those which have balanced, comprehensive literacy programs and which can offer the high level of expertise needed to provide appropriate support to the ULV Teacher Education candidates.

The Director of the ULV Reading Program, along with the Student Teacher Coordinator and the Program Chair of Teacher Education, routinely communicate with the district personnel who make recommendations for supervisors, as well as with the supervisors themselves. Often, the SSS call to ensure that they understand the fieldwork requirements or to ensure that the candidates are following the fieldwork plan set forth by the university.

Once per semester, an orientation is held for school administrators, School Site Supervisors, and candidates so that additional concerns or questions can be addressed.

In addition, letters are sent to principals and school site supervisors of participating schools, in which the roles of the classroom teachers who have been identified as School Site Supervisors (SSS) are clearly outlines. (See Appendix L, Pages 16-17.) Phone numbers of contact persons are included so that any questions may be addressed promptly to ULV personnel.

and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing, and related language instruction.

If candidates are not teaching, then they are in a Traditional Teacher Education Program of preparation. They must do their 30 hours of fieldwork for ED 462 in a classroom in which the teaching of reading and writing is taught. ULV Reading Fieldwork Supervisors visit each candidate at least twice, once to verify that their placement is appropriate and a second time to do a formal observation of a lesson.
For Supervised Teaching, traditional candidates do two semesters of participation, five weeks in 468 (beginning/intermediate level) and ten weeks in 478 (advanced level), and they are supervised once a week. For both "reading" experiences, their School Site Supervisor and their Supervised Teaching Supervisors must evaluate them using a rubric that is based on the state standards related to reading and language arts. (See Appendix L, Pages 20 and 25-26.)

If candidates are in the Intern Program (and are therefore contracted full-time by a school district), they may use their own classrooms as the context for part of their reading fieldwork. ULV Reading Fieldwork Supervisors visit each candidate at least twice, once to verify that their placement is appropriate and a second time to do a formal observation of a lesson.

For Supervised Teaching, candidates follow the same program as traditional candidates in 468 (beginning/intermediate level) and 478 (advanced level), but they begin receiving university supervision at the start of their program, directly after taking 460 and 462 or 466. They are visited once a week in 468 and 478 and receive biweekly supervision, as well, during the time period between the taking of ED 468 and ED 478. For both "reading" experiences, the School Site Supervisor and their Supervised Teaching Supervisors must evaluate them using a rubric that is based on the state standards related to reading and language arts. (See Appendix L, Pages 20 and 25-26.)

TPE’S ADDRESSED: 12, 13
State of California Commission on Teacher Credentialing

Program Standard 8:
Pedagogical Preparation for Subject-Specific Content Instruction

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

In subjects other than Reading-Language Arts, the professional 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, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectation (TPEs) to the teaching of each major subject area, and 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.

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

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

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

8A(b) Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K -8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.
8A(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in History while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

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

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

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

Standard 8

Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject Candidates

<table>
<thead>
<tr>
<th>TPE 1A</th>
<th>TPE 2</th>
<th>TPE 3</th>
<th>TPE 4</th>
<th>TPE 5</th>
<th>TPE 6A&amp;B</th>
<th>TPE 7</th>
<th>TPE 8</th>
<th>TPE 9</th>
<th>TPE 10</th>
<th>TPE 11</th>
<th>TPE 12</th>
<th>TPE 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A(a)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(a1)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(a2)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(a3)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(a4)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(a5)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(a6)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(b1)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(b2)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(b3)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(b4)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(c1)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(c2)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(c3)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(c4)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(c5)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(d)</td>
<td>No TPE</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(e)</td>
<td>No TPE</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>8A(f)</td>
<td>No TPE</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>All</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
</tbody>
</table>

**TEACHER PERFORMANCE EXPECTATION** (Detailed descriptions of the marked TPEs' follow this page. Areas where "Some" is marked above are more clearly delineated.)

**TPE 1A Subject Specific Pedagogical Skills**; **TPE 2 Monitoring Student Learning**; **TPE 3 Interpretation and use of assessments**; **TPE 4 Making Content Accessible**; **TPE 5 Student Engagement**; **TPE 6 Developmentally Appropriate Teaching Practices**; **TPE 7 Teaching English Learners**; **TPE 8 Learning About Students**; **TPE 9 Instructional Planning**; **TPE 10 Instructional Time**; **TPE 11 Social Environment**; **TPE 12 Professional, Legal, and Ethical Obligations**; **TPE 13 Professional Growth**

**STANDARD**

8A(a) **Mathematics** - Multiple Subject
8A(b) **Science** - Multiple Subject
8A(c) **History** - **Social Science** - Multiple Subject
8A(d) **Visual and Performing Arts** - Multiple Subject
8A(e) **Physical Education** - Multiple Subject
8A(f) **Health** - Multiple Subject
Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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 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 they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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. They encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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.

**TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

**TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know when and how to use specialized assessments based on students' needs. Candidates know about and can
appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.
During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 7: Teaching English Learners  (Some---underlined areas are emphasized)

Candidates for a Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

TPE 8: Learning about Students  (Some---underlined areas are emphasized)

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.
TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

TPE 10: Instructional Time  (Some---underlined areas are emphasized)

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment  (Some---underlined areas are emphasized)

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

TPE 12 Professional, Legal, and Ethical Obligations (Some---underlined areas are emphasized)

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school
and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of an act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13 Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
Standard 8A(a) - Mathematics
Objectives, Activities and Specific Teacher Performance Expectations

Teacher Performance Expectation specifically related to Mathematics Subcomponent 8A(a)

TPE:1A Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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 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 they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Program Standard Subcomponent 8A(a) ...candidates learn about the interrelated components of a balanced program of mathematics instruction; candidates learn about the interrelated components of computational and procedural skills; conceptual understanding of the logic and structure of mathematics; problem-solving skills in mathematics.

Desired Candidate Outcome = The candidate can describe the logically interrelated components in a selected state adopted mathematics content standard for students, the necessary computational and procedural skills required, select and describe appropriate instructional strategies to clearly convey that information to his or her students, and develop an instructional plan which will effectively implement those selected strategies.

Line of evidence = The candidate will logically analyze the mathematical concepts/principles/skills in a selected California mathematics standard for students and design, teach and evaluate lesson(s) which reflect developmentally and pedagogically appropriate selection of instructional strategies to achieve the desired student outcomes. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(a)/1...candidates learn to (1) recognize and teach logical connections across major concepts and principles of state-adopted academic content standards (K-8)
Desired Candidate Outcome = The candidate can describe the logical connections of major mathematical concepts and principles in a particular state adopted mathematical content standard for students, integrate related cross-subject grade level appropriate standards from other content areas, select and describe the appropriate instructional strategies to clearly convey that information to his or her students, and develop an instructional design which will effectively implement those selected strategies.

Line of evidence = The candidate will analyze the mathematical concepts/principles/skills in a selected California mathematics standard for students, select and integrate related subject matter from other academic content areas, and design, teach and evaluate pedagogical plans which reflect appropriate selection of instructional strategies which effectively teach these interrelated areas. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(a)/2…candidates learn to (2) enable K-8 students to apply learned skills to novel and increasingly complex problems.

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which encourage student application of learned mathematical skills to novel and complex problems encompassing multiple grade-level appropriate academic content standards for students.

Line of evidence = The candidate will analyze the mathematical concepts/principles/skills in a selected California mathematics standard for students, match those ideas with related key concepts in other academic content areas, and design, teach and evaluate pedagogical plans which reflect appropriate selection of instructional strategies to encourage students to apply math skills to novel and complex problems encompassing multiple content areas. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(a)/3 …candidates learn to (3) model and teach students to solve problems using multiple strategies.

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional approaches which encourage students to solve mathematical problems utilizing multiple solution strategies.

Line of evidence = The candidate will analyze the mathematical concepts/principles/skills in a selected California mathematics standard for students, integrate related cross-subject grade level appropriate standards from other content areas, and design, teach and evaluate pedagogical plans which reflect appropriate application of instructional strategies to effectively teach students to solve problems using multiple solution strategies. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(a)/4 …candidates learn to (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 students

Desired Candidate Outcome = The candidate can describe common mathematical misunderstandings of Kindergarten through eighth grade students, select and describe the appropriate instructional strategies which would help clarify and avoid these misunderstandings, and develop an instructional design which will effectively implement those instructional strategies.

Line of evidence = The candidate will analyze the mathematical concepts/principles/skills in a selected California mathematics standard for students, identify common misunderstandings,
integrate related cross-subject grade level appropriate ideas from other content areas, and design, teach and evaluate pedagogical plans which reflect appropriate application of instructional strategies which will help students clarify and avoid these misunderstandings. (Appendix A, D, E, F, G, I, and J)

**Program Standard Subcomponent 8A(a)/5** …*candidates learn to (5) design appropriate assignments to develop student understanding, including appropriate problems and practice.*

Desired Candidate Outcome = The candidate will design or select a variety of appropriate pupil tasks/assignments which integrate related cross-subject grade level appropriate ideas from other content areas and encourage the students to develop broad ranging mathematical problem solving facility.

Lines of Evidence = The candidate will design, implement, and analyze lesson and Unit plans which evidence integration of related cross-subject grade level appropriate ideas from other content areas, and which reflect appropriate selection and application of instructional strategies which will help students become increasingly skilled and comfortable with mathematical problem solving procedures. (Appendix A, D, E, F, G, I, and J)

**Program Standard Subcomponent 8A(a)/6** …*candidates learn to (6) interrelate ideas and information within and across mathematics and other subject areas.*

Desired Candidate Outcome = The candidate can identify and describe ideas and information from other subject areas which are related to key mathematical concepts and principles and select and describe appropriate instructional approaches which encourage students to interrelate ideas and information within and across mathematics and other subject areas.

Line of evidence = The candidate will work as a hypothetically assigned grade level team member (within the Kindergarten to Eighth grade range) with the task of analyzing and transforming a variety of California academic content standards for students into integrated units of instruction which effectively connect major concepts and principles from various subject matter areas while appropriately recognizing and acknowledging developmental interests and special needs of pupils at that particular grade level. (Appendix A, B, C, F, and G)
Standard 8A(b) - Science
Objectives, Activities and Specific Teacher Performance Expectations

Teacher Performance Expectation specifically related to Science Subcomponent 8A(b)

TPE: Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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. They encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

Program Standard Subcomponent 8A(b)/1 ...candidates learn to (1) relate state-adopted academic content standards to major concepts, principles and investigations in the science disciplines.

Desired Candidate Outcome = Given a relevant state-adopted K-8 academic content standard for students, the candidate will be able to meaningfully connect it with a grade-level specific major science concept(s), principle(s), or investigation(s).

Lines of Evidence = The candidate will design and analyze lesson and Unit plans which integrate related cross-subject grade level appropriate ideas from other content areas, reflect appropriate selection and application of instructional strategies which help students see relationships between various academic areas and relevant science concepts, principles, and investigations. (Appendix A, D, E, F, G, I, and J)
Program Standard Subcomponent 8A(b)/2 ...(2) plan and implement instruction in which physical science, life science and earth sciences standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (k-8).

Desired Candidate Outcome = The candidate can appropriately select and describe instructional strategies which encourage students to effectively utilize California student standards for investigation and experimentation to achieve physical science, life science and earth science standards for students.

Line of Evidence = The candidate will design, implement, and analyze lesson and Unit plans which reflect appropriate selection and effective application of instructional strategies which encourage pupil utilization of science investigation and experimentation standards in the investigation and comprehension of physical, life and earth science academic content standards for students. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(b)/3 ...(3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills.

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which encourage students to ask important questions and acquire increasingly complex investigation skills.

Line of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies which facilitate students asking important questions and acquiring complex investigation skills. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(b)/4 ...(4) to interrelate ideas and information within and across science and other subject areas.

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which encourage students to interrelate ideas and information within and across science and other subject areas.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies which require students to interrelate ideas and information within and across science and other subject areas. (Appendix A, D, E, F, G, I, and J)
Standard 8A(c) - History - Social Science

Objectives, Activities and Specific Teacher Performance Expectations

Teacher Performance Expectation specifically related to History/Social Science Subcomponent 8A(c)

TPE: Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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.

Program Standard Subcomponent 8A(c)/1 ... candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science

Desired Candidate Outcome = The candidate can thoroughly describe the basic analysis skills used in history and social science and appropriately select and design effective instructional activities which encourage students to learn and utilize these skills as they acquire state-adopted content standards for students in history.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection and utilization of basic analysis skills of history and social science to master state adopted academic content standards for students in history. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(c)/2... (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities.

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which enrich the study of history by effectively drawing on social science concepts, case studies and cross-cultural activities. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(c)/3 ... (3) incorporate basic critical thinking skills and study skills into content-based instruction.
Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which encourage students to utilize basic critical thinking skills and study skills in acquisition of state adopted academic content standards for students.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which effectively incorporate basic critical thinking skills and study skills into the acquisition of state adopted academic content standards for students. (Appendix A, D, E, F, G, I, and J)

**Program Standard Subcomponent 8A(c)/4 ... (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects.**

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which utilize active forms of learning such as simulations, debates, research activities and cooperative projects in the acquisition of relevant state adopted academic content standards for students.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which utilize active forms of learning such as simulations, debates, research activities and cooperative projects in the acquisition of relevant state adopted academic content standards for students. (Appendix A, D, E, F, G, I, and J)

**Program Standard Subcomponent 8A(c) ... to interrelate ideas and information within and across history/social science and other subject areas.**

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which encourage students to interrelate ideas and information within and across History-Social Science and other subject areas.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which encourage and support students to interrelate ideas and information within and across History-Social Science and other subject areas. (Appendix A, D, E, F, G, I, and J)
Standard 8A(d) - Visual and Performing Arts
Objectives, Activities and Specific Teacher Performance Expectations

*Teacher Performance Expectation* specifically related to Visual and Performing Arts
Subcomponent 8A(d)

A specific TPE for this content area has not been identified by the California Commission on Teacher Credentialing.

**Program Standard Subcomponent 8A(d)** …*candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgments about the arts.*

Desired Candidate Outcome = The candidate can appropriately select and describe teaching strategies which would be most effective for achieving grade level and California Standards for students appropriate 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.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which encourage and support pupils in achieving grade level and California Standards for students appropriate artistic perception; creative expression; understanding of the cultural and historical origins of the arts; pursuing meaning in the arts and making informed judgements about the arts. (Appendix A, D, E, F, G, I, and J)

**Program Standard Subcomponent 8A(d)** …*how various art forms relate to each other, other subject areas, and to careers.*

Desired Candidate Outcome = The candidate can appropriately select and describe effective instructional strategies which encourage students to interrelate ideas and information within and across Visual and Performing Arts, other subject areas, and careers.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which utilize effective instructional strategies which encourage and support students to interrelate ideas and information within and across Visual and Performing Arts, other subject areas, and careers. (Appendix A, D, E, F, G, I, and J)
Standard 8A(e) - Physical Education
Objectives, Activities and Specific Teacher Performance Expectations

Teacher Performance Expectation specifically related to Physical Education Subcomponent 8A(e)

A specific TPE for this content area has not been identified by the California Commission on Teacher Credentialing.

Program Standard Subcomponent 8A(e) …candidates learn content-specific teaching strategies effective for achieving the development of (1) a variety of motor skills and abilities

Desired Candidate Outcome = The candidate can select and describe instructional strategies which would be most effective for achieving the development of a variety of grade level and California Standards for students appropriate motor skills and abilities.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies to effectively achieve the development of a variety of grade level and California Standards for students appropriate motor skills and abilities. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(e) …candidates learn content-specific teaching strategies effective for achieving the development of (2) student recognition of the importance of a healthy lifestyle.

Desired Candidate Outcome = The candidate can select and describe instructional strategies which would be most effective for achieving the development of a variety of grade level and California Standards for students appropriate student recognition of the importance of a healthy lifestyle.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies to effectively achieve the development of a variety of grade level and California Standards for students appropriate student recognition of the importance of a healthy lifestyle. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(e) …candidates learn content-specific teaching strategies effective for achieving the development of (3) student knowledge of human movement

Desired Candidate Outcome = The candidate can select and describe instructional strategies which would be most effective for achieving the development of a variety of grade level and California Standards for students appropriate student knowledge of human movement.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies to effectively achieve the development of a variety of grade level and California Standards for students appropriate student knowledge of human movement. (Appendix A, D, E, F, G, I, and J)
Program Standard Subcomponent 8A(e) …candidates learn content-specific teaching strategies effective for achieving the development of (4); student knowledge of the rules and strategies of games and sports

Desired Candidate Outcome = The candidate can select and describe instructional strategies which would be most effective for achieving the development of a variety of grade level and California Standards for students appropriate student knowledge of the rules and strategies of games and sports.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies to effectively achieve the development of a variety of grade level and California Standards for students appropriate student knowledge of the rules and strategies of games and sports. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(e) …candidates learn content-specific teaching strategies effective for achieving the development of (5) student self-confidence and self-worth in relation to physical education and recreation.

Desired Candidate Outcome = The candidate can select and describe instructional strategies which would be most effective for achieving the development of a variety of grade level and California Standards for students appropriate student self-confidence and self-worth in relation to P.E. & recreation.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies to effectively achieve the development of student self-confidence and self-worth in relation to P.E. & recreation. (Appendix A, D, E, F, G, I, and J)
Standard 8A(f) - Health
Objectives, Activities and Specific Teacher Performance Expectations

Teacher Performance Expectation specifically related to Health Subcomponent 8A(f)

A specific TPE for this content area has not been identified by the California Commission on Teacher Credentialing.

Program Standard Subcomponent 8A(f) ...candidates learn content-specific strategies effective in achieving the goals of (1) ... the acceptance of personal responsibility for lifelong health habits.

Desired Candidate Outcome = The candidate can appropriately select and describe instructional strategies which effectively encourage and support students in accepting personal responsibility for grade level appropriate and California Standard for student specific lifelong health habits.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies which achieve students accepting personal responsibility for grade level appropriate and California Standard for student specific lifelong health habits. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(f) ...candidates learn content-specific strategies effective in achieving the goals of (2) ... respect for and promotion of the health of others.

Desired Candidate Outcome = The candidate can appropriately select and describe instructional strategies which effectively encourage and support students in accepting personal responsibility for grade level appropriate and California Standard for student specific respect and promotion of the health of others.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies which achieve students accepting personal responsibility for grade level appropriate and California Standard for student specific respect and promotion of the health of others. (Appendix A, D, E, F, G, I, and J)

Program Standard Subcomponent 8A(f) ...candidates learn content-specific strategies effective in achieving the goals of (3) ... understanding of the process of growth and development.

Desired Candidate Outcome = The candidate can appropriately select and describe instructional strategies which effectively encourage and support students in accepting personal responsibility for grade level appropriate and California Standard for student specific understanding of the process of growth and development.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies which achieve students accepting personal responsibility for grade level appropriate and California Standard for student specific understanding of the process of growth and development. (Appendix A, D, E, F, G, I, and J)
Program Standard Subcomponent 8A(f) ...candidates learn content-specific strategies effective in achieving the goals of the acceptance of (4) ... informed use of health-related information, products, and services.

Desired Candidate Outcome = The candidate can appropriately select and describe instructional strategies which effectively encourage and support students in accepting personal responsibility for grade level appropriate and California Standard for student specific informed use of health-related information, products and services.

Lines of Evidence = The candidate will design, implement and analyze lesson and Unit plans which reflect appropriate selection of instructional strategies which achieve students accepting personal responsibility for grade level appropriate and California Standard for student specific informed use of health-related information, products and services. (Appendix A, D, E, F, G, I, and J)
Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

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

In the subject to be authorized by the single subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with

(1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and

Single subject candidates use subject area frameworks, subject content standards and the English Language Development standards to guide their teaching. They develop lesson plans for students by using grade-level and subject content standards. They use these criteria to analyze and reflect on lesson effectiveness. ( Appendix K) Emphasis is placed on higher order thinking skills and the development of openness to commitment to new perspectives. ( Appendix L)

(2) the basic principles and primary values of the underlying discipline.

Using knowledge gained in pre-requisite and concurrent coursework, candidates develop a deeper understanding of the principles and primary values underlying their disciplines. In EDUC 476 Strategies for the Single Subject Teacher, candidates develop, implement, and analyze content specific teaching strategies that strengthen their effectiveness.

The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and

In EDUC 476, candidates apply the Teaching Performance Expectations through course assignments, activities and fieldwork.

They learn to make subject matter comprehensible to students through the use of specific pedagogical skills for subject matter instruction.

EDUC 476 specifically addresses TPE’s 1B, 2, 3, 4, 5, 6C, 7, 8, 9, 10, 11, 12, and 13.

They learn to assess student learning by monitoring student learning during instruction and interpreting and using multiple assessments and assessment strategies.

They learn to engage and support students in learning by using strategies that make content accessible for diverse learner. They learn to use strategies that engage all students in learning while applying teaching practices that make
curriculum developmentally appropriate for learners. They develop, implement and analyze practices that address the learning needs of English language learners, learning disability learners, children of poverty and students’ multiple intelligences.

They learn to plan instruction and design learning experience for students by learning about their students. (Appendix M)

They learn to plan instruction by systematic pre-active thinking which addresses the elements of curriculum as well as subject area content standards, California standards for the teaching profession, and teacher performance expectations. (Appendix N)

(2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs.

Candidates learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPE’s. They learn to link specific content knowledge with pedagogy (Shulman) to increase student learning. (Appendix O)

In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K – 12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Single subject candidates use the state-adopted K – 12 academic content standards for students in the subject area to guide the use of multiple subject-appropriate instructional strategies. They learn to use the University of La Verne’s curriculum lab, area school district media centers and internet sources as resources for planning instruction. They use a variety of educational technologies, including computers, to demonstrate their ability to make content accessible to diverse learners. They interview successful practicing teachers in their subject area to further develop pedagogical knowledge.

Candidates develop and teach in fieldwork, a 5-lesson integrated and interdisciplinary instructional unit for their credential subject area. In this unit, they incorporate multiple subject-area content standards including appropriate English language development standards, English language arts content standards, visual and performing arts framework strategies, selected other subject content standards with content standards from their credential subject area to fully integrate curriculum. (Appendix P)

Candidates use the Sheltered Instruction Observation Protocol (SIOP) to analyze the effectiveness of their instructional units. (Appendix Q)
An in-class activity provides candidates with the opportunity to combine integrated subject-specific lesson with other subjects to form a collaborative interdisciplinary instructional unit as practiced in state-of-the-art high schools.

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

8B(a) Mathematics. During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics.

In EDUC 476 Strategies for the Single Subject Teacher, mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction. They understand that mathematics makes sense to students who have a conceptual understanding of the domain and that students need to know not only how to apply skills but also when to apply them and why they are being applied. Candidates learn to use instructional strategies that require students to analyze and explain their thinking when they solve mathematical problems.

Candidates learn to develop lesson plans and deliver instruction in fieldwork that enables students to memorize: number, other mathematical facts and procedures and retrieve these facts and procedures automatically from long-term memory to solve multi-step problems. Candidates use strategies that provide students with opportunities for frequent use to maintain skills.

Candidates use the Mathematics Framework for California Public Schools to shape their understanding of the importance of student understanding of mathematical concepts. They apply strategies that require student use of conceptual knowledge. Candidates’ lesson plans address the need for students to understand that:

- The concepts of proportional relationships underlie similarity
- The level sets of functions of two variables are curves in the coordinate plane
- Factoring a polynomial function into irreducible factors helps locate the x-intercepts of its graph
- Proofs are required to establish the truth of mathematical theorems.
Candidates learn to develop curriculum and use instructional strategies in fieldwork that require students to solve problems that balance real world situations with more abstract situations by applying the following problem solving processes:

- formulation, analysis, and translation
- integration and representation
- solutions and justifications.

**They learn to:**

**1) recognize and teach logical connections across major concepts and principles of the state-adopted K – 12 academic content standards for students in Mathematics (Grades 7 – 12);**

In EDUC 476 candidates recognize and teach logical connections across major concepts and principles of the state-adopted K – 12 academic content standards for students in Mathematics grades 7 – 12. They develop a deep understanding that basic computational and procedural skills, conceptual understanding, and problem solving form a web of mutually reinforcing elements in the curriculum. These concepts are applied to the development of lesson plans designed to help students achieve the content standards for mathematics.

**2) enable students in Grades 7 – 12 to apply learned skills to increasingly novel and complex problems;**

In EDUC 476 candidates develop and implement lesson plans that address the needs of students to apply learned skills to increasingly novel and complex problems through the use of formulation, analysis and translation; integration and representation; solutions and justifications processes.

**3) demonstrate and teach multiple solution strategies for broad categories of problems;**

Candidates learn to demonstrate and teach multiple solution strategies for broad categories of problems.

**4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7 – 12;**
Candidates learn to anticipate, recognize and clarify mathematical misunderstandings that are common among students in grades 7 – 12. Candidates learn to monitor student progress during lessons, coach students who are acting on mathematical misunderstanding and re-teach appropriate concepts and/or processes. Candidates learn to use student learning assessment data to develop lesson plans which incorporate review and re-teaching of concepts and processes.

and

(5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.

Candidates design exercises for practicing mathematics skills within lesson plans that include the selection of appropriate problems for practice. They select exercises based on the developmental stages of the learners, the level of skills development, the level of experience for complex problem solving and special learning needs such as those of English language learners, learning disability students, children of poverty and students’ multiple intelligences.

8B(b)  Science. During interrelated activities in program coursework and fieldwork, S science candidates learn to

(1) relate the state-adopted K – 12 academic content standards for students in Science (Grades 7 – 12) to major concepts, principles and investigations in the science disciplines;

In EDUC 476 Strategies for the Single Subject Teacher, science candidates use the state-adopted K – 12 academic content standards for students in Science grades 7 – 12 (with reference to the Draft California Science Framework for K – 12 Public Schools, dated January 25, 2002, the Health Framework for California Public Schools, Kindergarten through Grade 12 and the Health Framework Addendum, dated February, 2002) to gain a deep understanding of the major concepts, principles and investigation in the science disciplines. They use this understanding to design and deliver lessons that provide students with a rich experience in science in grades 7 – 12. Emphasis is placed on meeting the learning needs of diverse learners including English language learners, students with learning disabilities, children of poverty and students’ multiple intelligences.

(2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subject (7 – 12) to major concepts, principles and investigations in the science disciplines;

Candidates plan and implement instruction (in fieldwork) in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the
science subject, grades 7 – 12, to major concepts, principles and investigations in the science disciplines. In developing grade-specific curriculum, candidates focus grade 7 instruction on life science. They focus grade 8 instruction on physical science. Candidates learn to develop curriculum, lesson plans and instruction that is appropriate for high school grade level course offerings and graduation requirements.

and

(3) plan and organize effective laboratory and/or field activities in which students in Grades 7 – 12 learn to ask important questions and conduct careful investigations.

In EDUC 476 candidates plan and organize effective laboratory and/or field activities in which students in grades 7 – 12 learn to ask important questions and conduct careful investigations.

8B(c ) History-Social Science. During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (use)

(1) state-adopted K – 12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels;

In EDUC 476 history-social science candidates learn to develop history-social science curriculum, lesson plans and instruction that use an integrated and correlated approach to the teaching of history-social science. Candidates develop a 5-lesson integrated and interdisciplinary instructional unit for their credential subject area and teach the unit in fieldwork. In this unit, they incorporate multiple subject-area content standards including appropriate English language development standards, English language arts content standards, visual and performing arts framework strategies, selected other subject content standards with content standards from their credential subject area to fully integrate curriculum. (Appendix P)

In EDUC 476, candidates use state-adopted K – 12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels.

Candidates learn to design curriculum and develop and implement lessons that will enable students in grades 6 – 8 to demonstrate the following intellectual reasoning, reflection, and research skills:

• Chronological and spatial thinking
• Research, evidence, and point of view
• Historical interpretation
Specifically, candidates write unit and lesson cognitive goals and objectives using Anderson and Krathwohl’s adaptations for Bloom’s taxonomy for the cognitive domain. (Appendix L)

Candidates learn to design curriculum and develop and implement lessons (in fieldwork) that will enable students in grades 9 – 12 to demonstrate the following intellectual, reasoning, reflection and research skills:

- Chronological and spatial thinking
- Historical research, evidence, and point of view
- Historical interpretation

(2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;

In EDUC 476 candidates learn to apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities. Candidates use case studies to present history as an exciting and dramatic series of events in the past that helped to shape the present.

Candidates learn to work with teachers of language arts and other disciplines to collaboratively select and use the following in the development of curriculum, lesson planning, and instructional unit planning: representative works which include poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, religious literature, and historical works of art.

Building on knowledge and understanding gained in pre-requisite coursework, candidates learn to incorporate activities which provide students with cross-cultural activities that build increased appreciation of many different cultural groups. Specifically, candidates use Krathwohl’s taxonomy for the affective domain to write unit and lesson goals and objectives that will help students acquire new levels of appreciation and commitment to valuing the many different cultural groups living in our society. (Appendix L)

(3) encourage civic participation through studies of democratic civic values and constitutional principles;

Candidates learn to develop curriculum, lesson plans, instruction and student learning activities that provide students with the opportunity to function successfully in a democratic society. They learn to link specific content knowledge about democratic civic values and constitutional principles with pedagogical knowledge to provide students with opportunities to practice civic responsibility.
(4) **deal honestly and accurately with controversial issues in historical or contemporary contexts;**

In EDUC 476 candidates learn to deal honestly and accurately with controversial issues in historical or contemporary contexts. Building on skills gained in pre-requisite coursework, candidates further develop their capacity to view historical controversies from multiple perspectives. Candidates develop curriculum, lesson plans and instruction that require students to use primary sources to gain insights into differing perspectives.

(5) **discuss important roles of religion in world and United States history without bias;**

Candidates learn the importance of discussing the basic ideas of the major religions and ethical traditions without bias. They emphasize the concepts of multiple perspectives and understanding of different religious and ethical belief systems throughout their instructional program.

(6) **incorporate a range of critical thinking skills and academic study skills into social studies instruction; and**

Candidates learn to develop lesson plans designed to teach students critical thinking skills with emphasis on the higher order thinking skills developed in the context of the history-social science curriculum:

- Define and clarify problems
- Judge information related to a problem
- Solve problems and draw conclusions

(Appendix L)

Candidates learn to develop lesson plans designed to teach students academic study skills in the context of the history-social science curriculum:

- Acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials
- Locate, select and organize information from written sources, such as books, periodicals, government documents, encyclopedias, and bibliographies
- Retrieve and analyze information by using computers, microfilm, and other electronic media
- Read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons
- Understand the specialized language used in historical research and social science disciplines
- Organize and express ideas clearly in writing and in speaking
(7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

In EDUC 476 candidates develop lesson plans within an instructional unit (taught in fieldwork) that includes multiple active forms of social science learning. Specifically, candidates develop lesson plans based on multiple models of teaching. These include the behavioral model (explicit instruction, simulations), information processing model (debates), social model (group investigation and jurisprudential inquiry and other cooperative projects).

8B(d) English. During interrelated activities I program coursework and fieldwork, SS English candidates learn and practice ways to:

(1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such as systematic comprehension support, analysis of informational and literary text, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions;

Candidates develop and teach in fieldwork, a 5-lesson integrated and interdisciplinary instructional unit for their credential subject area. In this unit, they incorporate multiple subject-area content standards including appropriate English language development standards, English language arts content standards, visual and performing arts framework strategies, selected other subject content standards with content standards from their credential subject area to fully integrate curriculum. (Appendix P)

In EDUC 476 English candidates learn and practice ways to teach advanced skills and understanding in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts. They use specific methods such as systematic comprehension support, analysis of informational and literary text, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions.

Building on knowledge and skills developed in EDUC 462 and EDUC 466, candidates learn to develop curriculum, lesson plans and instruction that provide students with learning activities which strengthen their comprehension skills. They address a focus on informational materials and reading expository (texts and academic readings) and narrative (fiction and biography) texts.

Candidates strengthen their ability to develop curriculum, lesson plans and instruction of literary response and analysis including:
• The articulation of the express purposes and characteristics of different forms of prose
• The identification of events that advance the plot and determine how each event explains past or present actions
• The analysis of characterization as delineated through a character’s thoughts, words, speech patterns, and actions, the narrator’s description; and the thoughts, works, and actions of other characters
• The identification and analysis of recurring themes across works
• The contrasting points of view (first and third person)
• Evaluation of the structure of plot
• Comparison and contrast of the motivations of literary characters
• Analysis of the relevance of the setting
• Identification and analysis of recurring themes
• Identification of elements of the writer’s style
• Analysis of character, interactions among characters, and interactions between characters and plot
• Analysis of time and sequence
• Analysis of the comparison of universal themes
• Analysis of literary elements such as figurative language, allegory and symbolism
• Analysis of ambiguities, contradictions, and ironies in the text
• Analysis of voice or persona (point of view)

Candidates incorporate the use of technologies into their lesson plans. In particular, candidates write lessons that require students to use word processing to write and edit assignments.

Candidates learn to use a variety of instructional strategies to develop lesson plans and their instructional units. They use direct instruction strategy to engage students in various writing applications, strategies, and written and oral conventions.

They apply strategies for differentiating instruction to meet the learning needs of diverse learners. Specifically, candidates adapt curriculum and design learning activities to meet the needs of English language learners, students with learning disabilities, children of poverty and students’ multiple intelligences.

(2) understand how to teach the purposes and characteristics of the major genres of literature;

In EDUC 476, candidates understand how to teach the purposes and characteristics of the major genres of literature. They develop curriculum, lesson plans and instruction that engage students in learning activities that address the following:
• Grade 7 – prose
• Grade 8 – poetry
• Grades 9 and 10 – drama
• Grades 11 and 12 – subgenres that span genres, such as satire
(3) teach a strong literature, language, and comprehension program that includes oral and written language; and

Candidates teach a strong literature, language and comprehension program that includes oral and written language. They use direct instruction strategies to review, re-teach and teach written and oral English language conventions. Candidates design lessons and instruction that emphasizes sentence and paragraph structure, punctuation, grammar and usage, diction, syntax, correct spelling, manuscript conventions and appropriate citations for source and support materials.

(4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/morphological structure of the English language.

Building on knowledge and skills learned in EDUC 466, candidates increase their understanding and practice of content based reading and writing methods. They develop curriculum, lesson plans and instruction that engage students to
- Develop strategies for organizing and giving focus to their writing
- Write research papers
- Develop more sophistication and polish (transitions, parallelism, and consistent point of view)
- Using clear, nontrivial research questions and suitable research methodology from primary and secondary sources
- Synthesizing information from multiple sources to support the thesis
- Identifying complexities, discrepancies, and differing perspectives in the researched information
- Embedding quotations and citations skillfully and using bibliographic conventions appropriately

Candidates learn to use direct instruction strategies to teach phonological and morphological structures of the English language.

8B(e) Art, Music, theatre, and Dance. During interrelated activities in program coursework and fieldwork, SS art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the Visual and Performing Arts Framework and Student Academic Content Standards,

Candidates develop and teach in fieldwork, a 5-lesson integrated and interdisciplinary instructional unit for their credential subject area. In this unit, they incorporate multiple subject-area content standards including appropriate English language development standards, English language arts content standards, visual and performing arts framework strategies, selected other subject content standards with content standards from their credential subject area to fully integrate curriculum. (Appendix P)
In EDUC 476 and fieldwork, single subject art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the *Visual and Performing Arts Framework* and *Student Academic Content Standards*. Candidates learn to understand that each of the arts contains a distinct body of knowledge and skills that require a rigorous program that includes:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts,
- Reflecting on the arts in thoughtful essay or journal writing on one’s observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria.

_including_

(1) *processing sensory information through elements unique to art, music, theatre, or dance (artistic perception);*

Candidates learn to develop curriculum, lesson plans and instruction (in fieldwork) that engage students in the development of artistic perception in each discipline:

**Art**
- Develop perceptual skills and visual arts vocabulary
- Analyze art elements and principles of design
- Impact media choice

**Music**
- Read and notate music
- Listen to, analyze and describe music

**Theatre**
- Development of the vocabulary of theatre
- Comprehension and analysis of the elements of theatre

**Dance**
- Development of motor skills, technical expertise, and dance movements
- Comprehension and analysis of dance elements
- Development of dance vocabulary

(2) *producing works in art, music, theatre, or dance (creative expression);*

Candidates learn to develop curriculum, design lessons and instruction (in fieldwork) that engage students in creative expression of each of the arts:
Art
• Skills, processes, materials and tools
• Communication and expression through original works of art

Music
• Apply vocal or instrumental skills
• Compose, arrange and improvise

Theatre
• Development of theatrical skills
• Creation/invention in theatre

Dance
• Creation/invention of dance movement
• Application of choreographic principles and processes to creating dance
• Communication of meaning in dance through dance performance
• Development of partner and group skills

(3) understanding the historical and cultural origins of art, music, theatre, or dance (historical and cultural context);

Candidates learn to incorporate the historical contributions and cultural dimensions of the arts into curriculum, lesson plans and instruction.

Art
• Role and development of the visual arts
• Diversity of the visual arts

Music
• Role of music
• Diversity of music

Theatre
• Role and cultural significance of theatre
• History of theatre

Dance
• Development of dance
• History and function of dance
• Diversity of dance

(4) pursuing meaning in art, music, theatre, or dance (aesthetic valuing); and

Candidates learn to develop curriculum, lesson plans and instruction that engage students in learning to:

Arts
• Derive meaning
• Make informed judgments

Music
• Analyze and critically assess music
• Derive meaning

Theatre
• Critical assessment of theatre
• Derivation of meaning from works of theatre

Dance
• Description, analysis and criticism of dance
• Meaning and impact of dance

(5) relating what is learned in art, music, theatre, or dance to other subject areas and to careers (connections, relationships, applications).

In EDUC 476 candidates develop a learning activity for students that engages them in the identification of possible careers in the arts.

In the program, candidates for SS Credentials are prepared to guide students in Grades 7 – 12 during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.

In EDUC 476 candidates learn how to develop activities which engage students in art criticism.

8B(f) Physical Education. During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the Physical Education Framework

In EDUC 476 physical education candidates learn to develop curriculum, lesson plans and instruction that engage students in the development of motor skills and abilities through varied activities. Candidates learn to use basic lesson strategies that include:

• Warm up phase
• Instructional phase
• Activity phase
• Discussion or processing phase
Candidates learn to use a variety of teaching styles, including teacher-directed strategies and student-initiated learning to meet the diverse learning needs of students.

In EDUC 476 candidates develop lesson plans within an instructional unit (taught in fieldwork) that includes multiple active forms of physical education learning. Specifically, candidates develop lesson plans based on multiple models of teaching. These include the behavioral model (contract learning, mastery learning, programmed instruction, drill), information processing model (memorization, lectures), social model (cooperative group work, role-playing).

Candidates learn to work with colleagues in other disciplines to integrate subjects within the physical education curriculum. They participate in an in-class activity to produce a collaborative interdisciplinary plan.

Including

(1) Developing motor skills and abilities through varied activities,

Candidates learn to develop grade-appropriate learning strategies that develop motor skills and abilities through varied activities. Seventh grade activities include aquatics, combatives, tumbling, gymnastics, individual and dual sports. Eighth grade activities emphasize activities that emphasize team sports and problem solving. Ninth grade activities emphasize developing a personalized fitness program for a healthy lifestyle. Tenth grade activities include analyzing skills for effective movement. Eleventh and twelfth grades emphasize selecting activities for the pursuit of individual excellence.

(2) Developing health-enhancing levels of physical fitness,

Ninth grade activities emphasize developing a personalized fitness program for a healthy lifestyle.

(3) Knowing and understanding principles of human movement, and

Candidates learn to incorporate knowledge and understanding of principles of human movement into lesson activities.

(4) Practicing social skill development and fair play in games and sports.

Candidates learn to engage students in social skill development activities that emphasize fair play in games and sports.

8B(g) Languages Other than English. During interrelated activities in program coursework and fieldwork, SS languages candidates learn to teach the fundamental goals of the Foreign Language Framework
In EDUC 476 languages other than English candidates learn to develop curriculum, lessons and instruction to teach the fundamental goals of the *Foreign Language Framework*. They learn strategies that will enable them to teach students to attain proficiency in the reading, writing, speaking and listening of another language. They learn to teach language proficiency and culture.

By using clear, objective criteria, candidates learn to transform topic and structure-based curricula and instruction into a coherent performance-based model.

Candidates learn to use instructional goals to improve programs using the goals and benchmarks described in chapter 3 of the framework:

- Identify expected student outcomes of the instruction unit they develop
- Define appropriate objectives that will help students to learn a new language
- Identify expected outcomes for students on which to focus the instructional unit developed in EDUC 476
- Define key benchmarks for expected student outcome
- Decide on instruction strategies.
- Decide upon methods of assessing student learning
- Select appropriate instructional materials
- Verify articulation between grade levels

Candidates plan systematic instruction. They implement the systematic instruction by:

- Allocating sufficient time to teach essential skills
- Organize information
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on the prior knowledge of the learner
- Review skills previously taught
- Integrate old knowledge strategically with new knowledge
- Progress from skills in more easily managed contexts to more complex contexts
- Include modification for special-needs students

Candidates learn to adapt curriculum and instruction to meet the needs of English language learners, learning disability students, children of poverty and students’ multiple intelligences.

*and to*

(1) *teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing,*
Candidates learn how to teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing. They learn strategies that will enable them to teach students to attain proficiency in the reading, writing, speaking and listening of another language. They develop curriculum, lesson plans and fieldwork-based instruction which address the stages of the Language Learning Continuum which describes what students should know and be able to do as a result of second language study:

- Stage I begins when the student starts to learn a second language.
- Stage II is characterized as the ability to comprehend and produce created language.
- Stage III is characterized as the ability to comprehend and produce planned language.
- Stage IV is characterized as by the ability to comprehend and produce extended language in oral and written essays.
- Stage V is characterized as by the ability to comprehend and produce most forms and styles of extended language tailored to various audiences from within the target-culture framework.

In teaching students to progress through the continuum, candidates learn how to develop lessons which engage students in activities in five categories:

- Function
- Context
- Text type
- Accuracy
- Content

(2) demonstrate a high level of proficiency in the language that allow them to conduct their classes with ease and confidence with varied instructional levels,

In EDUC 476 candidates use their language to conduct lessons in their fieldwork. This practice of language usage will reinforce their fluency and support an on-going high level of proficiency.

(3) use appropriate and varied language with accuracy and fluency,

In teaching their instructional unit in the fieldwork component of EDUC 476, candidates use appropriate and varied language with accuracy and fluency. (Appendix P)

(4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to
Candidates know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Candidates are prepared to teach students to use the language of study to exchange information in a variety of context; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students’ insights into the nature of language.

8B(h) Health Science. During interrelated activities in program coursework and fieldwork, SS health science candidates learn to

(1) plan and implement instruction based on the health Framework for California Public Schools,

In EDUC 476 health science candidates learn to develop curriculum, lessons and instruction that enable students to engage in learning activities that support the nine content areas of health instruction.

- 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

(2) create a learning climate sensitive to the health-related needs of all students,

Candidates learn to create a learning climate that is sensitive to the health-related needs of all students.

(3) implement instructional strategies which result in students’ understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority,

In EDUC 476 candidates develop lesson plans within an instructional unit (taught in fieldwork) that includes multiple active forms of health science learning. Specifically, candidates develop lesson plans based on multiple
models of teaching. These include the behavioral model (explicit instruction), information processing model (memorization, lectures, inquiry), social model (cooperative group work, role-playing). (Appendix P)

Specifically, candidates use Krathwohl’s taxonomy for the affective domain to write unit and lesson goals and objectives that will help students acquire new levels of appreciation and commitment to valuing the personal health-related attitudes and behaviors, making good health a personal priority. (Appendix L)

(4) link instruction to the health of students’ family, school and community, and

Candidates link instruction to the health of students’ family, school and community

(5) initiate instruction which enhances students’ resiliency and supports their development of positive assets.

Candidates learn to initiate instruction which enhances students’ resiliency and supports their development of positive assets.

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

In EDUC 476, business education candidates learn how to integrate academic and technical knowledge in developing curriculum, planning lessons and instruction. Specifically candidates learn how to develop student learning activities that engage them in the development of oral and written business communication skills, application of critical thinking skills and decision making and problem solving skills.

Candidates examine in detail and learn to implement the following:

Business Core

- Diversity
- Effectiveness
- Ethics
- Methods of communication
- Nonverbal communications
- Oral communications

Systems
Candidates examine fields within business education and develop an instructional unit in one of the following sets of standards:

- Business core standards
- Career path cluster standards
- Business management
- Computer science and information technology
- Marketing
- Entrepreneurship

They learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject. They learn to design curriculum that addresses the unifying ideas and grade level expectations.

They learn to engage and support students in learning by using strategies that make content accessible for diverse learner. They learn to apply teaching practices that make curriculum developmentally appropriate for learners. They develop, implement and analyze practices that address the learning needs of English language learners, learning disability learners, children of poverty and students’ multiple intelligences.

In EDUC 476 business candidates develop lesson plans within an instructional unit (taught in fieldwork) that includes multiple active forms of business education learning. Candidates develop lesson plans based on multiple models of teaching. These include the behavioral model (explicit instruction, simulations), information processing model (learning from presentations), social model (cooperative projects that promote employee teamwork). (Appendix P)

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

Business candidates learn and practice important Teaching Performance Expectation during the teaching of the intended subject as envisioned in state and national policy frameworks.

8B(k) Home Economics. During interrelated activities in program coursework and fieldwork, SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area.

In EDUC 476 home economics candidates develop and teach in fieldwork, a 5-lesson integrated and interdisciplinary instructional unit for their credential subject area. In this unit, they incorporate multiple subject-area content standards including appropriate English language development standards, English language arts content standards, visual and
performing arts framework strategies, selected other subject content standards with content standards from their credential subject area to fully integrate curriculum. (Appendix P)

They develop lesson plans within an instructional unit (taught in fieldwork) that includes multiple active forms of home economic education learning. Candidates develop lesson plans based on multiple models of teaching. These include the behavioral model (explicit instruction, simulations), information processing model (learning from presentations), social model (cooperative projects that promote employee teamwork).

*In authorizations of Single Subject Teaching Credentials of home economics, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of intended subject as envisioned in state and national policy frameworks.*

Home economics candidates learn and practice important Teaching Performance Expectation during the teaching of the intended subject as envisioned in state and national policy frameworks. EDUC 476 specifically addresses TPE’s 1B, 2, 3, 4, 5, 6C, 7, 8, 9, 10, 11, 12, and 13.

All single subject candidates in all credential authorized areas, use the Teaching Resource Book developed in EDUC 472 as a reference source for teaching tools. Candidates in EDUC 476 add subject specific teaching tools to expand the scope of the Teaching Resource Book. (Appendix Q)

All single subject candidates practice pedagogical skills through the implementation of the instruction unit in a school classroom under the supervision of a cooperating teacher. (Appendix R) The cooperating evaluates the candidate’s performance in fieldwork by using the fieldwork evaluation form based on selected Teacher Performance Expectations. (Appendix S)

**PROGRAM MODIFICATIONS (01/15/09):**

**HIRING OF SINGLE SUBJECT FACULTY**

**IN THE FALL OF 2009 A FULL-TIME FACULTY WAS HIRED TO SERVE AS LEAD INSTRUCTOR FOR EDUCATION 476: TEACHING IN THE CONTENT AREAS: SINGLE SUBJECT. THE RATIONALE FOR THIS HIRE WAS TO STRENGTHEN THE SINGLE SUBJECT METHODOLOGY COURSEWORK.**
State of California Commission on Teacher Credentialing

Standard 9
Using Computer-Based Technology in the Classroom

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

Introduction
"The mission of the Education Department of the University of La Verne is to guide students toward becoming caring and effective teachers and other educational professionals. The department is committed to a philosophy of humanistic values, to a developmental view of learning, and to the fostering of a critical mode of thinking. The faculty, professionally and academically experienced, provide in diverse ways an appropriate knowledge base, both theoretical and applied. Together, the faculty and staff function as a team to provide services to the student in a supportive environment."

In the last 5 years enrollment in the teacher credential program at the University of LaVerne (ULV) has increased significantly. The areas we serve, Los Angeles, Riverside, San Bernardino, Ventura and Kern counties, are continuing to experience rapid population growth. In addition, changes in technology are revolutionizing different aspects of our society, particularly the electronic processing of information. Making sure teachers are technologically proficient, able to fully utilize new technological tools in the classroom in ways that better meet individual student needs and increase student learning and achievement, is recognized as vitally important. The California Commission on Teacher Credentialing (CCTC) acknowledges this need by requiring all teacher credential candidates meet Standard Nine program elements.

CCTC Program Elements for Standard 9
Using Computer-Based Technology in the Classroom

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:
a) Each candidate is familiar with basic principles of operation of computer hardware and software, (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shut down sequences, scanning for viruses, and formatting storage media) and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems).

b) Each candidate uses computer applications to manage records (e.g. gradebook, attendance, and assessment records) and to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).

c) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).

d) Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations).

e) Each candidate chooses software for its relevance, effectiveness, alignment with state-adopted content standards for students, and value added to student learning.

f) Each candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered.)

g) Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

h) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

i) Each candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources) and of privacy, security, and safety issues (e.g. appropriate use of chatrooms, confidentiality of records including graded student work, publishing names and pictures of minors, and Acceptable Use Policies).
Implementation Description

We are in an information age world and a well-trained technologically competent teacher with appropriate resources will be better prepared to respond to diverse student needs, make subject matter more accessible, enhance over-all student learning and success in school, as well as facilitate development of communities of learners from a variety of backgrounds. It is the goal of the ULV Teacher Education Department that teachers are able to successfully integrate a wide variety of technological tools into the educational experiences of their students, as well as utilize these tools for their own professional development and productivity. We believe teachers, and their students, as fluent users of technology, should be able to utilize these systems to access and critically evaluate information, analyze and solve problems, create unique knowledge constructs, and communicate ideas in resourceful and engaging ways.

A technologically literate teacher is able to effectively choose most appropriate software, hardware and instructional strategies to serve a diversity of students and a variety of learning tasks. Most pre-service credential candidates are not prepared to teach in a technology enhanced learning environment. They lack the related pedagogical and technical knowledge which would allow them to skillfully integrate hardware and software into the instructional program in order to better meet individual student needs and achieve state adopted academic content standards for students. To more effectively integrate computer-enhanced instruction into the classroom environment, it is important that prospective teachers have essential computer literacy skills, are aware of related research on learning and human development, and have the opportunity to experience and participate in implementation of technologically enhanced methodologies.

Improved student achievement and increased equity through the appropriate use of technology is more likely to occur when teacher candidates have had the opportunity to directly experience multi-faceted, cross-subject, technologically enhanced learning in their own pre-service education. Toward this end, the ULV plan for integration of the CCTC technology standard Nine includes hands-on experience as well as theoretical investigation.

In addition to the integration of technology throughout the Teacher Preparation coursework prospective Candidates must also complete Ed-407, Computers in Education (Appendix 1 and 2) or equivalent coursework from an accredited institution. Ed-407, Computers in Education is a four (4) unit course which facilitates development of basic knowledge of learning processes, computer operation, and the capabilities of computer-enhanced learning environments. In this course the candidate has the opportunity to identify and explore issues involved in the control, access and use of computer-based technologies in society at large, including legal, ethical and moral concerns. Upon completion of Ed-407, Computers in Education, or equivalent coursework, the candidate will demonstrate an understanding of: basic learning theories and learner styles, computer hardware and software, and the ability to effectively integrate fundamental computer applications with teacher productivity and teaching-learning processes. These understandings will include use of on-line communication and research, record management, data manipulation and exchange, and various research tools. The candidate will also examine and evaluate diverse on-line and software related resources which support California Content Standards for students. Ed-407,
Computers in Education will additionally provide an overview of several vital teacher preparation themes such as: supporting activities for students with diverse needs, interests, and learning styles; maintaining effective and humanistically oriented learning environments that promote multicultural understanding and equity; and utilizing current research findings to identify and transmit practices which bring about desired changes in students’ cognitive and critical thinking skills and abilities. Ed-407, Computers in Education will be an experientially oriented course where the candidate will study and discuss current research on learning processes and integration of educational technology applications, as well as spend a substantial portion of time with hands-on computer use and educational project construction.

**Individual Standard Nine Subcomponents, Activities and Performance Indicators**

Because of curriculum overlap and level of taxonomy of the activities, some may be identified and repeated in more than one subcomponent section.

**Standard Nine Subcomponent (a)** *Each candidate is familiar with basic principles of operation of computer hardware and software, (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shut down sequences, scanning for viruses, and formatting storage media) and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems).*

**Activities and Performance Indicators:** The student will ...

a.1 Participate in an assessment of his/her initial level of computer-based knowledge/skill related to basic computer actions and components. (Appendix 3)

a.2 Participate in reading, discussions, and demonstrations of the evolutionary development of computing and general effects on society.

a.3 Observe demonstrations and explanations of basic computer components and their operations, functions and care. Discuss procedures/processes for using computers in classroom and lab situations.

a.4 Successfully start up and shut down a computer and/or attached peripherals.

a.5 Observe and participate in demonstrations and explanations of common malfunction problems, viruses, troubleshooting techniques for common hardware and peripheral problems, precaution strategies, and ergonomic and health issues related to computer use.

a.6 Be provided simulated computer hardware/software problems and required to describe and/or perform appropriate procedures for resolving them.
a.7 During class sessions the candidate will be encouraged to actively troubleshoot basic hardware and software problems prior to asking for instructor assistance.

a.8 Discuss procedures/processes for using ULV networked computers.

a.9 Utilize project management software to organize and sequence objectives and activities.

a.10 Add to their cumulative portfolio: Trouble-shooting checklist or web site resource; Individual project management outline of objectives/activities.

Standard Nine Subcomponent (b) Each candidate uses computer applications to manage records (e.g. gradebook, attendance, and assessment records) and to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).

Activities and Performance Indicators: The student will ...

b.1 Participate in an assessment of his/her present level of computer-based knowledge/skill related to creation of a printed media publication which utilizes different types of text and graphics from different sources and illustrates the various elements of effective graphic design.
(Appendix 3 and 11)

b.2 Participate in an assessment of his/her present level of computer-based knowledge/skill related to word processing, spreadsheet and data-base creation and utilization.
(Appendix 3, 6, 9, 11, and 15)

b.3 Read about, participate in discussion of, and observe demonstrations and explanations of: word processing, publishing and graphics terminology; utilization of printed media for communication, including but not limited to creating charts, diagrams, handouts and other types of information reports; enhancing documents by utilizing drawing tools and inserting graphics from various sources; formatting text in different configurations such as tables, headers, columns, bulleted lists, etc.; understanding elements of effective design for basic printed media layouts; different graphic formats.
(Appendix 6, 7, 8, and 10)

b.4 Read about, participate in discussion of, and observe demonstrations and explanations of: spreadsheet and database terminology and utilization of these tools for records management and instructional activities, including but not limited to using these applications to gather and analyze various types of information; creating appropriate formats/layouts for particular types of data entry; entering and removing data in
appropriate cells/fields; using sort, find and query commands; selecting and creating charts and written narratives for data representation; and exporting data contained in cells/fields/records into a word processing or page layout document. (Ed-472; 474; 476)  
(Appendix 7, 8, 12, and 14)

b.5 Start a word processing application and create, name, and save a word processing file to the computer hard drive and to a removable medium such as a floppy or CD.

b.6 Successfully retrieve a word processed file, edit the file, save it to a removable storage medium, choose a printer, and print the word processed document. (all courses)

b.7 Utilize a computer to successfully create a spreadsheet and a database based on rubrics and examples provided by the instructor.

b.8 Utilize a computer and printer to successfully construct and print out a graph, chart or diagram which meaningfully illustrates information created from raw data. (Ed-462; Ed 464; Ed 466; Ed 470; Ed 472; Ed 474; Ed 476)

b.9 Utilize a computer and printer to successfully create and print out a special purpose data base layout as well as individualized mail-merge documents which utilize several fields from a candidate created data-base. (Appendix 13 and 14)

b.10 Utilize a computer, page layout software, digital camera, scanner, and printer to successfully create and print out a newsletter, flyer, and overlay or handout which demonstrate proper utilization of multiple columns, text formatting, text flow from one page to another, graphics from a variety of sources, and the elements of effective design.

b.11 Add to their cumulative portfolio: Word Processed document; Multi-column Newsletter; Flyer, instructional overlay or handout related to specific state adopted academic content standards for students.

Standard Nine Subcomponent (c) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).

Activities and Performance Indicators: The student will ...

c.1 Participate in an assessment of his/her present level of computer-based knowledge/skill related to effective use of computer-base communication/collaboration such as newsgroups, e-mail, etc..  
(Appendix 3, 4, and 5)

c.2 Read about, participate in discussion of, and observe demonstrations and explanations
of: use of newsgroups, audio/video conferencing, and e-mail as a means of effective communication in the educational environment; including the use of these collaborative tools for communication with individuals and groups such as students, parents, colleagues, and community organizations or groups.

c.3 Participate in reading, net research and discussion of educational web sites; various web development software features, functions and utilization. (Appendix 4, 5, and 16)

c.4 Be provided with examples of on-line etiquette, demonstrate appropriate on-line etiquette, and will be able to identify classroom and other information retrieval or exchange situations where on-line etiquette practices would be applicable.

c.5 Utilize a computer and e-mail software to successfully create, retrieve, and copy communications to others as well as demonstrating the ability to attach, open and effectively manage "attached" files and utilize threaded discussion, newsgroups and other collaborative electronic resources. (Ed-460; 462; 466; 470; 457; 472; 474; 476)

c.6 Utilize a computer to successfully navigate to an educationally related Internet site and explore assigned areas (Ed-460; 462; 466; 470; 457; 472; 474; 476); assess that site based on a site evaluation rubric provided by the instructor. (Appendix 4, and 5)

c.7 Add to their cumulative portfolio: Net Etiquette Checklist; Internet Educational Site Evaluation

**Standard Nine Subcomponent (d)** *Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools.*

**Activities and Performance Indicators:** The student will ...

d.1 Participate in an assessment of his/her level of knowledge and competency related to effective skill and utilization of educational digital media, multimedia and hypermedia development. (Appendix 3, 17, 18, 19, 20 and 21)

d.2 Participate in reading and discussions and observe demonstrations and explanations of common features, functions, and educational utilization of multimedia authoring and web creation software. Discuss procedures/processes for utilizing various peripherals which support multimedia development. (Appendix 16, 17, 18, and 19)

d.3 Utilize a multimedia creation application, such as Power Point or HyperStudio, or a web page authoring program to create a product which demonstrates the skills and competencies necessary for effective utilization of presentation and multi-media
software to enhance learning and communication. (Appendix 18, 19, and 24)

d.4 Create a specific lesson plan which utilizes the processes of multi-media authoring by pupils in ways which enhance student learning and incorporates specific state adopted academic content standards for students. (Ed-472; 474; 476) (Appendix 20 and 22)

d.5 Add to their cumulative portfolio: Multimedia project; Lesson Plan utilizing multimedia

**Standard Nine Subcomponent (e)**

*Each candidate chooses software for its relevance, effectiveness, alignment with state-adopted content standards for students, and value added to student learning.*

**Activities and Performance Indicators:**

The student will ...

**e.1** Participate in reading discussion and analysis of the State-adopted academic content standards for students. (all courses)

**e.2** Read about, participate in discussion of, and observe demonstrations of: locating and utilizing computer-based resources which effectively support instruction and learning in grade and subject appropriate State and local educational Standards for students; the processes of matching computer based resources to identified state adopted academic content standards for students and individual student learning styles/needs. (Appendix 5)

**e.3** Participate in reading, discussions, and observation/demonstrations of instructional uses of computer assisted or computer managed instruction (CAI/CMI) in computer labs, classrooms and special programs; explore various CAI/CMI educational software programs and their features, functions, and utilization. (Ed-462; Ed.464; Ed. 466; Ed. 470; Ed. 457; Ed. 472; Ed. 474; Ed.476)

**e.4** Research, select and evaluate educational resources/materials utilizing the knowledge, skills and competencies of information literacy, critical thinking, state adopted academic content standards for students and pedagogical knowledge. (Ed-462; 464; 466; 470; 457; 472; 474; 476) (Appendix 5)

**e.5** Add to their cumulative portfolio: Internet Resource List; Software Evaluation Summaries
Standard Nine Subcomponent (f) Each candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered.)

Activities and Performance Indicators: The student will ...

f.1 Participate in an assessment of his/her initial level of computer-based knowledge/skill related to electronic research and information literacy competencies. (Appendix 3 and 4)

f.2 Read and participate in discussions of: case studies related to legal and ethical issues of computer use, particularly use by educational professionals and K-12 students; scenarios illustrating copyright issues, privacy, security and student safety issues.

f.3 Participate in reading, net research and discussion of educational web sites, various web software features, functions and utilization. (Appendix 4 and 5)

f.4 Read about, participate in discussion of, and observe demonstrations and explanations of: a web browser, web navigation, basic and advanced electronic information searching, including but not limited to the different types of searching and information resources strategies and skills for authenticating information; and ways of using the internet in the classroom for research and instruction. (Appendix 4, 5, and 24)

f.5 Research and graphically illustrate the interrelated components of information literacy and critical thinking, showing relationships and possible sequences of analysis and evaluation. (Appendix 5)

f.6 Read about, participate in discussion of, and observe demonstrations and explanations focused on: locating and matching computer-based resources/media to desired instructional outcomes and meeting of individual student needs; educational digital media evaluation; appropriately incorporating computer-based resources in lesson plan design; and the components necessary for competent information literacy. (Ed. 460; Ed. 462; Ed. 464; Ed. 470; Ed. 457; Ed. 472; Ed. 474; Ed. 476)

f.7 Given relevant educational topics, utilize a net connected computer to conduct several types of searches, summarizing their findings and conclusions in written or oral reports. (Ed.-460; Ed. 462; Ed. 464; Ed. 470; Ed. 457; Ed. 472; Ed. 474; Ed. 476)

f.8 Add to their cumulative portfolio: Research Summary Reports; Information Literacy, Critical Thinking Graphic Organizer/flow chart/matrix.
Standard Nine Subcomponent (g) Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

Activities and Performance Indicators: The student will ...

- Participation in reading and discussions of concepts and principles of: elements and structure of knowledge; knowledge management; learning theory; information and media literacy; matching technological resources to desired learning outcomes and student needs.

- Read about, participate in discussion of, and observe demonstrations of: locating and utilizing computer-based resources which support instruction in grade and subject appropriate State and local educational Standards; the processes of matching computer-based resources to identified state adopted academic content standards for students as well as individual student learning styles/needs. (Ed. 460; Ed. 462; Ed. 464; Ed. 470; Ed. 457; Ed. 472; Ed. 474; Ed. 476)

- Read about, participate in discussion of, and observe demonstrations and explanations of: spreadsheet and database terminology and utilization of these tools for records management and instructional activities, including but not limited to using spreadsheets and databases to gather and analyze various types of information; creating appropriate formats/layouts for particular types of data entry; entering and removing data in appropriate cells/fields; using sort, find and query commands; selecting and creating charts for data representation and analysis; and exporting data contained in cells/fields/records into other documents or applications. (Appendix 7, 8, 12, 13, and 14)

- Observe demonstrations and explanations of common features, functions, and appropriate educational utilization of student assessment hardware and software. (Ed. 462; Ed. 464; Ed. 466; Ed. 472; Ed. 474; Ed. 476)

- Given a specific desired learning outcome, competently select and/or be able to describe appropriate application(s) of computer-based hardware and/or software to enhance instruction and learning.

- Given a specific desired learning outcome create effective lesson plan(s) which appropriately integrate computer-based resources/tools with the referenced content and within a practical and pedagogically effective learning environment structure. (Appendix 22 and 23)

- Design effective grade level appropriate lessons correctly aligned to state adopted academic content standards for students which utilize a database and/or spreadsheet to enhance student learning outcomes. (Appendix 9 and 15)

- Utilize a computer and printer to successfully create and print out a special purpose
data base layout as well as individualized mail-merge documents which utilize several fields from an educationally related candidate created data-base.
(Appendix 13 and 14)

g.9 Utilize a computer and printer to successfully construct and present or print out graphical representations which meaningfully illustrate information content and relationships. (Ed-462; 464; 466; 470; 474) (Appendix 10 and 11)

g.10 Given a subject area/desired pupil outcomes, identified student learning styles and special needs, select and appropriately integrate three computer-based resources into an effective instructional design which addresses the academic content and identified student needs. (Ed-472; 474; 476) (Appendix 22, 23, and 24)

g.11 Add to their cumulative portfolio: Lesson Plans integrating technological resources; Graphical representation of instructionally meaningful information.

**Standard Nine Subcomponent (h) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.**

**Activities and Performance Indicators:** The student will ...

h.1 Participate in an assessment of his/her present level of computer-based knowledge/skill related to matching student learning styles/needs with applicable state adopted academic content standards for students and research supported instructional design/strategy. (Ed-472; 474; 476) (Appendix 24, 25, and 26)

h.2 Participate in discussions, and observe and read about educational research concerning appropriate and inappropriate instructional use of computers and effective classroom management techniques for utilizing computer-based activities within the instructional program. (Ed.472; Ed. 474; Ed. 476)

h.3 Participate in discussion of computer hardware, software and utilization trends in local area schools and potential implications for education and society. (Ed.472; Ed. 474; Ed.476)

h.4 Given a specific desired learning outcome, create effective lesson plan(s) which appropriately integrate computer-based resources/tools with the referenced content and within a practical and pedagogically effective learning environment structure. (Appendix 22 and 23)

h.5 Given a desired learning outcome, successfully create an effective computer enhanced instructional design which appropriately integrates information literacy
skills, technology resources, and relevant state adopted academic content standards for students. (Appendix 22 and 23)

h.6 Create a specific lesson plan which utilizes the processes of multi-media authoring by pupils in ways which acknowledge best practice research findings to enhance student learning and incorporates specific state adopted academic content standards for students. (Appendix 16, 17, 21, 22, and 23)

h.7 Given a subject area/desired pupil outcomes and identified student learning style, select and appropriately integrate three computer-based media/resources in an effective instructional design. (Appendix 22 and 23)

h.8 Create a description of a week long classroom situation that is directly connected to grade level appropriate specific State adopted academic content standards for students which thoroughly describes the structure of the over-all learning environment, appropriate technological resources to be utilized, management procedures, and related actions and products of the teacher and students. (Appendix 22 and 23)

h.9 Add to their cumulative portfolio: Technology integrated lesson plans demonstrating knowledge of best practice research.

Standard Nine Subcomponent (i) Each candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources) and of privacy, security, and safety issues (e.g. appropriate use of chatrooms, confidentiality of records including graded student work, publishing names and pictures of minors, and Acceptable Use Policies).

Activities and Performance Indicators: The student will ...

i.1 Participate in an assessment of his/her present level of knowledge of copyright, privacy, security and safety issues. (Appendix 3)

i.2 Read and participate in discussions of: case studies related to legal and ethical issues of computer use, particularly use by educational professionals and K-12 students; scenarios illustrating privacy, security or student safety issues.

i.3 Discuss and describe teacher and school practices which most effectively protect student privacy and safety, ensure computer security, and help students learn to appropriately utilize copyrighted materials and avoid plagiarism.
i.4 Create a school or classroom scenario dealing with a legal, ethical, or safety problem; produce appropriate procedures for dealing with problem scenarios.

i.5 Given various school or classroom information retrieval or exchange scenarios, identify relevant legal or safety concerns and the appropriate security procedures and/or management techniques necessary for suitable computer use and overall student safety.
Category C

Preparation to Teach All Students
In California Schools

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

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

Candidates in the Teacher Preparation Program at the University of La Verne participate in a significant strand addressing the creation of a healthy, supportive environment for student learning. This strand includes coursework and activities in the program and prerequisites for the program.

Health education coursework is a prerequisite to entering the program. The prerequisite covers the areas of:

1. basic principles, issues, and effects (physical, psychological, and emotional) of human health, sexuality, and substance abuse as related to curriculum and instruction, and academic achievement.

2. clear understanding of common diseases and risk factors, and the health effects of diet and exercise.

3. knowledge and understanding of issues of sex, health, and drug education, including tobacco.

4. awareness of controversial issues and societal values related to the topics of sex, health, and drugs.

5. psychological health issues, including psychoses, defense mechanisms, symptoms of suicide, substance abuse, and physical self abuse.

6. current school health programs.
(7) effective teaching strategies and environments conductive to maximizing the health of children.

Throughout the program significant emphasis is placed on the family, school, community and environmental factors. In Education 460, 462, 470, 472, and Special Education 457 there are specific lessons and activities addressing the ability of candidates to learn and apply skills for communicating and working constructively with students, their families, and community members.

Education 472 and Special Education 457 place emphasis on access to site-based and community resources and agencies, including social, health, educational and language service, in order to provide integrated support to meet the individual needs of each student. During the bi-weekly seminars in the two phases of supervised teaching, Education 468 and 478, each candidate participates in discussions relating to services provided for students, and how it impacts the school where he/she is completing supervised teaching, and the teaching profession in general.

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

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:

(1) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;

During Special Education 457, Introduction to Exceptional Individuals and Their Families (Appendix A), all candidates participate in an exercise addressing due process. Embedded in due process is the obligation to protect the privacy, health, and safety of students, families, and other school professionals.

During Education 460, Diversity, Interaction and the Learning Process (Appendix B), in class session 2, covers contemporary legal issues. Laws relating to child abuse, neglect, and sexual harassment are reviewed.

All students in Education 468, Supervised Teaching I (Appendix C), participate in a seminar covering laws on sexual harassment, child abuse, and neglect. The seminar gives the steps to carry out the laws and district guidelines for reporting.
(2) **the effects of family involvement on teaching, learning and academic achievement;**

During the Teacher Preparation Program family involvement in the education of their children is addressed in a number of classes. Education 462, Literacy Methodology for Multiple Subject Candidates (Appendix D), 464, Introduction of the Teaching of Reading for Multiple Subject Candidates (Appendix E), and 466 (Appendix F) have candidates complete a family and community interview.

Education 460 (Appendix B) addresses families in a Multicultural Community Research Project (Appendix G). The Ruby Payne text addresses the issue of parents in poverty (Appendix H).

Education 472, Teaching Strategies (Appendix I) has an assignment that requires an interview with parents.

(3) **knowledge of and respect for diverse family structures, community cultures and child rearing practices;**

The Teacher Preparation Program has, as a fundamental premise, the understanding and respect for diversity. In Education 460 (Appendix B), students participate in an assignment using Multicultural scenarios (Appendix J), addressing culture and gender. Participation in this activity increases the candidates’ understanding and sensitivity to diversity.

Education 470, Theories and Methods of Education for Linguistically Diverse Students (Appendix K) emphasizes tapping prior knowledge in the SDAIE lesson and the fieldwork.

The lesson plan (Appendix L) used throughout the program uses strategies to tap background knowledge and prior learning.

(4) **effective communication with all families; and the variety of support and resource roles that families may assume within and outside the school.**
During the Teacher Preparation Program family involvement in the education of their children is addressed in a number of classes. Education 462, Literacy Methodology for Multiple Subject Candidates (Appendix D), 464, Introduction of the Teaching of Reading for Multiple Subject Candidates (Appendix E), and 466 (Appendix F) have candidates complete a family and community interview.

Education 460 (Appendix B) addresses families in a Multicultural Community Research Project (Appendix G). The Ruby Payne text addresses the issue of parents in poverty (Appendix H).

Education 472, Teaching Strategies (Appendix I), has an assignment that requires an interview with parents.

TPE addressed: 8

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

The Teacher Preparation Program at the University of La Verne has as a fundamental premise of the program the building of a just and democratic learning community within the classroom. Education 460 (Appendix B) has as its goals to address (1) developmental process (2) relationship between communication, self-esteem and learning, (3) developing sensitivity and education equity among diverse cultural, socio-economic and linguistic groups. These goals support the building of effective school and classroom settings.

Education 472 (Appendix I) examines the role of the teacher in establishing a just and democratic classroom or school by using the Personal Characteristics Necessary for Teaching (Appendix M) developed by the Education Department.

TPE addressed: 10

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

(1) the health status of children and youth, its impact on students’ academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;
The prerequisite coursework (Appendix N) acquaints candidates with basic principles, issues, and effects (physical, psychological, and emotional) of human health, sexuality, and substance abuse, primarily as related to curriculum and instruction, and academic achievement.

TPE addressed: 8

(2) common chronic and communicable diseases of children and adolescents and how to make referral when these diseases are recognizable at school; effective strategies for encouraging the healthy nutrition of children and youth; and

The prerequisite coursework (Appendix N) addresses a clear understanding of common diseases and risk factors, and the health effects of diet and exercise.

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

The prerequisite coursework (Appendix N) covers issues of sex, health, and drug education, including tobacco. It also includes an awareness of controversial issues and societal values related to the topics of sex, health and drugs. Psychological health issues are also covered, including psychoses, defense mechanisms, symptoms of suicide, substance abuse, and physical self-abuse.

TPE addressed: 8

10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence.

Education 460 (Appendix B) includes a presentation on Conflict Resolution (Appendix O). The presentation includes strategies to anticipate, recognize, and defuse situations that may lead to conflict, and ultimately to violence.

TPE addressed: 11

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and
resolution in ways that contribute to respectful, effective learning environments.

In the Conflict Resolution presentation in Education 460 (Appendix B) connections are made to the development of an effective learning community within the classroom, and throughout the school.

TPE addressed: 12

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

In Education 472 (Appendix I), candidates learn about the range of social, health, education and language-related service agencies and other resources available at school an off campus.

The prerequisite coursework (Appendix N) learns about the current school health programs, and of effective teaching strategies and environments conducive to maximizing the health of children.

TPE addressed: 12
Standard 10

Appendices

Appendix A  Special Education 457, Introduction to Exceptional Individuals and Their Families - Syllabus

Appendix B  Education 460, Diversity, Interaction, and the Learning Process – Syllabus

Appendix C  Education 468, Supervised Teaching I – Syllabus

Appendix D  Education 462, Literacy Methodology for Multiple Subject Candidates – Syllabus

Appendix E  Education 464, Introduction to the Teaching of Reading for Multiple Subject Candidates – Syllabus

Appendix F  Education 466, Introduction to the Teaching of Reading for Single Subject Candidates – Syllabus

Appendix G  Multicultural Community Research, Education 460

Appendix H  Ruby Payne text, Education 460

Appendix I  Education 472, Teaching Strategies – Syllabus

Appendix J  Multicultural Audit, James Banks, Education 460

Appendix K  Education 470, Theories and Methods of Education for Linguistically Diverse Students – Syllabus

Appendix L  Lesson Plan used throughout the program

Appendix M  Personal Characteristics Necessary for Teaching, Education 472

Appendix N  Health Education Class, Education 420

Appendix O  Conflict Resolution Assignment, Education 460
Program Standards 11: Preparation and Use of Educational Ideas and Research

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

11(a)  Child and Adolescent Development

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

The theories of development are presented throughout the teacher education program. Beginning with Education 460, the candidates are introduced to the theories of Rogers (Humanistic theory), Covington (Self-worth theory), White (Motivation theory), Skinner (Reinforcement theory), Piaget, (Cognitive Development), Constructivism (Dewey, Vygotsky, Brunner). (Appendix A) (Also see Standard 3)

During Education 462, Education 464 and Education 468, candidates learn about the different theories of literacy development. In Education 472, all of the theories are reviewed and reflected upon in relation to learning and teaching. (See Standard 3)

In Education 470, the theories of linguistic development are introduced. Developmental theories of Piaget and Vygotsky are presented in terms of language development. Included are the first and second language development theories of Chomsky, Cummins, Krashen and Long) In addition, research in the area of bilingual education by Collier & Thomas and Department of Education, David Ramirez is analyzed (Appendix B)

TPEs addressed in 11(a): 6,7,10,11

11(b)  Theories of Learning

Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research associate with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.
During Education 460 and Education 470, the theories of Piaget, Vygotsky, and Skinner are introduced and discussed in terms of supporting lesson development. (Appendices A, B) (Also see Standard 3).

During Education 472, behaviorist, cognitive and constructivist theories are examined in terms of how these theories apply to classroom instruction. Students are involved in a scenario activity (Appendix C) In addition, the concept of multiple intelligence is examined.

In Education 470, candidates receive instruction, read, and participate in numerous activities dealing with the research on language acquisition theory. Some of the theories introduced in first language acquisition are behaviorist, Innatist and Interactionist. In the area of second language acquisition, theories by Cummins, Krashen, Long are presented. Research by Vygotsky, Ramirez, Collier and Thomas, Christian and current journal article are presented, discussed and analyzed. (Appendix B)

In an effort to make the input comprehensible and connect to the candidate lives, numerous delivery systems are utilized. Cummins is presented through lecture using overhead and/or PowerPoint presentation. Candidates are then presented with scenarios (Cummins scenario activity) that they discuss in small groups. They are then required to visually represent several students’ CALP development (Iceberg activity) on chart paper and present to the whole group, (Appendix D)

TPEs addressed in 11(b): 6, 7, 10, 11

11c) **Social, Cultural and Historical Foundations**

*Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding historical and contemporary purposes, roles and functions of education in American society.*

Education 460, Diversity, *Interaction and the Learning Process*, Education 470, *Theories and Methods for Linguistically Diverse Students*, and Special Education 457, *Introduction to Exceptional Individuals and Their Families*, are the primary courses of preparation for diversity. Education 460 includes the nature of culture, changing demographics, cultural diversity, including the major cultural groups of California, development of multicultural awareness, examination of racism and personal attitudes toward diversity, examination of the process of acculturation and assimilation within American society and the impact of social, political and economic issues on the educational status of linguistically and culturally diverse groups. A strong emphasis is placed on the differences in socio-economic status. The course also includes discussion of effective ways to include cultural traditions in the core curriculum, and ways to promote parent/community involvement in school activities. Laws relating to educational equity for all children are examined, with emphasis on Education Code Chapter 587, Statutes of 1999. (Appendix A)
Education 470 builds upon the concepts introduced in Education 460 with the addition of research and pedagogy in the areas of second language acquisition and literacy development in the English language learner. This course also contains information on immigration, racism and culture. Laws relating to educational equity for all children are examined, with emphasis on Education Code Chapter 587, Statutes of 1999. The fieldwork requires the candidate to work with ELD students under the supervision of a CLAD certified teacher. (Appendix B) Both Education 460 and 470 include planned experiences in which candidates learn to identify, analyze and minimize person and institutional bias.

Special Education 457 addresses core curriculum issues through working with teams to enhance lessons in the core area for diverse groups as assigned, selects a personal interest to enhance the core curriculum for special needs students, and learns and applies three core curriculum enhancement strategies to 13 handicapping areas and at risk learners. All activities are developed to address the diversity found in the California schools. (Appendix E)

In Education 470, candidates understand the state and federal laws and requirements for the education of English learners. Activities such as the CELDT graphic organizer (Appendix F) are used in class to facilitate the understanding of state ELD testing requirements. Jigsaw activities of the compliance regulations (Appendix G) are conducted in class to so that the candidates have a better understanding of his/her legal responsibilities. In-depth analysis and discussion of 227 is conducted class. In class discussion of the history of bilingual education includes a timeline activity (Appendix H)

In Education 470, each candidate develops an educational question and finds supporting research that enable him/he to answer the question. The research question centers on current topics and issues of English learners in California. The candidate uses current research and journal articles to answer the research question and later present it to the whole group. (Appendix I)

TPEs addressed in 11(c): 2,3,4,5,6,7,8,11
**Program Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession**

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

Candidates in the Teacher Preparation Program at the University of La Verne have multiple opportunities to develop a professional perspective on teaching that is framed by the ethics of teaching every student effectively. The Mission Statement of the University and the Mission Statement of the Education Department (available in Standard 1) support this practice.

Each candidate is challenged to develop as a professional educator through lecture, activities, and fieldwork experiences. Through the program the candidate is given a strong theory base on the social, emotional, cognitive and pedagogical factors and their impact on student learning outcomes. This theory base is supported by practical applications in class activities and fieldwork.

The commitment to diversity is embedded throughout the program. The responsibility of each candidate to provide equitable access for all students to the core academic knowledge is addressed in all classes through the strong tie to the state academic content standards, the ELD standards, and the CSTP. This gives each student the content and the process to be effective teachers. This is all done with a sound belief in the importance of fostering the intellectual, social, and personal development of children and adolescents. This is supported by a strong research-based theory foundation in a strand throughout all of the classes in the program.

Collaboration is stressed throughout the program. Group projects are found in all classes, supporting the ability of colleagues to work together in relation to the principles of classroom equity and the professional responsibilities of teachers.

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been
clearly and effectively substantiated in relation to each of the following elements.

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

12 (a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and

Theory bases throughout the program build on one another. Education 460 (Appendix A), addresses humanistic theory/Rogers, developmental theory/Piaget, multicultural theory/Banks, and Constructivism. Education 462 (Appendix B) and Education 466 (Appendix D) build on Piaget and introduce Vygotsky’s cognitive development: social factors. Education 464 (Appendix C) and Education 466 (Appendix D) add schema theory and motivation theory. Education 470 (Appendix E) has as a foundation the theoretical background of bilingual education/Cummins, the natural approach/Terrell, language acquisition theory/Chomsky, second language acquisition/Krashan, plus building on Vygotsky. Education 472 (Appendix F), 474 (Appendix G), and 476 (Appendix H) build on former classes and adds the behaviorists/Skinner, constructivists/Dewey, Bruner, Ausubel; and multiple intelligences/Gardner.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix H) will be required to demonstrate the subject specific pedagogical skills of how to teach the advanced skills of research-based discourse in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix I).

Education 472 (Appendix F) addresses research-based teaching strategies, direct instruction, student teams achievement divisions (STAD), group investigation and inquiry. Developmental theories are integrated for appropriate grade level application.

Education 472 (Appendix F) emphasizes differentiated instruction for multiple intelligences and children of poverty. In addition, specific instruction is included on a variety of instructional strategies, including direct instruction and inquiry.

develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

Education 460 (Appendix A) addresses the moral and ethical consideration for all candidates. This is done through specific assignments such as the Multicultural Practicum Scenarios (Appendix J).
All professors model ethical behaviors for candidates as stated in the Mission of the University and the Education Department.

TPEs addressed in 12(a): 1B, 2, 5, 8, 6A, 6B, and 6C,12

12 (b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between

(1) background characteristics of students and inequities in academic outcomes of schooling in the United States, and

Education 470 (Appendix E) addresses the theories and methods of education for linguistically diverse students. In presentation of the ELD and SDAIE lesson strategies background characteristics of students and inequities in academic outcomes of schooling in the United States are addressed.

In Education 460 (Appendix A) the Multicultural Practicum Scenarios (Appendix J) require developing a list of key learnings based on research that specifically address the background characteristics of students in the California Schools.

(2) teacher expectations and student achievement.

The Multicultural Practicum Scenarios (Appendix J) in Education 460 (Appendix A) address the importance of teacher expectations and student achievement.

Ruby Payne’s text (Appendix O) used in Education 460 (Appendix A) and Education 470 (Appendix E) addresses research relating to children of poverty and student achievement.

Issues address throughout Education 470 (Appendix E) address teacher expectations and the link to student achievement.

TPEs addressed in 12(b): 7,8,9,10

12 (c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves.

The Microteaching activity (Appendix K) in Education 472 (Appendix F) uses the lesson plan developed for the program. Candidates include ways to challenge students to set and meet high academic expectations for themselves in preparation of the lessons for this activity.
The SIOP model (Appendix) used throughout the program, specifically in Education 470 (Appendix E), assists candidates in ways to explain content clearly and make abstract concepts concrete.

Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

Candidates learn how to use qualitative and quantitative data to assess students’ existing knowledge and behavior in classes throughout the program.

In Special Education 457 (Appendix L) the students learn 27 Special Education instruments, and specific ones for mild disabilities. They match assessment to disabilities; create a notebook on assessment practices and terminology; develop a portfolio of their own which practices benchmarks and other formal assessments; complete an assignment to translate their experience into what they might do for students; and learn to do functional analysis, one component of which is student task completion behavior.

Education 462 (Appendix B) and Education 464 (Appendix C) develop the ability to use formal and informal assessment tools (e.g. writing samples, anecdotal records, running records, phonemic tests, concepts of print, checklists, etc.) to determine academic assessment. Every lesson objective needs to be matched to an assessment indicating students’ levels of proficiency related to the objective prior to the lesson. Every lesson objective needs to be matched to an assessment indicating students’ level of proficiency related to the objective prior to the lesson.

In Education 470 (Appendix E) the students are able to determine CELDT (California English Language Development Test) results and use them in academic instruction (Appendix M).

TPEs addressed in: 12(c)  1A, 1B, 2, 3, 7 ,9

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

The Teacher Preparation Program at the University of La Verne recognizes the importance of students’ prior knowledge, experiences, abilities and interests as they plan academic instruction. The lesson plan
Education 470 (Appendix E) emphasizes tapping prior knowledge in the SDAIE lesson and the fieldwork.

Education 462 (Appendix B) and 464 (Appendix C) require “The ABCs”, (A) low affective filter, (B) develop background knowledge, (C) contextualization of linguistic material (props, realia, overheads, slower speech, repetition, etc). These three components form the basis for providing instruction that is comprehensible to English Language Learners. Each part is demonstrated in class by the instructor and then applied to sample lessons with the candidates. As candidates develop their lesson, they incorporate the ABCs, documenting exactly how they did it in their written reports. Later, lessons are shared with classmates, and highs and lows associated with lesson implementation and student response are discussed.

Feedback and coaching are an important part of the lesson plan process used in the program. An example is found in Education 464 (Appendix C). In Education 464 two formal lessons cover reading comprehension. One lesson is turned in to the instructor; the second is observed during the fieldwork. Reading comprehension is a primary focus of Education 464 as a process and the related strategies for helping students to develop their skills within different categories of comprehension. In 464, three formal Reading Comprehension Lessons are required, two which are taught and turned into the instructor for feedback, and a third one which is observed and evaluated by the ULV Fieldwork Supervisor in the fieldwork setting.

TPEs addressed in 12(d): 1A, 1B, 4, and 7

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

A prerequisite to entering the program is health education coursework. This prerequisite covers the several areas including major psychological health issues, including psychoses, defense mechanisms, symptoms of suicide, substance abuse, and physical self-abuse, (Appendix O)

Education 460 (Appendix A) has as fundamental goals (1) understanding the human and developmental process (2) relationship between communication, self-esteem and learning, (3) developing sensitivity and
education equity among diverse cultural, socio-economic and linguistic groups.

Education 470 (Appendix E) includes as an objective, analyzing the affective, cognitive, and linguistic factors that affect second language acquisition in both social and academic aspects.

Education 472 (Appendix F) addresses the Personal Characteristics Necessary for Teaching (Appendix P) developed by the University of La Verne Education Department.

TPE addressed in 12(e): 11

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

Group projects and peer evaluation are found throughout the program. The Microteaching activity (Appendix K) in Education 472 (Appendix F) groups candidates and includes peer evaluation and feedback.

Education 460 (Appendix A) 50% of the candidate’s grade is based on projects and activities done in collaboration with colleagues.

In Education 476 (Appendix H) candidates work with colleagues preparing for subject matter credentials in like disciplines. In addition, candidates are required to demonstrate subject specific pedagogical skills by using cooperative projects.

In Education 466 (Appendix D) candidates participate in literature circles in session two, providing opportunity for give and take with colleagues.

TPEs covered in 12(f): 1B, 4

PROGRAM MODIFICATIONS (01/12/09):

IMPLEMENTED A STUDENT SUCCESS TEAM MODEL

IN 2003 THE TEACHER EDUCATION PROGRAM IMPLEMENTED A STUDENT SUCCESS TEAM (SST) TO ASSIST STRUGGLING STUDENTS. THE RATIONALE WAS TO PROVIDE SUPPORT TO STUDENTS WHO ARE EXPERIENCING DIFFICULTIES IN THE PROGRAM. FACULTY WHO HAVE WORKED WITH THE STUDENT(S) COLLABORATE ON SOLUTIONS. THIS WAS IMPLEMENTED THROUGH FACULTY AND FIELD SUPERVISORS RECOMMENDATION.
ALIGNED PERSONAL CHARACTERISTICS WITH DISPOSITIONS

IN THE FALL OF 2007 THE PROGRAM ALIGNED PERSONAL CHARACTERISTICS NECESSARY FOR TEACHING WITH COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP DISPOSITIONS AS DESCRIBED IN THE CONCEPTUAL FRAMEWORK. THE RATIONALE FOR THIS CHANGE WAS TO STRENGTHEN THE STUDENT SUCCESS TEAM (SST) AND ALIGN WITH NCATE STANDARDS. COLLEGE FACULTY AND ADMINISTRATION RECOMMENDED THIS.

IMPLEMENTATION OF A WRITING COMPETENCY ASSESSMENT

IN THE FALL OF 2006 TEACHER EDUCATION IMPLEMENTED A WRITING COMPETENCY ASSESSMENT WITH A SEVEN-WEEK WRITERS’ WORKSHOP FOR CANDIDATES WHO DO NOT PASS. THE RATIONALE SUPPORTS THE NEED TO IMPROVE CANDIDATE WRITING SKILLS TO A PROFESSIONAL LEVEL EARLY IN THE PROGRAM. THIS WAS BASED ON FACULTY EVALUATION OF CANDIDATES’ WRITING.
Appendix A  Education 460, Diversity, Interaction, and the Learning Process – Syllabus
Appendix B  Education 462, Literacy Methodology for Multiple Subject Candidates – Syllabus
Appendix C  Education 464, Introduction to the Teaching of Reading for Multiple Subject Candidates – Syllabus
Appendix D  Education 466, Introduction to the Teaching of Reading for Single Subject Candidates – Syllabus
Appendix E  Education 470, Theories and Methods of Education for Linguistically Diverse Students – Syllabus
Appendix F  Education 472, Teaching Strategies – Syllabus
Appendix G  Education 474, Teaching in the Content Areas – Multiple Subjects - Syllabus
Appendix H  Education 476, Teaching in the Content Areas – Single Subjects - Syllabus
Appendix I  Rubric to evaluate use of strategies in Content Areas, Education 476
Appendix J  Multicultural Practicum Scenarios, Education 460
Appendix K  Microteaching activity, Education 472
Appendix L  Special Education 457, Introduction to Exceptional Individuals and Their Families - Syllabus
Appendix M  CELDT activity, Education 470
Appendix N  Lesson Plan used throughout the program
Appendix O  Health Education Class, MSS 151
Appendix P  Personal Characteristics Necessary for Teaching, Ed 472
Appendix P  Personal Characteristics Necessary for Teaching, Education 472
Appendix Q   Ruby Payne text, Education 460 and Education 472
In the professional teacher preparation program, all candidates have multiple, systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidate learn how to implement an instructional program that facilitates English language acquisition development, including receptive and productive language skills, and logically progresses to grade level reading/language arts program for English speakers. Candidates acquire and demonstrate ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted content standards. Candidates learn how cognitive, pedagogical and individual factors affect student’s language acquisition.

All teacher education candidates receive numerous opportunities to acquire the knowledge and skill necessary to work with English learner. Every course in the teacher education program offers content in the area of second language acquisition, although it is the primary emphasis is Education 470. The types of programs for English learners is explicitly taught and reinforced throughout the program, with special emphasis in Education 470, Education 472 and Education 478. Major emphasis is placed on understanding and utilizing the content standards and frameworks. All lessons generated by the teacher education candidates must incorporate the state adopted content standards. Lesson plans written in class and as assignments must utilize both ELD standards the content standards. (Education 460, Education 470, Education 472, Education 474, Education 472, Education 468 and Education 478).

All teacher education candidates in Education 470 are required to develop a research question based on an issue dealing with English learners. The candidate researches the question, writes a paper based of the findings and presents the results to the whole group utilizing strategies for effective lesson delivery.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for
English language development and their relationship to the state-adopted reading/language arts content standards and frameworks.

Each teacher education candidate has the opportunity to understand programs for English learners and clearly understand how to assess and place students in appropriate programs in addition to designing lessons using the state adopted ELD and content standards. In Education 470, Teaching linguistically diverse students populations, candidates understand the state and federal laws and requirements for the education of English learners. Activities such as the CELDT graphic organizer (Appendix G) are used in class to facilitate the understanding of state ELD testing requirements. Jigsaw activities of the compliance regulations (Appendix J) are conducted in class to so that the candidate can better understand his/her legal responsibilities. In-depth analysis and discussion of 227 is conducted in class. Candidates are provided multiple opportunities to understand and use the state-adopted reading/language arts state-adopted content standards. (Appendix M) In Education 470, Education 472, Education 472 and Education 468 & 478 all lessons must be tied to the ELD and/or state adopted content standards. (Appendices E, H, K)

TPE 1A & 1B Teaching Reading and Language Arts in the Multiple and Single Subject assignments
TPE 4 Making Content Accessible
TPE 6 – Developmentally appropriate teaching practices
TPE 7 – Teaching English learners
TPE 9 – Instructional planning
TPE 12 – Professional, Legal, and Ethical Obligations

13(b) The program’s coursework and field experiences include systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students assessed levels of English proficiency, and that lead to rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level.

Strategies that are effective with the English learner are explicitly taught throughout the program, with special emphasis in Education 470, Education 472, and Education 478. (Appendices C, D, E, F, H, I, V, W) During the course and fieldwork, candidates receive instruction on and engage in the practice of using up-to-date materials and research-based strategies that promote English language development. The candidates have opportunities to see these strategies modeled and practiced in class and in the fieldwork experience. Lessons in Education 470 and Education 472 are designed using language objectives (listen, speaking, reading and writing) in each lesson in addition to a content goal. (Appendices E, H, L) Candidates’ design and deliver lessons in class and during their fieldwork experiences. (Appendix I) Candidates are also given opportunities to effectively assess students’ proficiency and determine the appropriate lesson delivery for each student. Candidates’ design ELD lessons based on CELDT results and use the ELD and ELA standards for lesson development. (Appendices G, D)
TPE 1A & 1B (Teaching Reading and Language Arts in Multiple and Single Subject assignments)
TPE 4 Making Content Comprehensible
TPE 5 Student Engagement
TPE 6A, B, C Developmentally Appropriate Practices
TPE 7 Teaching English Learners
TPE 8 Learning about Students
TPE 9 Instructional Planning
TPE 10 Instructional Time

13c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placement and instruction program.

All teacher candidates receive explicit instruction on state and federal regulations, in addition to relevant laws and programs. The students participate in activities such as historical timelines (Appendix B) both as a body line-up, a card timeline and a graphic organizer. Jigsaw activities of the CCR or state compliance regulations (Appendix J) are conducted followed by in class small group and whole class discussion surrounding important legal and ethical issues. The candidates have opportunities to reflect upon and use this information throughout the program. This competency is assessed both formally (midterm, research projects, final and class presentations) (Appendix P) and informally (class discussion and journals).

TPE 6A, B, C Developmentally Appropriate Practices
TPE 7 Teaching English Learners
TPE 8 Learning about Students
TPE 12 – Professional, Legal, and Ethical Obligations

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

The candidates are provided explicit instruction of the theories of first and second language acquisition and the connection between language development and literacy development. (Appendix A)
Each teacher education candidate is provided with both in-class and fieldwork experiences in the areas of second language acquisition theory. Candidates have numerous opportunities though class discussion, lesson planning, quizzes and fieldwork to link theory and practice. (Appendix I, Q)
Candidates receive instruction, read, and participate in numerous activities in these areas. Some of the theories introduced in first language acquisition are Behaviorist, Innatist and Interactionist. In the area of second language acquisition, theories by Cummins, Krashen, Long are presented. Research by
Ramirez, Collier and Thomas, Christian and current journal article are presented, discussed and analyzed. (Appendix A) In an effort to make the input comprehensible and connect to the candidate lives, numerous delivery systems are utilized. Cummins is presented through lecture using overhead and/or PowerPoint presentation. Candidates are then presented with scenarios (Cummins scenario activity) that they discuss in small groups. They are then required to visually represent several students’ CALP development (Iceberg activity) on chart paper and present to the whole group, (Appendix S)

TPE 6 – Developmentally appropriate teaching practices
TPE 7 – Teaching English learners
TPE 8 – Learning about students
TPE 1A & 1B Teaching Reading and Language Arts in the Multiple and Single Subject assignments

13(e) The program’s coursework and field experiences include multiple, systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second –languages, classroom organization and participation by specialist and paraprofessionals.

All teacher education candidates have numerous opportunities both throughout lecture (Education 460), readings, classwork, (Education 460, Education 470, Education 472) and fieldwork (Education 470, Education 472, Education 468 & Education 478, Education 457) to understand and correctly implement appropriate classroom management, alternative groupings, and inclusion. (Appendix R)

In Education 470, receive an English Language Development strategy worksheet on the first session of class. (Appendix T) Throughout the course as strategies are modeled by the instructor and the candidates, the candidates fill in the stately worksheet so that at the end of the source each person has between ten and fifteen strategies on the worksheet that they can use to develop lessons. In addition, two of the texts, Making it Happen and 30 Days and Beyond are excellent resource for strategies. Using 30 Days and Beyond, the candidates’ work in pairs to select and present one of the strategies from the book. In addition, the candidate participate in an in-class jigsaw of three chapters of Making it Happen, which presents strategies such as songs, reader’s theater, poetry, stories etc. to teach English learners. These strategies are uses in the lesson the candidate develops for in-class presentation and fieldwork. During Education 470, the candidates develop lesson based on one acquisition level. In Education 472, candidates create a multi-level, language group and develop a lesson based on the state-adopted content standards to meet the needs of the entire language learner in the group.

The research on inclusion (Appendix X) and pullout programs (Appendix A) is present in Education 457 and Education 470.
TPE 6 – Developmentally appropriate teaching practices  
TPE 7 – Teaching English learners  
TPE 9 – Instructional planning  
TPE 11 – Social Environment  
TPE 12 – Professional, Legal, and Ethical Obligations  
Multiple and Single Subject assignments

13(f) **The program’s coursework and field experiences include multiple, systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.**

All teacher education candidates have numerous and systematic opportunities to understand how to modify curriculum so that all students have access to the core curriculum. Through activities such as the picture files (Appendix C), ELD lesson development (Appendix D), Simplification and Elaboration activity, and SDAIE lesson development (Appendix H), students understand how to develop lessons that target grade level standards. (Appendices H, K)

In addition, selection of appropriate text, both narrative and expository, is both models and practices in class and during fieldwork. (Appendix A)

TPE 6 – Developmentally appropriate teaching practices  
TPE 7 – Teaching English learners  
TPE 9 – Instructional planning

13(g) **Throughout coursework and field experiences, candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California’s English Language Development Standards, and the California English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment.**

Throughout the teacher education program, all candidates have opportunities to understand numerous forms of assessment. During Ed 470, through in-class lectures, discussions, and assignments, all teacher education candidates have numerous and systematic opportunities to learn and understand how to interpret and use the CELDT results and ELD standards. Candidates use the results to identify need and develop goals, objective and lessons based on these needs. (Appendices D, E, F, G)

During Education 462, Education 464, Education 466, candidates are provided with opportunities to administer, interpret and prescribe using assessments such as Silveroi and Burns & Roe. (Appendix Y)

During Education 472, Education 474 and Education 476, students are provided information about how to use the data from formal assessment such as standardized test as well as informal assessment such as teacher-made tests, to diagnose, prescribe and eventually design lesson that meet the needs of all students, including English learners. (Appendix V)
13(h)
The program is designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural background and experiences.

All teacher education candidates have opportunities to learn about the importance of understanding the cultural background of their students. (Appendices L, N, O) They have numerous opportunities to interact with students' from various cultural backgrounds dissimilar to their own. (Appendix I)

Education 460, Diversity, Interaction and the Learning Process, Education 470, Theories and Methods for Linguistically Diverse Students, and Special Education 457, Introduction to Exceptional Individuals and Their Families, are the primary courses of preparation for diversity. Education 460 includes the nature of culture, changing demographics, cultural diversity, including the major cultural groups of California, development of multicultural awareness, examination of racism and personal attitudes toward diversity, examination of the process of acculturation and assimilation within American society and the impact of social, political and economic issues on the educational status of linguistically and culturally diverse groups. A strong emphasis is placed on the differences in socio-economic status. The course also includes discussion of effective ways to include cultural traditions in the core curriculum, and ways to promote parent/community involvement in school activities. Laws relating to educational equity for all children are examined, with emphasis on Education Code Chapter 587, Statutes of 1999.

During Education 470, the candidates understand the importance of understanding first language issues and how a student's primary language and culture affect learning. In addition, during Ed 470, the candidate must work with a class of student with at least 25% English learners. (Appendix A)

TPE 8 – Learning about Students
TPE 12 – Professional, Legal, and Ethical Obligations
TPE 11 – Social Environment
**Standard 14: Preparation to Teach Special Populations in the General Education Classroom**

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

**Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom**

The Teacher Preparation Program at the University of La Verne works in close partnership with the Education Specialist Preparation Programs at the University. Course outlines and activities are designed to coordinate with and compliment each other. Dual credentialing is encouraged. Frequent contact with Teacher Education and Education Specialists Candidates is structured in multiple course contact. In this way the principles of inclusion, cooperation and collaboration are modeled for candidates and practiced in course activities.

Special Education 457 is the course primarily responsible for preparation in working with special populations. Special Education 457 is designed to assist candidates in understanding the needs of those individuals served under the Individuals With Disabilities Education Act (IDEA), those individuals served under Sec. 504 of the Rehabilitation Act of 1973 and those individuals served under the Americans With Disabilities Act (ADA), who are individuals at risk of failing in schools due to social, emotional or academic factors. Special Education 457 also addresses the characteristics and needs of individuals who stand out as gifted and talented. In addition to these special populations, the nature of every individual's exceptionality is investigated by applying learning style preferences and psychological temperaments information in course activities.

The readings, class discussions, activities and assignments focus on: individual similarities, differences, the continuum of services provided in special education, integration and inclusion strategies, current legislation, trends and practices in the areas of Special Education and the support for all Exceptional Learners.

Education 462, 464 and 470 address the reading and linguistic needs of learners. They expose candidates to the theory of normal progression in these areas, the use of assessment and of supportive strategies and the special interventions required for learners who are at risk for not learning at a typical pace or within the typical parameters of general education classrooms. In Education 462, 464 and 466 candidates are expected to be able to “utilize methods that are appropriate and effective for English Language learners and special needs learners in learning to read”. In Education 470, candidates are expected to create a “well-developed SDAIE lesson on content area and grade level of their choice. The SIOP model for lesson planning must be used. Both the Specially Designed Academic Instructor in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP) are used to include all learners in an opportunity to achieve in
content areas. Specifically Education 470 includes discussion on how deafness and American sign language effect acquisition of core content.

Education 472 and Education 474 stresses elements essential for addressing the needs of all learners. Through practicing and implementing strategies such as direct instruction and multiple intelligence strategies, candidates learn to plan lessons for special needs learners, including gifted learners.

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

Through lecture, text assignments, examination application activities and visitations, each candidate demonstrates their knowledge about legal criteria under IDEA for the thirteen handicapping conditions and the disability accommodation requirements under sec. 504 and A.D.A. Candidates learn specific characteristics of the major disabilities and possible manifestations of the disabilities in classroom settings. Candidates use this knowledge by applying the information in written assignments requiring them to correctly answer disability related questions.

Special Education 457 (SPED 457) - 3 units (Appendix A)

The candidate will:

1. Define each I.D.E.A. disability categories, and at-risk categories (es.sec.504) in writing on the worksheet provided. (Appendix B)

2. In small groups, use their knowledge of the disability categories in I.D.E.A., and at-risk categories (es. 504) to: (Appendix B)
   a. restate legal definition into user friendly terms.
   b. Match common related services to each category and give rationale.
   c. Select two (2) specific educational behavioral strategies appropriate to each category and give rationale.

3. Watch and complete written exercise on video presentation related to major disabilities (e.g. MR, LD, EBD, ADHD, Autism, deafness, physical disabilities, deaf-blindness, multiple disabilities). (Appendix C)

4. Apply assigned text information on disabilities to exam questions using text page references. (Appendix D)

5. Visit two (2) service delivery models with emphasis on different categories of exceptionality. Write a report on the visitation tying it to course materials and share report in small groups. (Appendix E)
TPES: 8, 12

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

Examination One in Sp. Ed. 457 covers the legal issues and trends in Special Education. Candidates read text assignments, participation in small group discussions on the issues and trends, view videos on the topics, apply their knowledge by correctly responding to questions on video activity sheets and role play the processes involved in IEP’s and special needs learners.

Special Education 457 (SPED 457) - 3 units

The candidate will:

1. Demonstrate with a conceptual understanding of major laws in Special Education by comparing and contrasting in written examination. (Appendix F)
   a. I.D.E.A. - Sec. 504 - ADA
   b. Pre-referral (SST) - Pre-IEP - IEP

2. Demonstrate a conceptual understanding of the relationships between the regular education initiations, core curriculum and full inclusion by creating a pictorial representation and explanation caption. (Appendix F)

3. Demonstrate a conceptual understanding of the key elements of non-bias assessment in Special Education by creating a representation mnemonic system with written explanation. (Appendix F)

4. Using text, lecture information and interview, critique in journal and small groups meeting processes presented in videos on Preferral (SST) PreIEP (assessment review) and IEP. (Appendix G)

5. Role-play in small groups IEP. Process and use critique information from (#4 above) to present key elements for successful preparation and participation in IEP meetings. (Appendix H)

Education 472 (Ed. 472) – 4 units - Appendix J

The candidates will:

1. Examine in class discussion, student and parent roles, rights and responsibilities in connection with special needs learners and include appropriate information in the letter home to parents that accompanies their lesson design. (Appendix K)
Education 470 (Ed. 470) (Appendix L)

The candidate will:

1. Read discuss and respond in writing to demonstrate an understanding of the laws as relate to exception of learners with English as a second language. (See analysis of research assignment, Syllabus p. 4 Appendix L)

TPE: 2, 8, 12

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

In Sp. Ed. 457, candidates review thirty (30) formal and informal assessments commonly used with exceptional learners. They read about them, listen to overviews in lecture and engage in hands on review of actual assessments available in the Special Education Assessment Area. Candidates create and maintain an Assessment and Terminology notebook that include the material to which they have been exposed.

This notebook is a professional resource, categorized by disability areas that they can use in their practice. As they build this resource, candidates discuss entries in small groups and engage in familiarization activities. Candidates use the Hawthorne Pre-Referral Intervention Manuals in the Education Department Curriculum Lab to identify areas of need for a learner in a case study. This investigation ultimately resulting in an intervention plan.

As candidates learn about tying instruction to assessment in Ed. 462, 464, 470, 472 Reading, English learner instruction and content areas, instruction, respectively, they are exposed to best practice assessment tools.

Special Education 457 (SPED 457) – 3 units

The candidate will:

1. Review hands on materials of common formal and informal assessments used for exceptional learners. (Appendix M)

2. Demonstrate knowledge of assessment appropriate to each I.D.E.A. disability category, major sec. 504 categories (e.g. Conduct Disorder, ADHD not eligible under I.D.E.A.) and gifted and talented by identifying in writing one formal and one informal assessment for each category. (Appendix M)
Education 462 (Ed. 462) – 4 units – (Appendix N)

The candidate will:

1. Demonstrate ability to use appropriate assessment to set student goals in small group discussion and written report on goals. (Appendix O)

Education 464 (Ed. 464) – 3 units (Appendix P)

The candidate will:

Demonstrate ability to use appropriate assessment informal and formal to set student goals in small group discussion and written report on goals. (Appendix Q)

Education 470 (Ed. 470) – 4 units

The candidate will:

1. Present a SDAIE lesson demonstrating all critical elements (specifically for this element) tying instruction to assessment. (Appendix R)

2. Use the SIOP model to plan a lesson demonstrating ability to observe learners in order to accurately assess baseline instruction and specific needs. (Appendix S)

Education 474 (Ed. 474) – 4 units (Appendix NN)

The candidate will:

Demonstrate ability to use rubric on design and implementation of lessons tied to objective and group assessment.

Education 472 (Ed. 472) – 4 units

The candidate will:

1. Analyze case studies to determine learning needs and develop lesson modification strategies. (Appendix Z)

TPE: 3, 8
14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Candidates are guided through a series of activities in the areas of major disabilities, at risk learners, gifted/talented and general population, to appropriately select strategies and interventions. Candidates demonstrate their abilities to make appropriate selections and to use appropriate strategies in lesson planning and demonstration.

Special Education 457 (SPED 457) – 3 units

The candidate will:

1. Develop and categorize a list of 101 strategies appropriate for exceptional learners. (Appendix T)

2. Identify in writing two (2) strategies particularly appropriate to each exceptionality and give rationale. (Appendix B)

3. Identify in writing specific technology strategies meant to enhance the performance of exceptional learners. (Appendix U)

4. Critique in small groups and include in journal entries and exam responses strategies observed in videos of exceptional learners in special settings, inclusive classrooms and work settings: (Appendix V)
   
   a. (over all) “Standards & Inclusion”, “Classroom to Community”
   b. (MR) “Heather”
   c. (LD) “F.A.T. City”
   d. (ADHD/LD) “ADHD/LD Strategies”
   e. (EBD) "Educating Peter", “Circle of Courage”
   f. (PH) “What of Tomorrow?”
   g. (Deaf) “See What I’m Saying”
   h. (Traumatic Brain Injury) “Misha: Recovering from a Serious Accident & Advancements in Traumatic Brain Injury”
   i. (Deaf/Blind) “I Work With a Guy Who's Deaf & Blind”

5. Participate in a listening activity of children books series on famous, gifted, and talented children, and complete a journal assignment and a strategies assignment (Appendix I).
**Education 462 – (Ed. 462) - 4 units**

The candidate will:

1. Create a reading lesson appropriate to designated learners using a structured lesson plan that addresses needs of diverse learning population. (Appendix W)

**Education 470 – (Ed. 470) – 4 units**

The candidate will:

1. Create a lesson appropriate to learners who are also English learners that makes content accessible using appropriate materials and strategies. (Appendix X)

**Education 472 (Ed. 472 – 4 units)**

The candidate will:

1. Analyze case studies to determine learning needs and develop lesson modification strategies. (Appendix Z)

TPES: 4, 6, 9, 7 a-c

**I4(e)** *Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.*

Candidates in Sp. Ed. 457 demonstrate their abilities to plan and deliver instruction by presenting enhanced core curriculum lessons to peers. Candidates are given specific disabilities for exceptional learners on a fictional class roster. They must demonstrate their knowledge of the particular learners needs by appropriately exposing the typical and special needs learners to core curriculum. The original lessons are generated in other courses in the Teacher Education program, and are further enhanced in Sp. Ed. 457 using specific strategies for such enhancement. In Ed. 462, 470, 472, 474, candidates must deliver a lesson, using a lesson plan format that is learned and demonstrated in a sequential manner throughout the Teacher Education Program. In this way, by the time candidates have built their professional portfolios and are applying for the culminating student teaching, they have learned, practiced and refined a comprehensive lesson planning and delivery system in depth. This system features planning for all learners needs.
Special Education 457 (Sp. Ed. 457) – 3 units

The candidate will:

1. Using a lesson or unit developed in one of the prior Teacher Education courses, design an outline of key elements to consider when planning core curriculum teaching activities for diverse learner groups. These elements include: Multiple Modalities, Cooperative Learning and three broad instructional strategies; information acquisition, skill development and concept development. (Appendix AA)

2. In core curriculum subject matter groupings, do peer critiques of a lesson described above for all key elements. (Appendix AA)

3. Using case study IEP information about learners with one of the exceptionalities, (including gifted) age-level groups will enhance a lesson or unit (from a prior Teacher Education course) using one of the following broad content area enhancement strategies*:
   (Appendix AA)
   b. Lenz & Bulgren, “Reflective” Planning Process
   c. Teacher Curriculum: Inclusion Curriculum Planning

* [These processes were selected because they are inclusive of all age ranges, address all state framework content areas and are broad enough to multiple service delivery models.]

4. Deliver a presentation about their enhanced lesson to the large group including a copy for critiquing. (Appendix BB)

5. Critique each enhanced lesson presentation using criteria developed in Sp. Ed. 457. (Appendix CC)

6. Organize a course portfolio of their best practice information and ideas (e.g. enhanced lessons) from the course. (Appendix DD)

7. Incorporate integration strategies from kids with special needs appropriately into lesson enhancement activities giving well-developed rationale. (Appendix AA)

Education 462 (Ed. 462) – 4 units

The candidate will:

1. Develop, implement and write up: Two word recognition lessons with appropriate modifications for all learners. (Appendix EE)

2. Demonstrate one lesson in a school setting. (Appendix EE)
3. Complete a strategies notebook. (Appendix EE)

**Education 470 (Ed. 470) – 4 units**

The candidate will:

1. Develop an appropriate lesson that addresses the needs of English language learners that makes necessary accommodations for diverse populations. (Appendix FF)

2. Demonstrate three lessons that address diverse learners in a school setting under the supervision of a CLAD certified teacher. (Appendix FF)

**Education 472 (Ed. 472) – 4 units**

The candidate will:

1. Demonstrate a lesson in a school setting using all appropriate strategies and modifications to meet learners needs. (Appendix GG)

2. Demonstrate an ability to modify instruction for Learning Disability students in regular education classrooms after having viewed and discussed “F.A.T. City”. (Appendix GG – See Session 6 in Syllabus)

**Education 474 (Ed. 474) – 4 units**

The candidate will:

1. Teach and evaluate unit lessons, integrating foundation areas including the needs of special needs learners. (Appendix NN – See Session Twelve-Fourteen)

**TPES: 4, 6, 9, 7 a & c**

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

Candidates are taught in a systematic way how to use the observation tool, Functional Analysis (Antecedent, Behavior, Consequences). First they are exposed to Social Learning theory through the LaVoie video on Learning Social Skills. Candidates are taught the difference between teaching social skills, the true nature of the act of giving discipline and the act of giving consequences; reinforcement or punishment, which do not teach but rather give feedback.
Candidates demonstrate an understanding of these concepts by identifying and appropriately incorporating strategies into behavior intervention plans. Candidates are taught to differentiate between various theoretical approaches for intervening with all learners related to behavioral needs. They identify strategies by theory and must demonstrate competency in planning for intervention by applying to case studies on video and in exam responses.

In Ed. 470, candidates are taught to analyze the affective as well as cognitive factors that affect social needs of exceptional learners.

Special Education 457 (Sp. Ed. 457) – 3 units

The candidate will:

1. Collect behavioral support strategies from text and videos such as: (Appendix JJ)
   a. Lavoie: Last One Picked, First One Pick On
   b. Rief: ADHD
   c. Goldstein: Skillstreaming
   d. PSS, Inc.: Hyperactivity
   e. Reclaiming Youth at Risk (NEA): Circle of Courage
   f. Lavoie: Chips

2. Using strategies from sources mentioned in #1, plan a functional analysis on a video presentation of a child with socially inappropriate behavior. (Appendix JJ)

3. Do a functional analysis recommendation on an examination question. (Appendix KK)

4. Create and critique their philosophy of behavior support. (Appendix HH – “Chips”)

5. Create and present in "Poster Session" their positive behavior support classroom guidelines (norms, rules, class expectations…) (Appendix HH – “Chips”)

6. Demonstrate the ability to critique peer poster session presentations using course material on positive behavior support. (Appendix HH – “Chips”)

7. Review and discuss laws related to behavior intervention (Hughes Bill). (Appendix LL)

8. Demonstrate an understanding of Behavior plans and their use in multiple (e.g. general education classrooms, limited mainstream settings and inclusive settings) service delivery models. (Appendix MM)

9. Demonstrate in small group activities an understanding of theories and approaches in Supporting social integration of all learners. (Appendix Y).

10. Discuss in large group behavioral similarities between gifted and talented learners and learning disabled, conduct disordered, ADHD and Aspergers Syndrome. (Appendix II).
11. Discuss in large group and complete a journal entry on Savantness and gifted and Talented. (Appendix II).

**Education 472 (Ed. 472) – 4 units**

The candidate will:

1. Interview parents and analyze parental responses that may affect social-emotional factors at school. (Appendix K)
PROGRAM STANDARD 15

LEARNING TO TEACH THROUGH SUPERVISED FIELDWORK

Traditional Students and Intern Teachers
Multiple and Single Subject

ED 460: Diversity, Interaction and the Learning Process

Multiple Subject
ED 462: Literacy Methodology Part I
30 hours of fieldwork experience

Single Subject
ED 466: Literacy Methodology
30 hours of fieldwork experience
TPE: 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9

ED 468: Supervised Teaching
5 weeks of supervised teaching
Beginning Level

ED 464: Literacy Methodology Part II
TPE: 1A: 3: 4: 5: 6A: 6B: 7: 8: 9

ED 470: Theories and Methods of Education for Linguistically Diverse Students
30 hours of fieldwork experience

ED 472: Teaching Strategies
30 hours of fieldwork experience

ED 457: Introduction to Special Individuals and Their Families
2 visitations to different special education deliveries
<table>
<thead>
<tr>
<th><strong>Multiple Subject</strong></th>
<th><strong>Single Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 474: Teaching in the Content Areas</td>
<td>ED 476: Teaching in the Content Areas</td>
</tr>
<tr>
<td>30 hours of fieldwork experience</td>
<td>30 hours of fieldwork experience</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 478: Supervised Teaching</td>
<td></td>
</tr>
<tr>
<td>10 weeks of supervised teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Level</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM STANDARD 15

LEARNING TO TEACH THROUGH SUPERVISED FIELDWORK

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

RESPONSE

The University of La Verne has developed into its Preliminary Level I Teaching Credential program a developmental sequence of planned, substantive, supervised field experiences that are incorporated into all course work. Each traditional student or intern teacher must fulfill all fieldwork experiences in all relevant courses prior to being advanced into ED 468 and ED 478: Supervised Teaching.

Prior to being advanced into ED 468: Supervised Teaching, the introductory five week classroom teaching experience with a University supervisor and a school-site supervisor, the following courses must be completed that include fieldwork experiences:

SEMESTER 1

ED 460: Diversity, Interaction and the Learning Process


This course meets the pedagogical survival requirement for traditional students and intern teachers.

This course, which is the first course that must be completed in the program, must be taken by both multiple and single subject traditional and intern teacher candidates.

This course covers the basic survival pedagogies required for the University's intern program. In this course, both traditional students and intern teachers cover an introduction to the state content standards, California Standards for the Teaching Profession, interdisciplinary teaching, cognitive, affective and psycho motor taxonomies, basic lesson planning using the Into, Through and Beyond format, developmental theory, classroom management, assessment, and multicultural communities.
Intern teachers must complete this course prior to being accepted into the intern program.

ED 462: Literacy Methodology Part I: Multiple Subject

This course requires thirty hours of fieldwork experience that must be completed in both primary and intermediate grade levels in order for the multiple subject candidate to pass the course. Each student teaches either small group instruction or whole class instruction in reading and must complete a self-reflective evaluation and a self-critique of the lesson/s with feedback from the classroom instructor. This fieldwork requirement is verified using the ED 462 Evaluation of Performance form and is signed off by the classroom teachers and is graded by the instructor as part of the final course grade.

ED 466: Literacy Methodology: Single Subjects
TPE: 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9

Thirty hours of fieldwork experience is required for this course. Each student is required to teach either a small group or whole class instruction in reading within their credential area and they must complete a self-reflective evaluation and a self-critique of the lesson/s with feedback from the classroom teacher. The fieldwork experience is verified using the ED 466 Evaluation of Performance form and is signed off by the classroom teacher/s and is graded by the instructor as part of the final course grade.

SEMESTER 2

Following the successful completion of these fieldwork experience courses, and the successful verification of CBEST, multiple subject and single subject traditional students and intern teachers are advanced into ED 468: Supervised Teaching, the introductory five week supervised teaching experience in a public school. ED 468 is completed during the first five weeks of Semester 1.

ED 468: Supervised Teaching
Seminars

The TPEs covered in ED 460: ED 462: and ED 466 are assessed in ED 468: Supervised Teaching, at the beginning level of competency

Portfolio requirements that are required in ED 460: ED 462: and ED 466 are an integral part of ED 468. Traditional students and intern teachers are required to maintain their Portfolios throughout ED 468 and must include one daily lesson plan and curricular materials that are prepared or collected during the five weeks of supervised instruction. A Reflective Journal is started in ED 468 in which all traditional students
and intern teachers reflect on the strengths and weaknesses of the lesson taught and how the lesson could be modified to be more effective. The Reflective Journal gives the traditional student and the intern teacher the opportunity to reflect on the overall success of the teaching day.

This five week experience provides the traditional multiple or single subject student candidate with an introductory experience in a multiple subject or a subject specific single subject classroom where they have the opportunity to acquaint him/herself with the routine of a classroom. Observation includes such items as classroom management, instructional strategies, and transitions. The traditional multiple and single subject candidate gradually starts to teach a whole class environment after concluding the observations and will be expected to teach a minimum of six lessons within six subject areas, English/Language Arts, Mathematics, Social Science, Science, Art, and Performing Arts, AND Physical Education and Health for multiple subject candidates and four lessons within the subject matter area in two different grade levels or ability groups for single subject candidates.

The intern teacher uses this five week introductory experience to practice his/her teaching skills under the supervision of a University supervisor and a school-site supervisor.

The University supervisor observes each candidate, traditional student or intern teacher, once a week in a supervised and controlled classroom teaching environment with a school-site supervising teacher who formally observes the candidate a minimum of twice during the five week period. Following each of these observations, a formal written report on the University’s ED 468: Supervised Teaching Observation Report Form is given to the traditional student or intern teacher at the conclusion of the observed lesson and immediate feedback is given as how well the lesson went and suggestions for improvement. Traditional students and intern teachers meet in a cohort seminar with their university supervisor on a biweekly basis during ED 468.

At the end of this five week experience, the University supervisor, the school site supervisor, in collaboration with the traditional or the intern teacher formally evaluates the traditional student or the intern teacher using the University’s ED 468: Supervised Teaching Evaluation of Performance form. Both the Observation Form and the Evaluation of Performance form are based on the Six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations.

Concurrently with this early fieldwork experience, ED 468: Supervised Teaching, all multiple and single subject candidates and intern teachers enroll in the following courses before completing the final courses and being advanced into ED 478: Supervised Teaching, the final ten week supervised teaching experience:

ED 464: Literacy Methodology Part II: Multiple Subject
This course does not require a fieldwork experience
ED 470: Theories and Methods of Education for Linguistically Diverse Students
This course has a thirty-hour fieldwork component requirement. During this thirty-hour fieldwork component, all students must complete the requirement in a classroom or classrooms of teachers who have English language learners and hold certification to teach ELD and/or SDAIE. All students are required to observe, get good ideas, and to teach a minimum of three ELD/SDAIE lessons to either small groups or a whole class. A self-reflective summary of the fieldwork experience is required as well as a self-critique of the lesson/s with feedback from the classroom teacher. Verification of this experience is recorded on the ED 470 Fieldwork Evaluation form and is signed off by the classroom teacher and is graded by the instructor as part of the final course grade.

INTERSESSION
ED 472: Teaching Strategies
ED 472 has a thirty-hour fieldwork requirement that all students must complete in a public classroom. The traditional student and the intern teacher are required to complete thirty hours of instructional observation with analysis; plan, teach and assess learning in a three lesson research-based, topic based/integrated instructional unit for five days as a short unit to the whole class; and develop a reflective journal. The evaluation of this fieldwork experience is completed on the ED 472 Fieldwork Evaluation form and is signed off by the classroom teacher and is graded as part of the final grade by the instructor.

SEMESTER 3
SPED 457: Introduction to Special Individuals and Their Families
This course requires two classroom visitations. Students are required to choose two different special education deliveries to visit. These may be in the same setting, but must have different children with exceptional needs, example: gifted, learning handicapped, or severely handicapped, etc. These visits are verified by the student writing a two to three page summary fully describing the description of the delivery, special education teacher interview, and the activity and involvement in the classroom. The course instructor evaluates this report as part of the final course grade.

This course may be taken concurrently with ED 478: Supervised Teaching if subject matter competency has been verified and RICA has been passed for multiple subject traditional and intern candidates.

ED 474: Teaching in the Content Areas: Multiple Subject
This course is taken by multiple subject traditional students and **intern teachers** only and has a thirty-hour fieldwork requirement. During this practicum requirement, traditional students and **intern teachers** observe in the content areas; plan, teach and assess an integrated unit of work involving at least two of the subject areas and the three teaching strategies, direct instruction and Student Teams Achievement Divisions (STAD), group investigation, and inquiry; and complete a self-reflective critique of their teaching and planning. Evaluation and verification of these activities are completed by the classroom teacher on the ED 474 Fieldwork Evaluation form and is graded by the instructor as part of the final course grade.

This course may be taken concurrently with ED 478: Supervised Teaching, if subject matter competency has been verified and RICA has been passed.

**ED 476: Teaching in the Content Areas: Single Subject**


This course is taken by single subject traditional students and **intern teachers** only and requires a thirty-hour fieldwork experience. During this required thirty hour fieldwork experience, single subject traditional students and **intern teachers** observe in their respective academic areas; plan teach, and assess a classroom unit within their academic area using the three teaching strategies, direct instruction and Student Teams Achievement Divisions (STAD), group investigation, and inquiry; and complete a self-reflective critique of their teaching and planning. Evaluation and verification of these activities are completed by the classroom teacher on the ED 476 Fieldwork Evaluation Form and is graded by the instructor as part of the final course grade.

This course may be taken concurrently with ED 478: Supervised Teaching, if subject matter competency has been verified.

**ED 478: Supervised Teaching**


**Seminar**

The TPEs assessed in **ED 478: Supervised Teaching** are the culmination of all TPEs taught in all courses and are assessed at an advanced level.

Portfolio requirements from ED 460: ED 462 ED 464: ED 466: ED 470: SPED 457: ED 472: ED 474: ED 476 are again an integral part of ED 478. Traditional students and **intern teachers** are required to complete their Portfolio requirements during this supervised teaching experience and are required to continue developing the work started in ED 468. The Reflective Journal started in ED 468 is continued in ED 478 in which the traditional student and the **intern teacher** reflect on the successes and weaknesses of the lesson taught and reflect on how they would modify the lesson for a more effective presentation. The Reflective Journal gives the traditional
student and the intern teacher the opportunity to reflect on the overall success and weakness of the day.

Following successful completion of these required fieldwork experience courses and verification of completed subject matter competency, and a passing score on the RICA Examination for multiple subject candidates, the traditional student and the intern teacher are advanced to the final ten weeks of advanced supervised teaching, ED 478: Supervised Teaching. During this ten week advanced experience, which is completed during the last ten weeks of the semester, the traditional student teaches daily lessons within his/her subject matter area and will teach a full day during the last two weeks of the experience and the intern teacher, who continues to teach a full are observed weekly by the University supervisor and a minimum of twice by the school-site supervisor. After each formal observation, the University supervisor and the school-site supervisor complete a written report on the observed lesson using the University’s ED 478: Supervised Teaching Observation Report Form, which follows the six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations. This written review is discussed with the traditional student or the intern teacher at the conclusion of the lesson so that immediate feedback is received regarding the success of the lesson and improvements that were suggested. During ED 478, each traditional student and intern teacher meet biweekly with his/her University supervisor in a cohort seminar.

At the end of this ten week advanced experience, the University supervisor and the school-site supervisor, in collaboration with the traditional student or the intern teacher, evaluate the final success of the Supervised Teaching experience using the University’s ED 478: Supervised Teaching Evaluation of Performance form which is based on the six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations.

Following the successful completion of this course, each traditional student and intern teacher is also evaluated using the Teaching Performance Assessment and the success of this Assessment will determine whether the candidate qualifies for a Preliminary Level I Teaching Credential.

Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.
Elements Applicable to All Programs of Professional Teacher Preparation

15(a): Planning and Practicing Learned Strategies

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

During the supervised fieldwork sequence, candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

ED 468: Supervised Teaching, is the first five week introductory supervised teaching experience that students are eligible to take after they have verified CBEST and completed the following courses:

SEMESTER 1

ED 460: Diversity, Interaction and the Learning Process

This course meets the pedagogical survival requirement for traditional students and intern teachers.

This course is taken by both multiple and single subject traditional students and intern teachers and provides the teacher candidate with an overview of psycho-social developmental tasks, contemporary schooling practices, essential communication skills, preparation for multi-cultural education, and an appreciation for linguistic, cultural, racial, ethnic, and socio-economic diversity. The primary emphasis is on social and emotional interaction, the development of motivation and self-esteem, mastering practical interpersonal skills, a critical analysis of education in society, development of critical thinking skills, and evaluating attitudes toward diverse cultural and socio-economic groups. Appendix A: Pedagogy Survival Skills


ED 462: Literacy Methodology Part I: Multiple Subject

This course is designed for multiple subject traditional students and intern teachers only and provides information leading to the analysis of reading, writing, listening, and speaking processes. An overview of methods and materials for teaching reading methodology in elementary and middle schools is covered as well as a survey of key issues in literacy development, assessment, and instructional practices. In this course, there are opportunities for classroom observation and participation and related feedback and support.

This course requires thirty hours of fieldwork experience that must be completed in both primary and intermediate grade level classrooms in order for the multiple subject candidate to pass the course. Each student teaches either small group instruction or whole class instruction in reading and must complete a self-reflective evaluation and a self-critique of the lesson/s with feedback from the classroom instructor. This fieldwork requirement is verified using the ED 462 Evaluation of Performance form and is signed
off by the classroom teachers and is graded by the instructor as part of the final course grade. **Appendix B**

**TPE: 1A: 2: 3: 4: 5: 6A: 6B: 7: 8: 9**

ED 466: Literacy Methodology: Single Subjects

This course is offered to single subject traditional students and **intern teachers** only and covers the philosophy, methods, and materials for teaching content area literacy skills. This course examines assessment and instructional strategy and offers opportunities for classroom observation and participation. Thirty hours of fieldwork experience is required for this course. Each student is required to teach either a small group or whole class instruction in reading within their credential area and they must complete a self-reflective evaluation and a self-critique of the lesson/s with feedback from the classroom teacher. The fieldwork experience is verified using the ED 466 Evaluation of Performance form and is signed off by the classroom teacher/s and is graded by the instructor as part of the final course grade. **Appendix C**

**TPE: 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9**

The Teaching Performance Expectations covered in the above courses and the multiple strategies for managing and delivering instruction taught within the course requirements become the main foundation for the first five week supervised teaching experience, ED 468: Supervised Teaching.

**SEMESTER 2**

ED 468: Supervised Teaching

Following the successful completion of these practicum and fieldwork experience courses and the successful verification of CBEST, multiple subject and single subject traditional students and **intern teachers** are advanced into ED 468: Supervised Teaching, a five week introductory supervised teaching experience in a public school. **ED 468 Syllabus Appendix D**

This five week experience provides the traditional multiple or single subject student candidate with an introductory experience in a multiple subject or a subject specific single subject classroom where they have the opportunity to acquaint him/herself with the routine of a classroom. Observation includes such items as classroom management, instructional strategies, and transitions. The traditional multiple and single subject candidate gradually starts to teach a whole class environment after concluding the observations and will be expected to teach a minimum of six lessons within six subject areas, Reading/Language Arts, Mathematics, Social Science, Science, Art, and Performing Arts, and Physical Education/Health for multiple subject candidates and four lessons within the subject matter area in two different grade levels or ability groups for single subject candidates.
The intern teacher uses this five-week introductory experience to practice his/her teaching skills under the supervision of a University supervisor and a school-site supervisor.

During this five-week introductory experience, a University supervisor observes each candidate, traditional student or intern teacher, once a week in a supervised and controlled classroom teaching environment with a school-site supervising teacher who formally observes the candidate a minimum of twice during the five-week period. Following each of these observations, a formal written report on the University’s ED 468: Supervised Teaching Observation Report Form is given to the traditional student or intern teacher at the conclusion of the observed lesson and immediate feedback is given as how well the lesson went and suggestions for improvement. Appendix E

Each traditional and intern teacher meets his/her University supervisor in a biweekly cohort seminar during ED 468.

At the end of this five week experience, the University supervisor, the school site supervisor, in collaboration with the traditional or the intern teacher formally evaluates the traditional student or the intern teacher using the University’s ED 468: Supervised Teaching Evaluation of Performance Form. Both the Observation Form and the Evaluation of Performance Form are based on the Six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations. Appendix F


TPEs for ED 468: Supervised Teaching are introduced in ED 460, ED 462 or ED 466 and are assessed at an introductory level.

Portfolio requirements that were started in ED 460: ED 642: and ED 466 are an integral part of ED 468. In this five week supervised teaching experience, all traditional students and intern teachers are required to keep one daily lesson plan and any curricular material produced or collected during the experience. A Reflective Journal is started in ED 468 in which all traditional students and intern teachers reflect on the strengths and weaknesses of all of the prepared lessons taught and reflect on how the lessons could be modified for a more successful presentation. The Reflective Journal also allows the traditional student and the intern teacher to reflect on the overall success and weakness of the teaching day.

Concurrently with ED 468: Supervised Teaching, all multiple and single subject candidates and intern teachers complete the following courses before being advanced into ED 478: Supervised Teaching, the final ten week supervised teaching experience:

ED 464: Literacy and Methodology Part II: Multiple Subject
This course is designed for multiple subject traditional students and intern teachers only and provides students with information leading to the analysis of the reading and writing processes and an overview of methods and materials for teaching
reading and writing in elementary and middle schools. A survey of key issues is covered in literacy development, assessment, and instruction and opportunities for classroom observation and participation and concomitant feedback and support are offered.

This course does not require a fieldwork component.

**TPE: 1A: 3: 4: 5: 6A: 6B: 7: 8: 9**

ED 470: Theories and Methods of Education for Linguistically Diverse Students  

Both multiple and single subject traditional students and intern teachers take this course which provides a basic introduction of first and second language acquisition theory and research, an overview of teaching approaches for English language learners, and specific strategies for teaching content and language development. The requirements of the state of California for the education of English learners and the development of EL teaching approaches in the U.S. are covered as well as defining the national policy in the education of ELs. The current theories of first and second language acquisition and how they apply to content instruction are covered and students are taught how to analyze the affective, cognitive, and linguistic factors that affect second language acquisition in both social and academic aspects. Current approaches for teaching ELs including ELD, primary language instruction, bilingual education, and SDAIE are taught including instructional strategies to teach ELD and SDAIE.

This course has a thirty-hour fieldwork component requirement. During this thirty-hour fieldwork component, all students must complete the requirement in a classroom or classrooms of teachers who have English language learners and hold certification to teach ELD and/or SDAIE. All students are required to observe, get good ideas, and to teach a minimum of three ELD/SDAIE lessons to either small groups or a whole class. A self-reflective summary of the fieldwork experience is required as well as a self-critique of the lesson/s with feedback from the classroom teacher. Verification of this experience is recorded on the ED 470 Fieldwork Evaluation form and is signed off by the classroom teacher and is graded by the instructor as part of the final course grade.

**Appendix G**

**TPE: 1A: 1B: 2: 3: 5: 6A: 6B: 6C: 7: 8: 9: 10: 11: 12**

INTERSESSION

ED 472: Teaching Strategies  
This course is taken by traditional students and intern teachers who are both multiple subject and single subject candidates. In this course, the candidates have the opportunity to develop and use strategies that support successful teaching practices using:

California Standards for the Teaching Profession
California Teaching Performance Expectations
University of La Verne Teacher Education Program Standards for
Personal Characteristics Necessary for Teaching
California Subject Area Content Standards for:
  English Language Arts
  English Language Development
  Mathematics
  Science
  History/Social Science
  Visual and Performing Arts
  Other subject area frameworks related to single subject credential

Theories of learning, including behaviorist and cognitive views of learning, constructivism, social learning theory, and social development theory are taught along with research-based teaching strategies, direct instruction, Student Teams Achievement Divisions (STAD), group investigation, and inquiry. Strategies for modifying instruction for diverse learners are practiced. Research-based practices for the assessment of learning, including formal and informal strategies are also covered.

ED 472 requires a thirty-hour fieldwork experience in the classroom. The traditional student and the intern teacher are required to complete thirty hours of instructional observation with analysis; plan, teach and assess learning in a three lesson research-based, topic based/integrated instructional unit for five days as a short unit to the whole class; and develop a reflective journal. The evaluation of this fieldwork experience is completed on the ED 472 Fieldwork Evaluation form and is signed off by the classroom teacher and is graded as part of the final grade by the instructor. Appendix H


SEMESTER 3

SPED 457: Introduction to Special Individuals and Their Families
This course is designed to assist the student in understanding the needs of Special School Age Individuals (i.e. all children) and is taken by both multiple and single subject traditional students and intern teachers. Readings, class discussions and activities center on individual similarities, mainstreaming, integration, current legislation and trends regarding the Special Individual in public schools.

This course requires two classroom visitations. Students are required to choose two different special education deliveries to visit. These may be in the same setting, but must have different children with exceptional needs, example: gifted, learning handicapped, or severely handicapped, etc. These visits are verified by the student writing a two to three page summary fully describing the description of the delivery, special education teacher interview, and the activity and involvement in the classroom. The course instructor evaluates this report as part of the final course grade. Appendix I
ED 474: Teaching in the Content Areas: Multiple Subject

This course is for multiple subject traditional students and intern teachers only. In this course, students have the opportunity to enhance, refine, and practice the knowledge, attitudes, and skills required to effectively integrate and teach six specific K-8 subject matter areas: mathematics, science, history/social science, visual and performing arts, physical education, and health education. The candidates will be able to demonstrate the ability to effectively analyze subject specific knowledge structures and develop various instructional designs which acknowledge and integrate individual student differences with the interrelated components of the above subject areas.

This course has a thirty-hour fieldwork requirement. During this fieldwork requirement, traditional students and intern teachers observe in the content areas; plan, teach and assess an integrated unit of work involving at least two of the subject areas and the three teaching strategies, direct instruction and Student Teams Achievement Divisions (STAD), group investigation, and inquiry; and complete a self-reflective critique of their teaching and planning. Evaluation and verification of these activities are completed by the classroom teacher on the ED 474 Fieldwork Evaluation form and is graded by the instructor as part of the final course grade. Appendix J

This course may be taken concurrently with ED 478: Supervised Teaching, if subject matter competency has been verified and RICA has been passed.

ED 476: Teaching in the Content Areas: Single Subject

This course is open to single subject traditional students and intern teachers only and is designed to provide substantive instruction and supervised practice that effectively prepare each single subject candidate to plan and deliver content-specific instruction that is consistent with the state-adopted academic content standards for students and/or curriculum framework in the content area. The basic principles and primary values of the underlying discipline are also explored.

This course requires a thirty-hour fieldwork experience. During this required thirty hour fieldwork experience, single subject traditional students and intern teachers observe in their respective academic areas; plan, teach, and assess a classroom unit within their academic area using the three teaching strategies, direct instruction and Student Teams Achievement Divisions (STAD), group investigation, and inquiry; and complete a self-reflective critique of their teaching and planning. Evaluation and verification of these activities are completed by the classroom teacher on the ED 476 Fieldwork Evaluation form and is graded by the instructor as part of the final course grade. Appendix K

This course may be taken concurrently with ED 478: Supervised Teaching if subject matter competency has been verified.
Following successful completion of these fieldwork experience courses and verification of completed subject matter competency, and a passing score on the RICA Examination for multiple subject candidates, the traditional student and the intern teacher are advanced to the final ten weeks of advanced supervised teaching, ED 478: Supervised Teaching. **ED 478 Syllabus Appendix L**

This ten week advanced supervised teaching experience provides the candidate with a culminating experience in multiple subject or single subject specific classroom/s.

During this ten week advanced experience, taken during the last ten weeks of the semester to allow the traditional student and the intern teacher to benefit from five weeks of instruction in ED 474 or ED 476, the traditional student and the intern teacher are observed weekly by the University supervisor and a minimum of twice by the school-site supervisor. After each formal observation, the University supervisor and the school-site supervisor complete a written report on the observed lesson using the University’s ED 478: Observation Report Form, which follows the six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations. This written review is discussed with the traditional student or the intern teacher at the conclusion of the lesson so that immediate feedback is received regarding the success of the lesson and improvements that were suggested. **Appendix M**

The traditional teacher will take over the complete responsibilities of the classroom for the last two weeks of the experience.

The traditional student and the intern teacher meet biweekly with the University supervisor in a cohort seminar during ED 478.

At the end of this ten week advanced experience, the University supervisor and the school-site supervisor, in collaboration with the traditional student or the intern teacher, evaluate the final success of the Supervised Teaching experience using the University’s ED 478: Supervised Teaching Evaluation of Performance form which is based on the six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations. **Appendix N**


TPEs for ED 478: Supervised Teaching are assessed at an advanced level.

Portfolio requirements that have been a part of ED 460: ED 462: ED 464: ED 466: ED 470: ED 472: SPED 457: ED 474: and ED 476 are again an integral part of ED 478 where traditional students and intern teachers are required to complete their Portfolios showing professional development throughout the program. The Reflective Journal, started in ED 468 in which all traditional students and intern teachers reflect on the strengths and weaknesses of their daily lessons and on how they would modify the
lessons for more effective presentation their teaching day in general, is also completed during ED 478. The traditional student and intern teacher continue the daily reflection of how well the overall day went and enter these reflections in the Reflection Journal.

Following the successful completion of this course, each traditional student and intern teacher is also evaluated using the Teaching Performance Assessment and the success of this Assessment will determine whether the candidate qualifies for a Preliminary Level I Teaching Credential.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to:

1. state-adopted student academic content standards and curriculum frameworks;

The state-adopted student academic content standards and curriculum frameworks are introduced and/or covered in depth in the following courses that are taken by all multiple and single subject traditional students and intern teachers:

   ED 460: Diversity, Interaction and the Learning Process
   In this course, the students are introduced to the California Standards for the Teaching Profession, the California State Department of Education Frameworks, and the Content Standards for the California Public Schools. In this course, the students examine, evaluate, and understand these documents. ED 460 Syllabus Appendix O:

   ED 462: Literacy Methodology Part I: Multiple Subject
   and
   ED 464: Literacy Methodology Part II: Multiple Subject
   and
   ED 466: Literacy Methodology: Single Subjects
   In these courses, the students become extremely adept in knowing and understanding the requirements of the California State Department of Education Reading and Language Arts Framework for California Public Schools. ED 462 Syllabus Appendix P: ED 464 Syllabus Appendix Q: ED 466 Appendix R

These courses provide all students with a working knowledge of the California State Frameworks, the California Standards for the Teaching Profession, and the Content Standards for the California Public Schools to enable them to be able to utilize and fully understand these documents in their first supervised teaching experience, ED 468: Supervised Teaching.

   ED 470: Theories and Methods of Education for Linguistically Diverse Students
   This course is designed to make each student fully aware of the requirements for the education of English learners at both the state and federal levels. ED 470 Appendix S

   SPED 457: Introduction to Special Individuals and Their Families
All students in this course are required to be knowledgeable with the content standards of the Council for Exceptional Children’s document, *What Every Special Educator Must Know: The Standards for the Preparation and Licensure of Special Educators*.  **SPED 457 Syllabus Appendix T**

**ED 472: Teaching Strategies**  
and  
**ED 474: Teaching in the Content Areas: Multiple Subject**  
and  
**ED 476: Teaching in the Content Areas: Single Subjects**  

In these courses, all students are required to become effective users of the state documents in both knowing and understanding what is required in each document and in being able to utilize the documents in developing effective lesson plans and teaching strategies.

The state documents that are required for complete knowledge and understanding and full utilization and inclusion in these courses are:  
- California Standards for the Teaching Profession  
- California Teaching Performance Expectations  
- California Subject Area Content Standards:  
  - English Language Arts  
  - English Language Development  
  - Mathematics  
  - Science  
  - History/Social Science  
  - Visual and Performing Arts  
- Other subject area frameworks related to single subject credential

These coursework-based strategies and the use of state-adopted standards and curriculum frameworks become the basis for all assignments that are completed in all courses. The standards and frameworks are used to develop initial presentations in the courses and must be a part of all lesson plan developments and curricular assignments that are required as part of each course’s content. They also become the main components in presenting lessons during observations in ED 468 and ED 478: Supervised Teaching.  **ED 472 Syllabus Appendix U:  ED 474 Syllabus Appendix V: ED 476 Syllabus Appendix W**

(2) *students’ needs, interests, and accomplishments*;  

Multiple and single subject traditional students’ and intern teachers’ needs, interests, and accomplishments are addressed in all of the courses described above. In ED 460: Diversity, Interaction and the Learning Process, emphasis is placed on the individual student’s desire to become a teacher, his/her background, interests, and what he/she can bring to the profession. These areas are discussed and analyzed in both small group and large group settings.
All other courses taken by all students build from this foundation from ED 460 and develop with each student the necessary components that comprise a good teacher. These components build heavily on the individual student’s interests and background and the strengths he/she will bring to the classroom and to the children of California. Each instructor encourages the students to follow their interests and to capitalize on their strengths. This encouragement is given through small group discussions and presentations, large group presentations, and individual presentations given to the class by each student. Each presentation is critically evaluated by the instructor and the other students with careful and positive feedback given to the presenting student or students for future consideration and improvement.

ED 468: Supervised Teaching, the first five week introductory teaching experience, is the first opportunity the traditional student and the intern teacher has to actually interact and present curriculum to students in the classroom with the guidance of a University supervisor and school-site supervisor, after the initial observation period.

After a period of getting acquainted with the classroom, the traditional student observes such classroom routines as classroom management, instructional strategies, and transitions. Each traditional multiple subject candidate teaches a minimum of six lessons in six subject areas: English/language Arts, Mathematics, Social Science, Science, Art and performing Arts, and Physical Education Health. Single subject traditional candidates teach a minimum of four lessons in two different grade levels or ability levels within their subject matter area. The University supervisor observes the traditional student and the intern teacher once a week and gives them a written report on the lesson taught with emphasis placed on aspects of the lesson that went well and suggestions for improvement or consideration. Each of the observed lessons is reviewed immediately with the traditional student and the intern teacher for immediate feedback.

The school-site supervisor performs the same observation format with the traditional student and the intern teacher at least twice during the five-week experience. The traditional student and the intern teacher also have the advantage of meeting with their University supervisor every other week during ED 468 in a small group seminar session for more feedback and the opportunity to discuss problems or concerns and to share experiences and receive additional curricular or classroom assistance. An evaluation of the traditional student’s and intern teacher’s performance is conducted collaboratively using the University’s ED 468 Supervised Teaching Performance Evaluation form by the University supervisor and the school-site supervisor, with input from the traditional student or intern teacher, to ascertain the traditional student’s or intern teacher’s final accomplishments and to identify any areas of weakness. ED 468 Syllabus Appendix D: Appendix F

The final supervised teaching experience, ED 478: Supervised Teaching, is the final ten weeks of advanced supervised teaching of the traditional students' and intern teachers' program and is the last opportunity to perfect their classroom presentation and lesson
planning skills prior to taking the Teaching Performance Assessment. During this experience, the University supervisor continues to observe each traditional student and intern teacher once a week and the school-site supervisor continues the observations with the traditional student or intern teacher a minimum of twice during the ten week experience. The same format as described in ED 468 is followed as far as conferencing with the traditional student and the intern teacher so as to provide instant feedback as to the strengths and areas for improvement of consideration following the lesson.

Traditional students teach a full day of instruction during the last two weeks of the experience.

The traditional student and intern teacher continues to meet with their University supervisor in seminar twice a month for additional help and assistance and additional advice. The final evaluation, using the University’s ED 478 Supervised Teaching Evaluation form, is a collaborative experience with the University supervisor and the school-site supervisor with input from the traditional student or the intern teacher. ED 478 Syllabus Appendix L: Appendix N

Throughout the program, each traditional student and intern teacher is afforded the opportunity of individual and small group interaction along with large group involvement and individualized assistance and guidance from the instructors.

and (3) the observed results of the strategies.

The observed results of these strategies are evaluated in the course presentations, in which all traditional students and intern teachers must participate, and in the final grade for the course, which includes all course and fieldwork experiences. Each course in the program requires that all students, traditional and intern teachers, participate in class presentations that must include coursework-based strategies and the California standards and curriculum frameworks.

The most important evaluation of these strategies occurs in the supervised teaching experiences, ED 468 and ED 478: Supervised Teaching. Both ED 468: Supervised Teaching, the five week introductory experience, and ED 478: Supervised Teaching, the ten week advanced experience, require weekly observations of prepared and presented lessons by both the traditional student and the intern teacher with immediate feedback given to the traditional student and the intern teacher at the conclusion of the observed lesson. These lessons must be based on coursework-based strategies and must have as a foundation the California content standards and California curriculum frameworks. The final evaluations for both ED 468 and ED 478 are based on the observed accomplishments of the traditional student and the intern teacher utilizing these coursework-based strategies and their ability to adapt their knowledge of the California Content Standards and the California Curriculum Frameworks as demonstrated in the lessons taught. Appendix D: Appendix L

15(b): Extensive Experience Opportunities
TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

During the fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations.

Every traditional student and intern teacher has the opportunity to observe, acquire and utilize important pedagogical knowledge, skills and abilities starting with their first practicum and fieldwork experience required in the first two courses taken at the University of La Verne in the traditional students’ and intern teachers’ first semester.

ED 460: Diversity, Interaction and the Learning Process and ED 462: Literacy Methodology Part I: Multiple Subject, for multiple subject candidates, or ED 466: Literacy Methodology: Single Subject, for single subject candidates are the first two courses completed in the program. ED 462 and ED 466 require thirty hours of fieldwork experience. Traditional students and intern teachers are required to complete these required hours in public school classrooms within their credential area and their experience must be verified on the ED 462 or ED 466 Evaluation of Performance form. Appendix B: Appendix C: Appendix O: Appendix P: Appendix R


Following the successful completion of these first two courses, and verifying a passing score for CBEST, all multiple and single subject traditional students and intern teachers are cleared for ED 468: Supervised Teaching.

This first five week supervised teaching experience provides the traditional candidate with an introductory experience and allows him/her the opportunity to observe in a classroom setting the pedagogical skills taught in the preceding courses, acquire more practical pedagogical knowledge regarding the Teaching Performance Expectations covered in the courses, and to utilize these pedagogical skills and Teaching Performance Expectations in a classroom setting with students within their credential area where they will progressively teach the whole class.

Intern teachers will have the benefit of weekly observations by the University supervisor who will complete a full observation, with immediate feedback, as well as the support from the school-site supervisor.

Each traditional student and intern teacher is supervised once a week by a University supervisor and a minimum of twice by their school-site supervisor who together coordinate and assist in the traditional student’s and the intern teacher's overall understanding and utilization, in a classroom setting, of these pedagogical skills and Teaching Performance Expectations. The seminars conducted every two weeks by the University supervisor during this supervised teaching experience also support the
traditional student and the intern teacher in their understanding and utilization of this pedagogical knowledge and of the Teaching Performance Expectations and in their skill in delivering them to a class. The traditional student’s and intern teacher’s understanding and utilization of the pedagogical skills and Teaching Performance Expectations are documented using the University’s ED 468: Supervised Teaching Observation Report form and the final ED 468: Supervised Teaching Performance Evaluation form. Appendix D: Appendix L


TPEs for ED 468: Supervised Teaching are assessed at a beginning level.

ED 468: Supervised Teaching traditional students and intern teachers complete the following courses, with the required practicum or fieldwork components, concurrently with ED 468.

ED 464: Literacy Methodology Part II: Multiple Subject
This course does not require a fieldwork component.

ED 470: Theories and Methods of Linguistically Diverse Students requires thirty hours of fieldwork experience in a CLAD or BCLAD classroom with a CLAD or BCLAD authorized teacher for both the traditional student and the intern teacher. Students in this course delve more deeply into the acquisition and utilization of the important pedagogical skills and the Teaching Performance Expectations, as they apply to English proficient and English learning students, and are able to observe and participate both in the course and during the thirty hours of fieldwork at a higher level of function having completed ED 468 and the other two courses, ED 460 and either ED 462 or ED 466. The thirty hours of fieldwork experience are verified and documented by the classroom teacher and are signed off by the classroom teacher and graded by the instructor. Appendix G: Appendix S


ED 472: Teaching Strategies allows the traditional student and the intern teacher to develop further their expertise in observing, acquiring and utilizing important pedagogical knowledge, skills and abilities, and further perfecting their understanding and productive use of the Teaching Performance Expectations. In this course, all students must complete thirty hours of fieldwork experience that must be completed in classrooms within their credential area. During this course and fieldwork experience, all traditional students and intern teachers begin to fine-tune their expertise regarding the Teaching Performance Expectations. By this stage of their program, each traditional student and intern teacher begins to fully develop his/her prowess in being able to fully utilize the skills acquired during the preceding courses and fieldwork experiences through observation and practice of the pedagogical skills needed for successful teaching. During the thirty hours of required fieldwork experience, each traditional student and intern teacher must present a five-day unit of their choice in their credential
area that demonstrates their proficiency in pedagogy and the Teaching Performance Expectations. The fieldwork experience is verified and evaluated by the classroom teacher and is graded by the instructor as part of the final grade. Appendix U: Appendix I


The final courses in the program may be taken concurrently with ED 478: Supervised Teaching if subject matter competency has been verified and RICA has also been passed for multiple subject candidates.

SPED 457: Introduction to Special Individuals and Their Families requires observations by both the traditional student and the intern teacher of two different special education deliveries, example: gifted, learning handicapped, severely handicapped, etc. These visitations require a description of the delivery that includes a description of the exceptionalities of the individuals served; the number of individuals served in the service delivery; program of classroom activities; staff and background training (credentials, certificates, degrees). The candidates must also document an interview with the Special Education teacher that would include, goals for the individuals served; parent involvement; school support; problems and concerns; collaboration activities in which the professional engages. Finally, the candidate must address the activities and involvement in the classroom, specific activities in which the candidate participated; and a discussion with the special needs individuals. These findings are to be reported back to the instructor as part of the final grade. Appendix H: Appendix T


ED 474: Teaching in the Content Area: Multiple Subject or ED 476: Teaching in the Content Area: Single Subjects requires thirty hours of fieldwork experience in the classroom in order to complete the academic program. In these courses, emphasis is placed, either multiple subject or single subject, on the individual content area of English, mathematics, science, history/social science, visual and performing arts, physical education, health instruction, and any other approved single subject area. Most students will be completing one of these courses as part of their final supervised teaching experience and will be able to complete the fieldwork requirement as part of their classroom assignments. During these courses, all traditional students and intern teachers will be evaluated on their expertise in using the knowledge gleaned throughout the program from the coursework completed and the required fieldwork experiences. In this final course, traditional students and intern teachers will have their last opportunity to observe, acquire and utilize important pedagogical knowledge, skills and abilities including those defined in the Teaching Performance Expectations. This course will give the traditional student and the intern teacher an opportunity to fully utilize all of the knowledge they have gained throughout the program. Verification and evaluation will be completed by the classroom teacher on the ED 474 or ED 476 Fieldwork Evaluation Form and be graded by the instructor as part of the final grade. Appendix V: Appendix W: Appendix J: Appendix K
During the final advanced supervised teaching experience, ED 478: Supervised Teaching, which provides the traditional student and intern teacher with a culminating experience, taken during the last ten weeks of the program, the traditional student and the intern teacher will be observed and evaluated on their ability to incorporate important pedagogical knowledge and understanding in their lesson planning and by their skills in utilizing these pedagogies in their classroom delivery. The final grade for this course will be the traditional student’s and the intern teacher’s ability to incorporate these pedagogies as defined by the Teaching Performance Expectations. The student will be evaluated using the University’s ED 478 Supervised Teaching Observation Report form that will be completed by the University supervisor after each of the weekly observations and by the school-site supervisor after their two observations, and reviewed with the traditional student or intern teacher immediately following the observation for immediate feedback. At the end of the ten week experience, the University supervisor in collaboration with the school-site supervisor and with input from the traditional student or intern teacher, will formally evaluate and grade the traditional student or intern teacher, based on the Teaching Performance Expectations, using the ED 478 Supervised Teaching Evaluation of Performance form. Appendix E: Appendix F

TPEs for ED 478: Supervised Teaching are assessed at an advanced level.

Following the completion of the program, the traditional student and the intern teacher will be assessed using the Teaching Performance Assessment to determine the awarding of the Level I Preliminary Teaching Credential.

15 (c): Full-day Teaching Assignment in Minimum One K-12 Grading Period

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

During the supervised fieldwork experience, each candidate is supervised in daily teaching for a minimum of one K-12 period,

Each traditional student and intern teacher in both ED 468: Supervised Teaching, the first five week of introductory supervised teaching and ED 478: Supervised Teaching, the final ten weeks of advanced supervised teaching, is supervised daily by a school-site supervisor, who is appointed by the school site administrator, and is approved by the University as meeting the University’s requirements: holding the appropriate academic credential; verifying at least three years of teaching experience in the academic area while holding the credential; identified by the school-site administrator as being an exemplary teacher who adheres to the state of California’s frameworks and standards; and is a teacher who will be able to model for the traditional student and the intern teacher excellent teaching and learning strategies. The requirements for these daily
supervisions are clearly outlined in the request letters that are sent to school-site administrators and school districts prior to the start of the supervised teaching experiences for both traditional students and intern teachers and are also stated in the letter of thanks that is sent to all school-site supervisors. Verification is returned to the University by the school site and the district using the Confirmation Form that is included with the letters. Appendix X: Appendix Y: Appendix Z

As well as this daily supervision, the University supervisor supervises each traditional student and intern teacher weekly and offers assistance and guidance to both the traditional student and the intern teacher as well as to the school-site supervisor. These requirements are clearly outlined in the University Supervisor Handbook. Appendix AA

including in a full-day teaching assignment of at least two weeks,

Each traditional student and intern teacher, K-12, is required to teach a minimum of one thoroughly planned and detailed lesson each day, starting at the end of the first week of supervised teaching in both ED 468: Supervised Teaching, the first five week introductory experience, and ED 478: Supervised Teaching, the final ten week advanced experience. Each traditional student and intern teacher increases the number of lessons taught in a day throughout the supervised teaching experiences until the traditional student and the intern teacher are teaching a half-day assignment or more during the last week of ED 468: Supervised Teaching, and a full-day assignment during the last two weeks of ED 478: Supervised Teaching. These requirements are clearly outlined in the Supervised Teaching Handbook and the Intern Teacher Handbook and covered in depth at the Supervised Teaching Orientation held prior to the start of ED 468: Supervised Teaching and ED 478: Supervised Teaching and in the letters of request that are sent to the school-site administrators and the school districts and in the letter of thanks sent to the school-site supervisor for both traditional students as well as intern teachers. Appendix X: Appendix Y: Appendix Z: Appendix BB: Appendix CC: Appendix DD: Appendix EE

commensurate with the authorization of the recommended credential.

All traditional students and intern teachers are placed in classrooms with school-site supervisors that are commensurate with the authorization of the recommended credential. This requirement is clearly outlined in the letters of request that are sent to the school-site administrators and the school districts as well as to the school-site supervisors. Verification is returned to the University using the Confirmation Form that is included with the letters sent to the school-site administrators and the school districts and the school-site supervisors’ credentials are verified using the Supervising Teacher Credential and Experience Form that is given to the supervising teacher by the University supervisor during their first meeting. These requirements are also clearly delineated in the Student Teacher Handbook, the Intern Teacher Handbook, and the University Supervisor Handbook. Appendix X: Appendix Y: Appendix Z: Appendix AA: Appendix BB: Appendix CC: Appendix FF
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.

All traditional students and intern teachers are placed in public schools for both their ED 468: Supervised Teaching, for five weeks, and ED 478: Supervised Teaching, for ten weeks assignments. During the traditional student’s or intern teacher’s ED 468 and ED 478 experiences, they must be in attendance for the full professional academic day and must attend all faculty meetings, department meetings, parent meetings, district and school inservice meetings, and any other meeting attended by the supervising teacher or required by the school-site administrator. The traditional student and the intern teacher are expected to take full advantage of every opportunity the school site or the school district provides for their growth and understanding of the teaching profession. These requirements are clearly outlined in the Supervised Teaching Handbook and the Intern Teacher Handbook. Appendix BB: Appendix CC

All placements are made in school districts and school sites that are linguistically and/or culturally diverse and all traditional students and intern teachers are placed with school-site supervisors who meet the University’s requirements of exemplary teaching experience, practicing good teaching and learning strategies utilizing the state frameworks and the California Standards for the Teaching Profession, and demonstrate excellent modeling. These requests are made in writing in the initial letter of request that is sent to school districts and school-site administrators and they are verified by returning the Confirmation Form to the University that is included with the request letter and by the school-site administrator returning a Letter of Understanding to the University upon selecting a supervising teacher. The supervising teacher completes and returns to the University supervisor, within two weeks, a Supervising Teacher Credential and Experience Form that is given to him/her by the University supervisor during their first visit. Appendix X: Appendix Y: Appendix GG: Appendix FF

Multiple and single subject candidates who are under contract in approved private schools complete ED 468: Supervised Teaching for five weeks and the first five weeks of ED 478: Supervised Teaching in their own classroom with an assigned school-site supervisor and a University supervisor. The remaining five weeks of ED 478: Supervised Teaching must be completed in a public school meeting diversity and linguistic requirements.

Elements Applicable to a Program with Supervised Student Teaching

15 (d): Readiness and Teaching Preparation of Candidates

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.
Each traditional student is evaluated by completing a structured sequence of courses, which lead to supervised fieldwork, and each course includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class responsibility. All traditional students are evaluated both during and at the end of each course completed to ascertain their expertise in understanding and demonstrating the Teaching Performance Expectations for each course and in their aptitude towards the teaching profession. Refer to 15 (a): 15 (b): 15 (c) of this section.

This readiness is applied in the first two courses prior to ED 468: Supervised Teaching, the first five week supervised teaching experience, by the thirty hours of required fieldwork experience, completed concurrently with ED 460: Diversity, Interaction and the Learning Process, which is evaluated by the supervising teacher and the course instructor, and by completing the first reading course, ED 462: Literacy Methodology Part I: Multiple Subject or ED 466: Literacy Methodology: Single Subjects, which also contains a thirty hour fieldwork experience that must be completed and evaluated by the school-site teacher and the course instructor. Refer to 15 (a): 15(b): 15 (c) of this section.

Following the completion of these two courses and the required fieldwork, and passing CBEST, all multiple and single subject traditional students are advanced into ED 468: Supervised Teaching, the first five week introductory supervised teaching experience. During this experience, the traditional student has the opportunity to fully practice in a classroom setting with a complete class the Teaching Performance Expectations covered in the first two courses for single subject candidates, or three courses for multiple subject candidates, and observed and practiced in the fieldwork required by these courses. This supervised teaching experience allows the traditional student to observe the supervising teacher and work with small groups as well as with the whole class in integrating more fully the pedagogies and teaching strategies presented in the coursework. Each traditional multiple and single subject traditional student is formally observed weekly by the University supervisor during this experience and a minimum of twice by the supervising teacher and also meets with the University supervisor every two weeks in seminar to discuss and critique in a cohort session the strengths and weaknesses of the experience. Refer to 15 (a): 15 (b): 15 (c) of this section.

The remainder of the University’s program, builds on the foundation laid during the first two or three courses and practiced during the first five week supervised teaching experience. ED 464: Literacy Methodology Part II: Multiple Subject, for multiple subject students only does not require a fieldwork component. ED 470: Theories and Methods of Education for Linguistically Diverse Students require a thirty hour fieldwork experience that must be completed in a linguistically and culturally diverse classroom with English learners at the K-2 and/or 3-5 and/or 6-9 core middle school program for multiple subject candidates and in a minimum of two grade levels for single subject candidates, within their credential area. Evaluation is done by the classroom teacher and the course instructor. Refer to 15 (a): 15 (b): 15 (c) of this section.
SPED 457: Introduction to Special Individuals and Their Families, requires each multiple and single subject student to visit two different special education deliveries and write a two page report following the visits. This paper is evaluated by the course instructor.

ED 472: Teaching Strategies, requires a thirty hour fieldwork experience, that must be completed in a classroom, within the credential area, and must include a teaching unit of five days covering the Teaching Performance Expectations covered in the course. This fieldwork experience is evaluated by the classroom teacher and the course instructor.

ED 474: Teaching in the Content Areas: Multiple Subject and ED 476: Teaching in the Content Areas: Single Subjects, require a thirty hour fieldwork experience that the student must complete in a classroom within his/her credential area teaching a unit of work based on the course’s Teaching Performance Expectations. ED 474 and ED 476 may be taken concurrently with ED 478: Supervised Teaching, if all requirements have been met, i.e. subject matter competency and RICA for multiple subject candidates. ED 474 and ED 476 fieldwork is evaluated by the classroom teacher and the course instructor. Refer to 15 (a): 15 (b): 15 (c) in this section.

ED 478: Supervised Teaching, the final ten week advanced supervised teaching experience, allows each traditional multiple and single subject candidate, the opportunity to work in a classroom with a supervising teacher, within his/her credential area, and to gradually teach until he/she is teaching full-time during the last two weeks of the experience. Each student spends the first week in observing the supervising teacher and getting to know the class and the routines and then starts to teach a single lesson by the end of the first week and increases his/her teaching responsibilities weekly until a full-time teaching schedule is reached. Each multiple and single subject student is observed weekly by the University supervisor and a minimum of twice by the school-site supervisor. After each lesson taught, the candidate writes up a reflective summary of the lesson stating the lessons strengths, weaknesses, and how they would modify the lesson for future instruction. All students meet in cohort seminars with the University supervisor every other week to discuss their experience and to receive feedback and support from the supervisor and the other cohort members. Refer to 15 (a): 15 (b): 15 (c) in this section.

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.

Through the coursework and the required fieldwork, each candidate has the opportunity to adequately observe, discuss and reflect on the important aspects of teaching. Each fieldwork experience requires that candidates spend time observing in classrooms within their credential area and they discuss their observations in class with their fellow students and they also write a reflective analysis of their findings as well as complete the required fieldwork assignments. Each fieldwork experience requires the candidate to observe the classroom teacher and to gradually teach individual students, small groups, and finally whole-class instruction. Refer to individual course syllabi: Appendices: O:P:Q:R:S:T:U:V:W
IN ED 468: Supervised Teaching, the first five introductory week introductory supervised teaching experience, students have the opportunity to benefit from and improve their teaching skills from the first fieldwork experiences from ED 460 and ED 462. Each candidate spends the first week in observing the classroom teacher, getting to know the students, and in learning the routines and policies of the class and the school. By the end of the first week or the beginning of the second, each candidate starts to teach a lesson and increases the teaching responsibilities up until the fifth week when the candidate teaches a full day. This five-week experience is closely supervised by the University supervisor through weekly observations and biweekly seminars and the school-site supervisor through daily contact and two formal observations. Refer to 15 (a): 15 (b): 15 (c) in this section.

ED 478: Supervised Teaching, the final ten week advanced supervised teaching experience, is the culmination of the program and allows the candidate to fully practice and engage in the material covered in the courses and fieldwork experiences from ED 470: ED 472: ED 472P: SPED 457: ED 474 or ED 476. Each multiple and single subject candidate spends the first week of ED 478 in observing and getting to know the class and the school and then can teach a single lesson by the end of the first week. As the ten-week session progresses, the candidate takes on more of the teaching responsibilities of the class and during the last two weeks of the experience all candidates are teaching a full day to the whole class. The University supervisor observes each candidate weekly for a formal observation and the school-site supervisor formally observes the candidate a minimum of twice during the experience. After each lesson taught, each candidate writes up, a reflective summary of the lesson stating its strengths, weaknesses, and how he/she would modify the lesson for future instruction. Cohort seminars are held every two weeks by the University supervisor and these allow for further discussion, analysis, and reflection by the candidate. Refer to 15 (a): 15 (b): 15 (c) in this section.

Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.

All fieldwork experiences must be completed in public schools where the school and district population is linguistically and culturally diverse. Multiple subject candidates must complete their fieldwork assignments in K-2 and/or 3-5 and/or 6-9 core classes in a middle school in order to gain experience and knowledge at all grade levels. Single subject candidates must complete their fieldwork experiences in single subject classrooms, in at least two grade levels, within their subject area. All multiple and single subject candidates must complete at least one fieldwork experience in an underperforming school. This is verified on the completed Fieldwork Completion Form. Appendix BB: Course Syllabi: Appendix B: Appendix C: Appendix G: Appendix I: Appendix J: Appendix K

Multiple subject candidates complete ED 468, the first five-week introductory supervised teaching experience in either a K-2 or a 3-5 or a core 6-9 classroom in a
middle school. For ED 478, the final ten week supervised teaching experience, all multiple subject candidates must complete their supervised teaching in another level different form the one completed in ED 468. **Appendix HH: Appendix BB**

Single subject candidates complete both ED 468, the five week introductory supervised teaching experience, and ED 478, the ten week supervised teaching experience, in a minimum of two grade levels within their credential area in either a high school, junior high school, or departmentalized middle school. **Appendix II: Appendix BB**

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

Each multiple subject candidate is scheduled to teach in either a K-2, or a 3-5, or a 6-9 middle school core program in ED 468: Supervised Teaching for five weeks and ED 478: Supervised Teaching for ten weeks. If a K-2 assignment has been scheduled for ED 468, the multiple subject candidate must complete ED 478 in either a 3-5 or a 6-9 core middle school classroom. The University takes the responsibility of overseeing these assignments. **Appendix BB: Appendix HH**

Multiple subject candidates must also complete the fieldwork experiences for ED 460, ED 462, ED 470, ED 472, and ED 474 in different K-9 self-contained classrooms teaching multiple subjects so that a broad-based experience is received at all grade levels. **Appendix BB: Course Syllabi Appendices: O: P: Q: R: S: T: U: V: W**

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

Each single subject candidate is scheduled to teach in a 7-12 subject specific program in ED 468: Supervised Teaching for five weeks and ED 478: Supervised Teaching for ten weeks. Each single subject candidate is scheduled to teach at least two different grade levels that differ in content material and level of advancement. For ED 478, single subject candidates will be scheduled in different grade levels and/or content levels than they were in ED 468. The University takes the responsibility of overseeing these assignments. **Appendix BB: Appendix II**

Single subject candidates must also complete the fieldwork experiences for ED 460, ED 466, ED 470, ED 472, and ED 476 in different 7-12 subject specific classrooms so that a broad-based experience is received at all subject specific levels. **Appendix BB: Course Syllabi Appendices: O:P:Q:R:S:T:U:V:W**

**Elements Applicable to a Program with Supervised Internship Teaching**
15 (g): The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern’s period of daily teaching responsibility

As soon as an intern is offered an intern teaching position with a cooperating school district, the University sends a letter to the school district and to the school-site administrator outlining the requirements for the program and asking that the school-site administrator assign the new intern teacher a school-site supervisor that will be his/her mentor for the duration of the program. As soon as the University receives the name of the new intern’s school-site supervisor, a letter is sent to the school-site supervisor outlining his/her responsibilities to the intern teacher as well as to the University. The University supervisor assigned to the new intern teacher sets up an appointment with the school-site administrator, the school-site supervisor, and the intern teacher to review the program’s requirements and to establish an action plan for the first semester. Appendix Y: Appendix Z

and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern’s advancement to daily responsibility for whole-class instruction in the program.

Prior to starting as an intern teacher, each prospective intern must complete ED 460: Diversity, Interaction and the Learning Process and complete the required thirty hours of required fieldwork experience. This is a pedagogical survival course and allows the intern to observe, work with individual students and small group learning settings prior to taking on a whole-class responsibility. The prospective intern teacher, as part of the course and fieldwork experience requirements, is required to observe, consult with the classroom teacher and the instructor, and to reflect on the observations seen and the individual and small group lessons taught as part of the fieldwork experience. The coursework offered in this course allows for the intern to under basic pedagogies that will assist him/her in the classroom and also offers the intern basic classroom management skills and techniques. ED 460 Syllabus Appendix O

The fieldwork experience for ED 460 must be completed at different grade levels than the full-time grade that the intern will be teaching.

Following the completion of this course and the required fieldwork experience, the intern teacher is formally admitted to the intern program. The intern teacher may complete ED 462 or ED 466 concurrently with ED 460 but ED 468: Supervised teaching may not started before ED 462 or ED 466 has been completed. The University supervisor will formally observe the intern teacher weekly during the first five weeks of his/her assignment in ED 468: Supervised Teaching and will meet in cohort seminar with all interns assigned to him/her every other week to discuss the progress of the internship and to allow the intern to discuss and reflect on the teaching assignments completed. During ED 468, the school-site supervisor will complete two formal observations of the intern. The intern is required to complete a formal reflection of each
prepared lesson taught as to the strengths and weaknesses of the lesson and how the intern would modify the lesson for future re-teaching. After ED 468 is completed, the University supervisor will continue to observe the intern every other week and meet in cohort seminar every other week until the intern is cleared for ED 478, the final ten weeks of supervised teaching.

ED 478: Supervised Teaching, the final ten week advanced experience, is completed during the last ten weeks of the program to allow students to receive the advantages of at least the first five weeks of ED 474 or ED 476, the Teaching in the Content Areas courses for multiple or single subject candidates. During ED 478, the University supervisor again meets with the school-site principal and the school-site supervisor as well as the intern teacher to review and re-write, if necessary, the action plan for the intern teacher. The University supervisor will formally observe the intern teacher every week and the school-site supervisor will formally observe the intern at least twice before the final evaluation is given at the end of ED 478. The intern will continue meeting with the University supervisor in cohort seminar every other week until ED 478 is completed,

In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

When an intern is the teacher of record, he/she must complete fieldwork experiences at a different grade level than the one he/she is teaching. This can be accomplished through the fieldwork requirement for ED 460, completed prior to being accepted into the intern program. The fieldwork experiences for ED 462 or ED 466, ED 470, ED 472, ED 474 or ED 476 must also be completed at different grade levels than the grade/s being taught by the intern if that requirement was not met with ED 460. This is verified by the intern teacher on the Diverse Age Level Verification Form for either multiple subject or single subject candidates. Appendix JJ: Appendix KK
STANDARD 15
LEARNING TO TEACH THROUGH SUPERVISED FIELDWORK

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>ED 460 Pedagogy Survival Skills</td>
</tr>
<tr>
<td>Appendix B</td>
<td>ED 462 Fieldwork Evaluation of Performance Form</td>
</tr>
<tr>
<td>Appendix C</td>
<td>ED 466 Fieldwork Evaluation of Performance Form</td>
</tr>
<tr>
<td>Appendix D</td>
<td>ED 468 Supervised Teaching Syllabus</td>
</tr>
<tr>
<td>Appendix E</td>
<td>ED 468 Supervised Teaching Observation Report Form</td>
</tr>
<tr>
<td>Appendix F</td>
<td>ED 468 Evaluation of Performance Forms</td>
</tr>
<tr>
<td>Appendix G</td>
<td>ED 470 Fieldwork Evaluation Form</td>
</tr>
<tr>
<td>Appendix H</td>
<td>SPED 457 Service Delivery Visitations</td>
</tr>
<tr>
<td>Appendix I</td>
<td>ED 472 Fieldwork Evaluation Form</td>
</tr>
<tr>
<td>Appendix J</td>
<td>ED 474 Fieldwork Evaluation Form</td>
</tr>
<tr>
<td>Appendix K</td>
<td>ED 476 Fieldwork Evaluation Form</td>
</tr>
<tr>
<td>Appendix L</td>
<td>ED 478 Supervised Teaching Syllabus</td>
</tr>
<tr>
<td>Appendix M</td>
<td>ED 478 Supervised Teaching Observation Report Form</td>
</tr>
<tr>
<td>Appendix N</td>
<td>ED 478 Evaluation of Performance Forms</td>
</tr>
<tr>
<td>Appendix O</td>
<td>ED 460 Syllabus</td>
</tr>
<tr>
<td>Appendix P</td>
<td>ED 462 Syllabus</td>
</tr>
<tr>
<td>Appendix Q</td>
<td>ED 464 Syllabus</td>
</tr>
<tr>
<td>Appendix R</td>
<td>ED 466 Syllabus</td>
</tr>
<tr>
<td>Appendix S</td>
<td>ED 470 Syllabus</td>
</tr>
<tr>
<td>Appendix T</td>
<td>SPED Syllabus</td>
</tr>
<tr>
<td>Appendix U</td>
<td>ED 472 Syllabus</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>V</td>
<td>ED 474 Syllabus</td>
</tr>
<tr>
<td>W</td>
<td>ED 476 Syllabus</td>
</tr>
<tr>
<td>X</td>
<td>Traditional Student Letter of Request: Confirmation</td>
</tr>
<tr>
<td></td>
<td>Letter of Understanding</td>
</tr>
<tr>
<td></td>
<td>District and School</td>
</tr>
<tr>
<td>Y</td>
<td>Intern Teacher Letter of Request: Confirmation</td>
</tr>
<tr>
<td></td>
<td>Letter of Understanding</td>
</tr>
<tr>
<td></td>
<td>District and School</td>
</tr>
<tr>
<td>Z</td>
<td>Letter of Thanks School-site Supervisors: Traditional</td>
</tr>
<tr>
<td></td>
<td>Letter of Thanks School-site Supervisors: Intern Teachers</td>
</tr>
<tr>
<td>AA</td>
<td>University Supervisor Handbook</td>
</tr>
<tr>
<td>BB</td>
<td>Supervised Teaching Handbook</td>
</tr>
<tr>
<td>CC</td>
<td>Intern Teacher Handbook</td>
</tr>
<tr>
<td>DD</td>
<td>ED 468 Supervised Teaching Orientation: Letter</td>
</tr>
<tr>
<td></td>
<td>Agenda</td>
</tr>
<tr>
<td>EE</td>
<td>ED 478 Supervised Teaching Orientation : Letter</td>
</tr>
<tr>
<td></td>
<td>Agenda</td>
</tr>
<tr>
<td>FF</td>
<td>School-site Supervisor Credential and Experience Form</td>
</tr>
<tr>
<td>GG</td>
<td>School-site Letter of Understanding</td>
</tr>
<tr>
<td>HH</td>
<td>Multiple Subject Requirements Check List</td>
</tr>
<tr>
<td>II</td>
<td>Single Subject Requirements Checklist</td>
</tr>
<tr>
<td>JJ</td>
<td>Diverse Age Experience: Multiple Subject</td>
</tr>
<tr>
<td>KK</td>
<td>Diverse Age Experience: Single Subject</td>
</tr>
</tbody>
</table>
PROGRAM STANDARD 16

SELECTION OF FIELDWORK SITES AND QUALIFICATIONS OF FIELD SUPERVISORS

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

RESPONSE

The University of La Verne chooses all school sites for fieldwork placement for ED 468 Supervised Teaching, the first five week experience, started after the completion of the first two courses, ED 460: Diversity, Interaction and the Learning Process and ED 462: Literacy Methodology Part I: Multiple Subject or ED 466: Literacy Methodology: Single Subjects for both traditional student teachers and intern teachers based on the requirements that the school sites and school districts maintain strong academic District Content Standards based on the California Standards for the Teaching Profession (CSTP). These selected school-sites remain the same for the last supervised teaching assignment, ED 478 completed during the last ten weeks of the program.

These requirements are verified by the University supervisor who returns to the University completed Evaluation Forms evaluating the school-based supervisor and the school site for academic content and rigor at the end of each supervised teaching experience. As well as requiring strong academic requirements, the University requires that each school site and school district verify that all classes have a diverse student body representing ethnic and/or language diversity. The academic requirements and the student diversity requirements are verified by the school site administrator in a letter that is returned to the University when the traditional student teacher or intern teacher is placed.

School-based supervisors for both traditional student teachers and intern teachers are chosen by the school site administrator for their tenure in the classroom and their demonstrated effectiveness in teaching the District Content Standards and the California Standards for the Teaching Profession (CSTP). Each school-based supervisor must have a minimum of three years of credentialed experience in the classroom teaching the subject specific area of each traditional student teacher or intern teacher. This experience is verified by completing a form that is given to each traditional student teacher and intern teacher school-based supervisor by the University supervisor during the first week of the supervised teaching experience.
Each school-based supervisor for both traditional student teachers and intern teachers is appraised of their roles and responsibilities in a letter, with attachments, that is sent to them by the University prior to the start of the supervised teaching experience or as soon as they are known to the University. This letter is followed with a personal visit by the University supervisor, during the first week of the Supervised Teaching experience, who gives them a copy of the School Site Handbook and a copy of the Intern Teacher Handbook, for intern teachers, which covers all of the University’s requirements, and discusses the program requirements and their responsibilities further with them and answers any questions they may have regarding the program. A personal University orientation is scheduled for each school-based supervisor and the school site administrator during a dinner orientation that is held at Sheraton Suites Fairplex in Pomona during the first two to three weeks of each supervised teaching experience. This orientation dinner provides further training and explanation of the program and the responsibilities of the school-based supervisors.

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

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

16(a): Fieldwork Sites and Classrooms

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

Fieldwork sites and classrooms are selected based on the effectiveness of observed teaching and learning.

The University of La Verne outlines the fieldwork site and classroom requirements for traditional student teaching in an initial letter that is sent to participating school district administrators and school site administrators prior to the start of the first supervised teaching experience: ED 468. When the traditional student is placed in an appropriate school with an appropriate school-site supervisor, the school district and the school-site administrator return the Confirmation Verification Form, from the initial letter, to the University. A Letter of Understanding is also returned to the University by the school-site administrator verifying the requirements of both the school and the school-site supervisor. Appendix A: Appendix B: Appendix C

Requirements for intern teacher fieldwork sites and classrooms are outlined in a letter that is sent to participating district administrators and school site administrators as soon as the intern teacher is hired by the participating district and assigned to the participating school site. These requirements are confirmed by the school-site administrator returning the Confirmation Verification Form, from the initial letter, to the University. A Letter of Understanding is also returned to the University by the school-
site administrator verifying the requirements of both the school-site and the school-site supervisor. **Appendix D: Appendix E: Appendix C**

All requirements for fieldwork sites and classrooms for traditional student teaching are also outlined in the Supervised Teaching Handbook. The School Site Handbook, which is given to each school site administrator and supervising teacher at the initial visit by the University supervisor, also outlines the requirements fieldwork sites, classrooms, and school-site supervisors. **Appendix F: Appendix G**

**Intern teaching** requirements for fieldwork sites and classrooms are also outlined in the Intern Teacher Handbook which is given to each school site administrator and supervising teacher at the initial visit by the University supervisor. **Appendix H**

Fieldwork assignments occur at pre-selected sites where the state-adopted academic core-curriculum is effectively implemented.

All school districts and school sites are selected for observed effective teaching and learning strategies based on the school site’s adherence to the District Content Standards and the California Standards for the Teaching Profession (CSTP). These evaluations are completed on a School Site Evaluation Form and a Supervising Teacher Evaluation Form that are returned to the University by the University supervisors at the end of the first supervised teaching experience, ED 468 for evaluation and review. These evaluations focus on the quality and commitment of the educational program and the dedication and professionalism of the school-based supervisor, as shown through his/her effective teaching strategies, and the school site as evidenced by the leadership and dedication of the site principal. **Appendix I: Appendix J**

When a traditional student teacher or an intern teacher is placed, each school site administrator is required to complete a letter of understanding with the University that outlines the University’s requirements for a school-based supervisor and the school’s and district’s adherence to the District Content Standards and the California Standards for the Teaching Profession (CSTP). In this letter of understanding, the requirements for a school-based supervisor are outlined and detail that each supervising teacher must hold the required academic credential, have demonstrated excellent teaching and learning strategies and curriculum qualifications in the classroom, adhere to the District Content Standards and the California Standards for the Teaching Profession (CSTP), have at least three years experience teaching within the subject specific area, and would be an excellent model for a traditional student teacher or an intern teacher. **Appendix C**

All traditional student teachers and intern teachers are placed in public schools in districts that are in partnership with the University with either a signed traditional student teaching agreement or a signed intern teaching agreement. **Appendix K: Appendix L**

These approved districts and school sites meet the requirements as outlined above and verified in **Appendix I, Appendix J, and Appendix C**.
Students who are under contract in an approved private school are permitted to complete ten weeks, five weeks in ED 468 and five weeks in ED 478, of their supervised teaching experience in their own classroom but must complete the remaining five weeks of ED 478 in an approved public school with an approved school-based supervising teacher who meets all of the University’s requirements as outlined above and verified in Appendix I, Appendix J, and Appendix C.

16 (b): Placement with Exemplary Certificated Teachers

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

Opportunities are provided for each candidate to work with exemplary certificated teachers in fieldwork assignments.

The request for a traditional student teacher placement or an intern teacher placement is sent to the school district and the school site administrator who are requested to choose a school-based supervising teacher who meets the University’s requirements. These requests are made in writing by the University to the school district and the school site administrator who are asked to respond with his/her selection using the Traditional Student and Intern Teacher Confirmation form that is included. Appendix A: Appendix B: Appendix D: Appendix E

Each selected school-based supervising teacher for traditional student teachers and intern teachers must hold the appropriate credential, is an exemplary teacher, based on the evaluations by the site administrator, and has demonstrated these qualities and qualifications for at least the past three years. The site administrator also chooses the supervising teacher based on his/her evaluation that the supervising teacher is an excellent communicator and mentor, and one who always models exemplary teaching and learning strategies, and who will be an excellent role model for the student teacher. Appendix C: Appendix B: Appendix D: Appendix E

Assignments include low-performing and/or hard to-staff schools and/or assignments.

Each school site must meet the following University requirements:
• The student population must be ethnically and/or linguistically diverse
• Each supervising teacher must hold the required credential and must have demonstrated effective teaching practices for at least 3 years and who will model exemplary classroom strategies and teaching techniques and styles
• Each site administrator is requested to place each student teacher in a classroom that meets the University’s requirements

The University makes these requests in writing to the district and the school site and asks that the district and the school site respond back to the University for review and acceptance using the traditional Student and Intern Teacher Confirmation form. Appendix C: Appendix B: Appendix D: Appendix E
Supervising teachers of traditional student teachers and intern teachers complete and return a Verification Form confirming their credential and experience. This Verification Form is given to each supervising teacher of traditional student teachers and intern teachers by the University supervisor at their initial meeting with the supervising teacher Appendix M

16 (c): Criteria for Selecting Supervising Teachers

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

Criteria and procedures for selecting teachers to supervise field experiences in the program are clearly and consistently outlined.

Prior to the start of each supervising teaching experience for traditional student teachers and intern teachers, the University sends each participating school district administrator and school site administrator a letter outlining and explaining the University’s requirements for supervised teaching and the requirements for a school-based supervising teacher. Appendix A: Appendix B: Appendix D: Appendix E

Selection criteria are consistent with the supervising teacher’s specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with students.

Traditional student teaching and intern teaching request letters are accompanied by a Traditional student and Intern Teacher Confirmation Form that the school district administrator and the school site administrator complete and return to the University verifying that the supervising teacher meets the University’s requirements of ethnic and language diversity, that the supervising teacher adheres to the District Content Standards and the California Standards for the Teaching Profession (CSTP), and exemplifies excellent teaching and learning strategies as well as exemplifying excellent communication and collaborative skills. Appendix N

For intern teachers, each school site administrator is requested to return to the University a Letter of Understanding which assures that the school site meets the ethnic and language diversity requirement, follows the District Content Standards and the California Standards for the Teaching Profession (CSTP), as well as assigning a supervising teacher who exemplifies excellent modeling and teaching and learning strategies, is an exemplary teacher who adheres to the District Content Standards and the California Standards for the Teaching Profession (CSTP), and exemplifies excellent communication and collaboration skills. Appendix C

Each supervising teacher of a traditional student teacher or an intern teacher must verify his/her credential and teaching experience, within the first two weeks of the semester. This Verification Form is given to the supervising teacher by the University supervisor at
the first visit and is returned to the supervisor within two weeks for return to the University. **Appendix M**

The final evaluation of the supervising teacher’s qualifications and the school site’s qualifications for traditional student teachers and **intern teachers**, as based on the University’s requirements, are the School Site Evaluation Form and the Supervising Teacher Evaluation Form that are completed by the University supervisor and returned to the University at the end of the supervised teaching experience. **Appendix I: Appendix J**

**16 (d): Alignment of Supervising Teachers’ Credentials with the Candidates**

**TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS**

Supervising teachers hold valid credentials that authorize the teaching assignments of candidates during a period of daily responsibility for whole-class instruction.

Each school district administrator and school site administrator, who is responsible for placing a traditional student teacher or an **intern teacher**, receives a letter from the University clearly stating that the supervising teacher must hold the correct subject specific credential authorizing the teaching assignment of the subject area that the traditional student teacher or **intern teacher** is completing. The school site administrator also returns to the University a Traditional Teacher and **Intern Teacher** Confirmation Form verifying that the traditional student teacher’s and **intern teacher’s** supervising teacher meets the University’s requirements for the correct credential. **Appendix: A Appendix B: Appendix D: Appendix E** A Letter of Understanding is also returned to the University for traditional teachers and **intern teachers** verifying that the traditional teacher’s and the **intern teacher’s** supervising teacher also meets all of the University’s requirements for holding the correct credential. **Appendix N: Appendix C**

Candidates teaching English learners are supervised by teachers who hold a valid EL teaching authorization.

All supervising teachers for both traditional student teachers and **intern teachers** must verify that they hold the correct credential and have completed the minimum of three years exemplary teaching experience while holding the appropriate credential by completing the Supervising Teacher Credential and Experience Verification Form that is given to the supervising teacher by the University supervisor at their first visit. This form is to be returned to the University supervisor within the first two weeks of the supervised teaching experience. **Appendix M**
TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

Supervising teachers complete, as needed, planned professional training to develop their understanding of the progression of developing teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory practice relationships in the program’s curriculum; and effective professional communication with student teachers and intern teachers.

Each supervising teacher of a traditional student teacher or intern teacher and site administrator is invited to a dinner orientation meeting, that is held at the Sheraton Suites Fairplex in Pomona, during the first three weeks of the semester to complete an overview of the University’s program. Appendix O At this meeting, the University presents training in the coaching and mentoring of student teachers and intern teachers, including effective professional communication and collaboration techniques to employ with student teachers and intern teachers and their developmental progression, and an overview of the Teaching Performance Expectations for Preliminary Teaching Credentials, and the state-adopted content standards for students. University faculty is on hand to discuss and present their classes and how their class fits into the overall student teaching experience of theory-practice relationships in the University’s curriculum. The Coordinator of Fieldwork Experience moderates the program and presents the requirements and responsibilities of the supervising teacher. Coaching and modeling techniques and requirements for the supervising teachers are also presented by the Coordinator as well as an overview of responsibilities and requirements of a supervising teacher. Appendix P

Prior to the orientation dinner meeting, each supervising teacher receives a letter of thanks with a packet of information that includes the Responsibilities of a Supervising Teacher and the Supervising Teacher that is sent from the University prior to the start of the semester that covers the requirements of a supervising teacher and provides suggestion on being a supervising teacher for traditional student teachers and intern teachers. Appendix Q

Supervising teachers of intern teachers receive a letter of thanks from the University outlining the University requirements for the intern. Appendix R

During the first week of the semester, each University supervisor meets with the supervising teacher and the site administrator for traditional student teachers and gives them a copy of the School Site Handbook and verbally discusses the program and the responsibilities of the supervising teacher and the University supervisor with them. Appendix G

The University supervisor for the intern teacher meets with the site administrator and the supervising teacher within the first week of the intern’s assignment and gives them a
copy of the Intern Teacher Handbook and verbally discusses the program and the responsibilities of the supervising teacher and the University supervisor with them. At this meeting, a plan of action for the intern teacher is developed based on the school’s and the intern’s perceived needs. This action plan is the basis for the observations and evaluations for the first semester of Supervised Teaching: ED 468, completed during the first five weeks of the semester, as well as the general teaching strategies and techniques that are part of the Teaching Performance Expectations for the first phase of the Teacher Education Program. This action plan is reviewed by the school site administrator, the supervising teacher, the University supervisor and the intern teacher at the end of the first semester and is modified for the ED 478, the final ten weeks of Supervised Teaching completed at the end of the program. Appendix H: Appendix S

16 (f): Professional Development for Supervising Teachers

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

Professional development providers to supervising teachers are experienced and effective in supervising credential candidates.

Professional development for supervising teachers for traditional student teachers and intern teachers is provided by full time faculty members of the University of La Verne in the School of Education and Organizational Leadership. Each faculty member who provides professional development is the lead instructor for one of the program’s components: curriculum development, reading, technology, bilingual education, and educational foundations. Full time faculty members at the University of La Verne are all experienced and successful classroom teachers and school site or district administrators who have had extensive experience in supervising credential candidates. Professional development providers know and understand current educational theory and practice, the sponsor’s expectations for supervised teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach.

Each faculty member teaches current educational theory and practice as part of the curriculum. State-adopted academic content standards and frameworks are also taught in courses that teach curriculum and content standard requirements. The developmental stages of learning-to-teach are also a fundamental requirement in the teacher preparation courses.

Collegial supervisory practices that foster success among credential candidates are modeled

Each faculty member is competent in modeling collegial supervisory practices that foster success among credential candidates and these practices are an integral part of all teaching assignments at the University. Traditional student teachers and intern teachers meet in cohort seminars during their supervised teaching assignments and these seminars help to foster collegiality and success among all candidates.
Reflective learning is promoted

Reflective learning is a vital part of all courses and especially of the supervised teaching experience in that all traditional student teachers and intern teachers must complete a reflective activity at the end of each observed lesson as part of their lesson planning activities and plans. Appendix T

16 (g): Roles and Responsibilities of Supervising Teachers

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

The University communicates to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the fieldwork sequence.

Prior to the start of the semester, each school district and school site administrator receives a letter from the University that clearly outlines the requirements for accepting a traditional student teacher and the requirements and responsibilities of the supervising teaching. Appendix A: Appendix B

School districts and school sites who have employed intern teachers also receive a letter from the University that outlines all of the requirements for the program and the responsibilities and requirements for a supervising teacher. Appendix C: Appendix D

Each supervising teacher of traditional student teachers receives, prior to the start of the semester, a letter of thanks from the University outlining the basic procedures as well as two separate communications regarding Supervising Teacher Requirements and The Supervising Teacher. Appendix Q

Supervising teachers assigned to intern teachers receive, prior to the start of the semester, a letter of thanks from the University outlining the basic procedures, requirements, and a description of the role required to be a supervising teacher. Appendix R

At the first meeting with the supervising teacher and site administrator, during the first week of the semester, the University supervisor is responsible for giving each a copy of the School Site Handbook and he/she will discuss the Handbook as well as the requirements with both the site administrator and the supervising teacher. Appendix G

These requirements are covered again at the dinner orientation held within the first three weeks of the semester. Appendix P

During the first week of the semester, the University supervisor meets with the site administrator and the supervising teacher to discuss the requirements for an intern teacher and gives them a copy of the Intern Teacher Handbook which outlines all requirements. Appendix H
the site administrator, the supervising teacher, and the intern teacher to develop an Intern Action Plan which will be the basis of the observations for the first semester, which include ED 468, the first five weeks of supervised teaching. This Intern Action Plan will be reviewed again by the site administrator, the supervising teacher, the University supervisor, and the intern teacher at the completion of the first semester and prior to starting the second semester and ED 478, the last ten weeks of supervised teaching completed at the end of the program. Appendix R

These requirements are reviewed again with the supervising teachers and site administrators of intern teachers at the dinner orientation held within the first three weeks of the semester. Appendix P

Each supervising teacher is well-informed about the performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate and the procedures to follow when the candidate encounters problems in teaching.

Both traditional supervising teachers and intern supervising teachers receive a complete background as to their responsibilities and requirements from the communications received prior to the start of student teaching or intern teaching, the visit during the first week of the semester by the University supervisor, the material and information covered in the School Site Handbook and the Intern Teacher Handbook, and the dinner orientation during the first three weeks of the semester. Appendix G: Appendix H

For both traditional supervising teachers and intern supervising teachers, the University supervisor is the first contact if a student or intern is in trouble and then the Coordinator of Fieldwork Experience, and finally the Director of Teacher Education, and the Dean. This information is listed in the School Site Handbook and the Intern Teacher Handbook. Appendix G: Appendix H
STANDARD 16

APPENDICES
STANDARD 16

SELECTION OF FIELDWORK SITES AND QUALIFICATIONS OF FIELD SUPERVISORS

APPENDICES

Appendix A  School District Request Letter: Confirmation
Appendix B  School-site Request Letter: Confirmation
Appendix C  Letter of Understanding
Appendix D  School District Intern Request Letter: Confirmation
Appendix E  School-site Intern Request Letter: Confirmation
Appendix F  Supervised Teaching Handbook
Appendix G  School Site Handbook
Appendix H  Intern Teacher Handbook
Appendix I  School-site Evaluation Form
Appendix J  School-site Supervisor Evaluation Form
Appendix K  Traditional Student Teaching Agreement
Appendix L  Intern Teaching Agreement
Appendix M  School-site Supervisor Credential and Experience Verification Form
Appendix N  District: School Confirmation Form
Appendix O  Principal: School-site Supervisor Orientation Letter
Appendix P  Principal: School-site Orientation Agenda
Appendix Q  Traditional School-site Supervisors Letter of Thanks: Attachments
Appendix R  Intern Teachers School-site Supervisors Letter of Thanks: Attachments
Appendix S  Intern Teacher Action Plan
Appendix T  Reflective Section: Lesson Plan
# Program Standard 17

## Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

**Traditional Students and Intern Teachers**  
**Multiple and Single Subject**

### ED 460: Diversity, Interaction and the Learning Process  
**TPE:** 3: 4: 5: 6A: 6B: 8: 9: 10: 11: 12

<table>
<thead>
<tr>
<th>Multiple Subject</th>
<th>Single Subject</th>
</tr>
</thead>
</table>
| ED 462: Literacy Methodology Part I  
**TPE:** 1A: 2: 3: 4: 5: 6A: 6B: 7: 8: 9  
ED 466: Literacy Methodology  
**TPE:** 1B: 2: 3: 4: 5: 6B: 6C: 7: 8: 9  
ED 468: Supervised Teaching  
**TPE:** 1A: 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9: 10: 11: 12: 13  
Beginning Level |
| ED 464: Literacy Methodology Part II  
**TPE:** 1A: 3: 4: 5: 6A: 6B: 7: 8: 9  
ED 470: Theories and Methods of Education for Linguistically Diverse Students  
**TPE:** 1A: 1B: 2: 3: 5: 6A: 6B: 6C: 7: 8: 9: 10: 11: 12  
ED 472: Teaching Strategies  
**TPE:** 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9: 10: 11: 12: 13  |
| ED 457: Introduction to Special Individuals and Their Families  
**TPE:** 2: 3: 4: 5: 6A: 6B: 8: 10: 11: 12  |

<table>
<thead>
<tr>
<th>Multiple Subject</th>
<th>Single Subject</th>
</tr>
</thead>
</table>
| ED 474: Teaching in the Content Areas  
ED 476: Teaching in the Content Areas  
**TPE:** 1B: 2: 3: 4: 5: 6B: 6C: 7: 8: 9: 10: 11: 12: 13  |
| ED 478: Supervised Teaching  
**TPE:** 1A: 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9: 10: 11: 12: 13  
Advanced Level |
STANDARD 17

CANDIDATE QUALIFICATIONS FOR TEACHING RESPONSIBILITIES IN THE FIELDWORK SEQUENCE

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

RESPONSE

The University of La Verne requires that all entering traditional multiple and single subject candidates or accepted multiple and single subject intern teachers complete a mandatory series of courses prior to entering a classroom to complete ED 468: Supervised Teaching, the first five week supervised teaching experience. This five week experience is designed to allow traditional multiple and single subject candidates the opportunity to engage in instructional responsibilities of classrooms within their credential area and to put into practice the strategies and teaching techniques introduced in the first two courses of the program. Multiple and single subject intern teachers are observed by their University supervisor as well as their school site supervisor during this five week experience as part of their ongoing observation and evaluation process.

Traditional multiple subject teaching candidates must complete the following courses prior to being admitted into ED 468: Supervised Teaching:

- ED 460: Diversity, Interaction and the Learning Process
  This course meets the pedagogical survival requirement.
- ED 462: Literacy Methodology Part I: Multiple Subject

Traditional single subject candidates must complete the following courses prior to being admitted into ED 468: Supervised Teaching:

- ED 460: Diversity, Interaction and the Learning Process
  This course meets the pedagogical survival requirement.
- ED 466: Literacy Methodology: Single Subjects

As well as completing these courses, traditional multiple and single subject candidates must also verify a passing CBEST score prior to being admitted into ED 468: Supervised Teaching. If CBEST is not passed, students may not take any further credential courses until CBEST is passed.

Traditional multiple and single subject candidates complete the following courses as scheduled:

- Traditional Multiple Subject Candidates
  ED 464: Literacy Methodology Part II: Multiple Subject
  ED 470: Theories and Methods of Education for Linguistically Diverse Students
ED 468: Supervised Teaching: taken concurrently with ED 464 and ED 470 for five weeks at the beginning of the semester: introductory level
ED 472: Teaching Strategies
SPED 457: Introduction to Special Individuals and Their Families
ED 474: Teaching in the Content Areas: Multiple Subject
ED 478: Supervised Teaching: taken concurrently with SPED 457 and ED 474 for ten weeks at the end of the program: advanced level

**Traditional Single Subject Candidates**
ED 470: Theories and Methods of Education for Linguistically Diverse Students
ED 468 Supervised Teaching: taken concurrently with ED 470 for five weeks at the beginning of the semester
ED 472: Teaching Strategies
SPED 457: Introduction to Special Individuals and Their Families
ED 476: Teaching in the Content Areas: Single Subject
ED 478: Supervised Teaching: taken concurrently with SPED 457 and ED 474 for ten weeks at the end of the program: advanced level

At the successful completion of these courses for both traditional multiple and single subject candidates, and verifying a passing RICA score for multiple subject candidates, each candidate must verify subject matter competency through either a passing score in the appropriate examination/s or verifying a completed university equivalency program prior to being advanced to ED 478: Supervised Teaching.

When all these requirements have been met the traditional multiple and single subject candidate is advanced to ED 478: Supervised Teaching, the final ten week supervised teaching experience completed at the end of the program. ED 478: Supervised Teaching allows the traditional multiple and single subject candidate the opportunity to take over the responsibilities of whole-class instruction during this ten week experience and to demonstrate the final evaluations of the Teaching Performance Expectations.

Accepted multiple and single subject intern teachers must verify the following prior to being accepted as an intern teacher:

- Passing CBEST score
- Completed subject matter requirement either through examination or verification of a completed university equivalency program
- Teaching position within the credential area in a participating school district
- Completed clearance
- Verification of the US Constitution
- Speech requirement met

After these requirements have been verified, the multiple and single subject intern teacher must complete the following course prior to being admitted into ED 468: Supervised Teaching:

ED 460: Diversity, Interaction and the Learning Process
This course meets the pedagogical survival requirement for all intern teachers.

Following the successful completion of this course, multiple and single subject intern teachers are formally admitted into the intern program.

All multiple and single subject intern teachers complete the remainder of their program as scheduled:

**Multiple Subject Intern Candidates**
- ED 462: Literacy Methodology Part I: Multiple Subject
- ED 464: Literacy Methodology Part II: Multiple Subject
- ED 470: Theories and methods of Education for Linguistically Diverse Students
- ED 468: Supervised Teaching: taken concurrently with ED 464 and ED 470 for five weeks at the beginning of the semester: introductory level
- ED 472: Teaching Strategies
- ED 457: Introduction to Special Individuals and Their Families
- ED 474: Teaching in the Content Area: Multiple Subject

RICA must also be passed prior to the completion of these courses.

**Single Subject Intern Candidates**
- ED 470: Theories and Methods of Education for Linguistically Diverse Students
- ED 472: Teaching Strategies
- ED 457: Introduction to Special Individuals and Their Families
- ED 476: Teaching in the Content Areas: Single Subject

At the successful completion of these courses for both multiple and single subject intern teachers, and a passing score for RICA for multiple subject intern teachers, the intern teachers are cleared to complete ED 478: Supervised Teaching, the final ten week advanced supervised teaching assignment completed at the end of the program. ED 478: Supervised Teaching for multiple and single subject intern teachers is the final ten weeks of supervised and evaluated classroom teaching and at this point the multiple and single intern teacher would be responsible for the Teaching Performance Expectations learned throughout the program.

Both traditional multiple and single subject candidates and multiple and single subject intern teachers are required to meet each Teaching Performance Expectation during their supervised teaching assignment in both ED 468: Supervised Teaching for five weeks and ED 478: Supervised Teaching for ten weeks. Verification of successful performance of the Teaching Performance Expectations is documented on the University’s Observation Report Form that is completed after each observation by the University supervisor and the school-site supervisor. The final Evaluation Form is completed at the end of both ED 468 and ED 478 on each traditional multiple and single subject candidate and each multiple and single subject intern teacher as a collaborative effort by the University supervisor, the school-site supervisor, and the traditional student teacher and the intern teacher. These Teaching Performance Expectations are part of
the basic course outlines for each course required in the program and are assessed by each instructor during the course at the end of their assigned course. Traditional multiple and single subject candidates and multiple and single subject intern teachers must meet these Teaching Performance Expectations prior to passing each course.

**Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence**

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

17(a): Candidate Skills and Subject Matter Requirement

TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS

Each candidate fulfills the state basic skills requirement prior to being given daily responsibility for whole class instruction in a K-12 school

The University of La Verne requires that all traditional multiple and single subject candidates verify a passing score in all sections of the CBEST examination prior to being admitted into ED 468: Supervised Teaching, the first five week introductory classroom experience of supervised teaching by a University supervisor and a school site supervisor. If a passing score in CBEST is not received at the successful conclusion of the last course prior to being enrolled in ED 468: Supervised Teaching, the traditional multiple and single subject student is restricted from taking any further credential courses until a passing CBEST score has been verified. These requirements are clearly stated in the University of La Verne’s Multiple and Single Subject Credential Program Check List that is given to each prospective candidate at the time of enrollment and program interview for acceptance and in the Supervised Teaching Handbook. Appendix A: Appendix B

Intern teachers are required to verify a passing score in all sections of the CBEST examination prior to being accepted as an intern teacher by both the University and the employing school district. This requirement is clearly stated in the University of La Verne’s Intern Credential Application Form that is completed at the time of application to the program and in the Intern Teacher Handbook. Appendix C: Appendix D

Each candidate verifies completion of at least four fifths of the state subject matter requirement.

Traditional multiple and single subject candidates must verify either complete passing scores in the MSAT Examination for multiple subject candidates or complete passing scores in both the Praxis and SSAT examinations, if both are required, or the SSAT, if the Praxis is not required for their subject area, for single subject candidates. These
subject matter requirements are clearly outlined in the University of La Verne’s Multiple and Single Subject Credential Program Check List and the Supervised Teaching Handbook. **Appendix A: Appendix B**

Traditional multiple and single students may also verify subject matter competency by completing an approved university’s subject matter equivalency program. This subject matter equivalency program must be completed in its entirety prior to being accepted into ED 478, the final ten weeks of supervised teaching. Verifying completion of subject matter competency through an approved university’s subject matter equivalency program is clearly outlined in the University of La Verne’s Multiple and Single Subject Credential Check List and the Supervised Teaching Handbook. **Appendix A: Appendix B**

University of La Verne students will not be advanced into the final ten weeks of advanced traditional supervised teaching without fully completing the subject matter requirement either through examination or by completing an approved university equivalency program. **Appendix A: Appendix B**

**Intern teachers** must verify full completion of subject matter competency either by passing all sections of the appropriate examination/s or fully completing an approved university’s subject matter competency program prior to being admitted into the University of La Verne’s intern credential program. This requirement is clearly stated in the University of La Verne’s Intern Credential Application Form and the Intern Teacher Handbook. **Appendix C: Appendix D**

**17 (b): Candidates’ Fundamental Ability to Teach in the Major Domains**

**TRADITIONAL STUDENT TEACHERS AND INTERN TEACHERS**

*Each candidate demonstrates a fundamental ability to teach in the major domains of the Teaching Performance Expectations prior to assuming daily responsibility for whole class instruction in a K-12 school*

Each of the Teaching Performance Expectations is incorporated into the course work completed by both traditional teacher candidates and intern teacher candidates and these Teaching Performance Expectations are included in each course’s final examination, depending on the Teaching Performance Expectation and the course content.

The following Teaching Performance Expectations are covered in the following courses:

ED 460: Diversity, Interaction and the Learning Process  

ED 462: Literacy Methodology Part I: Multiple Subject  
**TPE: 1A: 2: 3: 4: 5: 6A: 6B: 7: 8: 9**

ED 466: Literacy Methodology: Single Subjects  
**TPE: 1B: 2: 3: 4: 5: 6A: 6B: 6C: 7: 8: 9**
ED 468: Supervised Teaching
This five week introductory course allows the traditional supervised teacher and the intern teacher the opportunity to practice in a classroom setting the Teaching Performance Expectations taught and tested in the preceding course work. The objectives for ED 468: Supervised Teaching are clearly outlined in the ED 468: Supervised Teaching course syllabus and are covered at an orientation prior to the start of ED 468: Supervised Teaching. Appendix E

The University supervisor observes the traditional student teacher and the intern teacher once a week during this five week experience and completes the University’s Observation Report Form, which incorporates the Six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations, after each observation. The school-site supervisor is required to complete a minimum of two observations, using the University’s Observation Form, for each traditional student teacher and intern teacher. Appendix F:

At the conclusion of ED 468, the University supervisor, the school-site supervisor, and the traditional student teacher and intern teacher collaboratively complete the University’s Evaluation Form which is based on the Six California Standards For the Teaching Profession and the thirteen Teaching Performance Expectations. Appendix G

Traditional students and intern teachers who do not satisfactorily pass this course and do not satisfactorily demonstrate effectiveness and fluency in using the Teaching Performance Expectations from their previous course work in their classroom will be required to retake ED 468: Supervised Teaching. Until ED 468 is satisfactorily passed, traditional students and intern teachers will not be able to take any further course work towards their program.

These TPEs are assessed in ED 468: Supervised Teaching at a beginning level.

ED 464: Literacy Methodology Part II: Multiple Subject
TPE: 1A: 3: 4: 5: 6A: 6B: 7: 8: 9
ED 470: Theories and Methods of Education for Linguistically Diverse Students
ED 472: Teaching Strategies
ED 457: Introduction to Special Individuals and Their Families
ED 474: Teaching in the Content Areas: Multiple Subject
ED 476: Teaching in the Content Areas: Single Subjects
ED 478: Supervised Teaching
This final ten week advanced course is the culminating fieldwork experience for all traditional supervised teachers and intern teachers to demonstrate their abilities in the classroom, as based on the Teaching Performance Expectations. It is during this final course of fieldwork experience that all supervised teachers, traditional and intern teachers, have the opportunity to put into practice all of the Teaching Performance Expectations and it is on this final supervision and evaluation of their teaching abilities that the Teaching Performance Assessment will be based and evaluated. Each traditional student teacher and intern teacher is observed once a week by their University supervisor and a minimum of twice by their school-site supervisor using the University’s Observation Form which incorporates the Six California Standards for the Teaching Profession and the thirteen Teaching Performance Expectations. Appendix F
At the conclusion of ED 478, the University supervisor, the school-site supervisor, and the traditional student teacher and the intern teacher collaboratively complete the University’s Evaluation Form which is based on the Six California Standards For the Teaching profession and the thirteen Teaching Performance Expectations. Appendix G
The objectives for ED 478: Supervised Teaching are clearly outlined in the ED 478: Supervised Teaching course syllabus and are covered at an orientation prior to ED 478: Supervised Teaching. Appendix H

Traditional students and intern teachers who do not meet the requirements for this final evaluation, as based on the Teaching Performance Expectations and evaluated using the Teaching Performance Assessment, will not be granted a credential and will be required to retake ED 478: Supervised Teaching following an evaluation of their performance by their University supervisor and their school-site supervisor.

TPEs are assessed in ED 478: Supervised Teaching at an advanced level.

TOTAL UNIVERSITY OF LA VERNE TEACHER EDUCATION PROGRAM EVALUATION

As part of the University of La Verne's total evaluation program, the following evaluations are also completed by the school-site administrator, the school-site supervisor, the traditional teacher, the intern teacher, and the University supervisor. These evaluations are completed at the end of ED 478.

SCHOOL-SITE ADMINISTRATOR

PROGRAM EVALUATION

Evaluates the University's teacher education program based on his/her observations of the traditional teacher or the intern teacher's performance in the classroom.
SCHOOL-SITE SUPERVISOR

PROGRAM EVALUATION

Evaluates the University's teacher education program based on his/her observations of the traditional teacher or the intern teacher's performance in the classroom.

UNIVERSITY SUPERVISOR EVALUATION

Evaluates the University supervisor based on his/her perceptions as to the help and guidance given to the traditional student or the intern teacher by the University supervisor.

TRADITIONAL TEACHER AND INTERN TEACHER

PROGRAM EVALUATION

Evaluates the program at the Supervised Teaching Retreat based on their overall impression and satisfaction of the program.

SCHOOL-SITE SUPERVISOR EVALUATION

Evaluates the University supervisor based on his/her perceptions as to the help and guidance given to them by the University supervisor.

UNIVERSITY SUPERVISOR EVALUATION

PROGRAM EVALUATION

Evaluates the University's teacher education program based on his/her observations of the traditional teacher or the intern teacher's performance in the classroom.

SCHOOL-SITE SUPERVISOR EVALUATION

Evaluates the school-site supervisor based on his/her perceptions as to the help and guidance given to them by the school-site supervisor.

An additional evaluation is done on the school-site supervisor by the University supervisor based on his/her perceptions of the school-site supervisor's classroom management, teaching strategies, and curriculum adherence to the state's content standards and the California Standards for the Teaching Profession, as well as the cultural and linguistic diversity in the classroom.
SCHOOL-SITE EVALUATION

Evaluates the school-site as to its adherence to the state's content standards, California Standards for the teaching profession and ELD standards as well as the school-site's cultural and linguistic diversity.
STANDARD 17

APPENDICES
STANDARD 17

CANDIDATE QUALIFICATIONS FOR TEACHING RESPONSIBILITIES IN THE FIELDWORK SEQUENCE

APPENDICES

APPENDIX A  Multiple Subject Credential Check List
             Single Subject Credential Check List

APPENDIX B  Supervised Teaching Handbook

APPENDIX C  Intern Credential Application Form

APPENDIX D  Intern Teacher Handbook

APPENDIX E  ED 468: Supervised Teaching Syllabus

APPENDIX F  ED 468 and ED 478: Supervised Teaching Observation Report Form

APPENDIX G  ED 468: Supervised Teaching Evaluation of Performance Form
             ED 478: Supervised Teaching Evaluation of Performance Form

APPENDIX H  ED 478: Supervised Teaching Syllabus

APPENDIX I  School-site Administrator Evaluation of Program Form

APPENDIX J  School-site Supervisor Forms
             Program Evaluation Form
             University Supervisor Evaluation Form

APPENDIX K  Traditional Student Evaluation Forms
             Intern Teacher Evaluation Form
             Program Evaluation Form
             School-site Supervisor Evaluation Form
             University Supervisor Evaluation Form

APPENDIX L  University Supervisor Evaluation Forms
             Program Evaluation Form
             School-site Supervisor Evaluation Forms
Program Standard 18: Pedagogical Assignments and Formative Assessments
During the Program

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

The Teacher Preparation Program at the University of La Verne has two tracks, one for Single Subject Candidates and one for Multiple Subject Candidates. Four courses (excluding supervised teaching) are shared by the two tracks; with the multiple track having an additional three courses, and the single subject track an additional two courses. Each track includes a first phase and a second phase of supervised teaching.

Lead faculty members in the Teacher Preparation Program coordinate the program. Each lead faculty member is responsible for a course in the program. This faculty member assists in the hiring of persons to teach the course on a part-time contract, and is responsible for changes and modifications to the course. The lead faculty collaborates in the development of the program, meeting monthly to discuss current practices and modifications to the program. Prospective adjunct faculty for the course shadow the lead faculty for one semester. As a part of this process a lesson plan was developed, based on the into/through/beyond format. This lesson plan design is used throughout the program. The basic lesson plan is used in all classes, with modifications as the pedagogical assignments and tasks become increasingly complex and challenging.

Each candidate has assignments that clearly address each Teaching Performance Expectation as they apply to subjects authorized by the credential. A portfolio developed for the program represents the candidate’s growth toward mastery of the TPEs. Each course has identified an assignment to be assigned to a portfolio, addressing at least one TPE. The portfolio assignments represent all of the TPEs, and indicate growth toward mastery of the TPEs. The portfolio is introduced in the first class in the program, Education 460, where each candidate is given a list of the items to be collected throughout the program. The candidate is responsible for collection of the material. In each subsequent class, a check of items collected occurs, with the review and evaluation of the portfolio taking place during Education 478, the second phase of supervised teaching.
Pedagogical tasks become increasingly complex as a student moves through the program with all tasks developed to match the Teacher Performance Assessment.

Each class in the Teacher Preparation Program has pedagogical tasks that are clearly defined. The courses and assessments are as follows:

**Multiple Subject Track**

Education 460, Diversity, Interaction, and the Learning Process
This course introduces the lesson plan, and addresses beginning pedagogical tasks. Issues of diversity are addressed in this class. The professors in the course provide supervision of the development of tasks, coaching, TPEs and assessment.

Education 462, Literacy Methodology for Multiple Subject Candidates and Education 464, Introduction of the Teaching of Reading for Multiple Subject Candidates.
These courses are designed to provide students with (1) information leading to the analysis of reading, writing, listening, and speaking processes; (2) an overview of materials and methods for teaching reading methodology in the elementary and middle schools; (3) a survey of key issues in literacy development, assessment, and instructional practices; and (4) opportunities for classroom observation/participation and related feedback and support. The professors in the class and the fieldwork supervisors (for Education 462) provide supervision of the development of tasks, coaching, TPEs, and assessment. All information covered in the Reading Instruction Competency Assessment (RICA) is addressed in the pedagogical tasks in these two courses.

Education 468, First Phase of Supervised Teaching
This five week supervised teaching experience provides the candidate with an introductory experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and completing the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice.

Education 470, Theories and Methods of Education for Linguistically Diverse Students
This course provides a basic introduction of first and second language acquisition theory and research, an overview of teaching approaches for English language learners, and specific strategies for teaching content and language development. All pedagogical tasks are tied to teaching the second language learner. The fieldwork component is done in a classroom with English language learners. The professors in the course provide supervision of the development of tasks, coaching, fieldwork, TPEs, and assessment.

Education 472, Teaching Strategies
In this course emphasis is placed on selecting, planning, implementing and analyzing research-based teaching strategies that meet the learning needs of California’s public school students in grades K-12. Strategies designed to enrich the learning experiences of children of poverty, English Language Learners and learning disabled learners will be reinforced. Pedagogical tasks focus on the development of lesson plans with emphasis on assessment. Professors in the course will supervise the development of tasks, coaching, fieldwork, TPEs, and assessment.

**Education 474, Teaching in the Content Areas – Multiple Subject**
This course provides the Multiple Subject Credential Candidate an opportunity to enhance, refine, and practice the knowledge, attitudes, and skills required to effectively integrate and teach mathematics, social science, science, visual and performing arts, physical education, and health. Candidates will develop strategies and practice integrating the subject areas with one another. Each candidate will be required to develop and teach a unit of study. Professors and fieldwork teachers will provide supervision in the development of tasks, coaching, fieldwork, TPEs, and assessment.

**Special Education 457, Introduction to Exceptional Individuals and Their Families**
This course is designed to assist the candidate in understanding the needs of Special School Age Individuals (i.e. all children). Readings, class discussions and activities will center on individual similarities, differences, mainstreaming, integration, current legislation and trends regarding the Special Individual in public schools. The professors will provide supervision in the development of tasks, coaching, fieldwork, TPEs, and assessment.

**Education 478, Second Phase of Supervised Teaching**
This ten-week supervised teaching experience provides the candidate with a culminating experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and completing the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice. A clear evaluation of the TPEs is provided and is reinforced in the bi-weekly seminars.

**Single Subject Track**

**Education 460, Diversity, Interaction, and the Learning Process**
This course introduces the lesson plan, and addresses beginning pedagogical tasks. Issues of diversity are addressed in this class. The professors in the course provide supervision of the development of tasks, coaching, TPEs, and assessment.
Education 466, Introduction to the Teaching of Reading for Single Subject Candidates
This course is designed to provide students with (1) intensive instruction in reading and language arts methods that is grounded in methodologically sound research; (2) exposure to well-designed instructional programs, which enables them to provide a balanced comprehensive program of literacy instruction within all content areas; and (3) explicit and meaningfully applied skills and strategies in the areas of reading, writing, speaking, and listening for English Language Learners and native speakers of English; (4) in-depth understanding of literacy in a globalized, diverse society. The professors in the course and the fieldwork supervisors provide supervision of the development of tasks, coaching, fieldwork, TPEs, and assessment.

Education 468, First Phase of Supervised Teaching
This five week supervised teaching experience provides the candidate with an introductory experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and completing the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice.

Education 470, Theories and Methods of Education for Linguistically Diverse Students
This course provides a basic introduction of first and second language acquisition theory and research, an overview of teaching approaches for English language learners, and specific strategies for teaching content and language development. All pedagogical tasks are tied to teaching the second language learner. The fieldwork component is done in a classroom with English language learners. The professors in the course provide supervision of the development of tasks, coaching, fieldwork, TPEs, and assessment.

Education 472, Teaching Strategies
In this course emphasis is placed on selecting, planning, implementing and analyzing research-based teaching strategies that meet the learning needs of California’s public school students in grades K-12. Strategies designed to enrich the learning experiences of children of poverty: English Language Learners and learning disabled learners will be reinforced. Pedagogical tasks focus on the development of lesson plans with emphasis on assessment. Professors in the course will supervise the development of tasks, coaching, fieldwork, TPEs, and assessment.

Education 476, Strategies for the Single Subject Teacher
This course is designed to provide substantive instruction and supervised practice that effectively prepares each single subject candidate to plan and
deliver content specific instruction that is consistent with (1) the state adopted academic content standards for students and/or curriculum framework in the content areas, and (2) the basic principles and primary values of the underlying discipline. This course includes a fieldwork component. Professors in the course will supervise the development of tasks, coaching, fieldwork, TPEs, and assessment.

**Special Education 457, Introduction to Exceptional Individuals and Their Families**
This course is designed to assist the candidate in understanding the needs of Special School Age Individuals (i.e. all children). Readings, class discussions and activities will center on individual similarities, differences, mainstreaming, integration, current legislation and trends regarding the Special Individual in public schools. The professors will provide supervision in the development of tasks, coaching, fieldwork, TPEs, and assessment.

**Education 478, Second Phase of Supervised Teaching**
This ten-week supervised teaching experience provides the candidate with a culminating experience in a multiple subject teaching setting. A University supervisor visits the student on a weekly basis, and a school site supervisor is assigned to support the candidate in this process. Bi-weekly seminars are held with the student teachers and the University supervisor. Seminars include topics that assist the development of the student teacher in achieving the TPEs and completing the TPA. Both the University supervisor and the school site supervisor provide complete, accurate, and timely performance feedback and suggestions for improved practice. A clear evaluation of the TPEs is provided and is reinforced in the bi-weekly seminars.

Throughout the coursework, fieldwork, and supervised teaching experiences the professors and qualified supervisors assess the growth toward mastery of the TPEs. Professors and supervisors are trained to identify the TPEs and to provide appropriate and timely feedback in the development of each candidate.

**Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments during the Program**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

18 (a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's work in delivering the curriculum to students of varying backgrounds and abilities.

The supervised fieldwork is divided into two sections, Education 468 (Appendix A), a five-week early-supervised fieldwork experience, and
Education 478 (Appendix B), a ten-week supervised fieldwork experience at the end of the program.

During the early supervised fieldwork experience, Education 468, (Appendix A) the candidate acquaints himself or herself with the routine of a classroom. Observation includes such items as classroom management, instructional strategies, and transitions. During the early phase the candidate prepares and teaches at least six lessons. In the multiple subjects setting the lessons will address six subject matter areas, in the single subject area the lessons will be in the subject matter designated on the credential and will be of increasing complexity.

During phase two of the supervised fieldwork experience, Education 478, (Appendix B) the candidate takes on additional responsibility for each of the first eight weeks of the experience. During weeks nine and ten the candidate has full responsibility for the class.

All supervised fieldwork assignments are in schools with a culturally and/or linguistically diverse population.

Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

University Supervisors visit intern teachers on a weekly basis. During each visit an evaluation of the lesson or activity (Appendix C) observed is completed and a copy is given to the candidate and the school site supervisor. Observations are done prior to recess or lunch when possible to give the supervisor time to work with the candidate on adjustments and improvements in future lessons. The increasingly complex nature of teaching is addressed in the bi-weekly seminars with student teachers.

TPEs addressed in 18(a): 1A, 1B, 2,3,4,5,6A, 6B, 7,8,9,10,11

18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address:

(1) the full range of Teaching Performance Expectations (TPEs) as they apply and/or are used in the teaching of reading;

The Multiple Subject candidate addresses the full range of the TPEs in TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments during the supervised fieldwork sequence. This is recorded on the Evaluation of Student Teaching Performance: Reading Instruction form, Multiple Subject Credential Candidates (Appendix D).
(2) The major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts physical education and health, and

The Multiple Subject candidate addresses the full range of the TPEs in TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments during the supervised fieldwork sequence. University Supervisors are trained in observation of the TPEs during workshops two times a year (Appendix E). Discussion of progress in TPEs is discussed during the bi-weekly meetings of University supervisors with student teachers.

(3) TPE 7: Teaching English learners as it applies to and/or is used in the teaching of English language development.

University Supervisors receive training two times a year in current research as it relates to the English learners and in the teaching of English language development (Appendix E). Opportunity is given to all school site supervisors to participate in these workshops.

TPEs addressed in 18(b): 1A, 7

18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address:

(1) The full range of Teaching Performance Expectations (TPEs) as they apply and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and

The Single Subject candidate addresses the full range of the TPEs in TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments during the supervised fieldwork sequence. University Supervisors are trained in observation of the TPEs during workshops two times a year (Appendix E). Discussion of progress in TPEs is discussed during the bi-weekly seminars of University supervisors with student teachers.

(2) The major domains of the TPEs as they apply to and/or are used in the teaching of reading, and

The Single Subject candidate addresses the full range of the TPEs in TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments during the supervised fieldwork sequence. This is recorded on the Evaluation of Student Teaching Performance: Reading Instruction form, Single Subject Candidates (Appendix F).
(3) **TPE 7 as it applies to specially-designed academic instruction delivered in English.**

University Supervisors receive training two times a year in current research as it relates to specially-designed academic instruction delivered in English (SDAIE) (Appendix E). Opportunity is given to all school site supervisors to participate in these workshops.

TPEs addressed in 18(c): 1B, 7

18 (d) **By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs,**

During the early supervised fieldwork experience, Education 468, (Appendix A) the candidate acquaints himself or herself with the routine of a classroom. Observation includes such items as classroom management, instructional strategies, and transitions. During the early phase the candidate prepares and teaches at least six lessons. In the multiple subjects setting the lessons will address six subject matter areas, The subject matter areas addressed represent those found in TPE 1A, (1) English/Language Arts, (2) Mathematics, (3) Social Science, (4) Science, (5) Art and Performing Arts, (6) Physical Education/Health. During each lesson the student monitors student learning during instruction (TPE 2). Each lesson has an assessment component, which addresses TPE3.

In the single subject area the lessons will be in the subject matter designated on the credential and will be of increasing complexity as addressed in TPA 1B. During each lesson the student monitors student learning during instruction (TPE 2). Each lesson has an assessment component that addresses TPE3.

and to have her/his performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

Each candidate is visited on a weekly basis by a University supervisor. During this visit, the candidate is observed teaching one or more of the assigned lessons. An evaluation sheet (Appendix C) is completed, indicating the effectiveness of addressing the TPEs covered in 1A.

Two times a year, all University supervisors meet together for a workshop that addresses the TPEs, English Language Development, reading in the Multiple Subject classroom, the California Standards for the
Teaching Profession (CSTP), and the Teacher Performance Assessment (TPA) (Appendix C). The summative assessment for the student is based on the CSTP, and all University supervisors are trained to evaluate using this instrument (Appendix G).

Each candidate has assignments that clearly address each Teaching Performance Expectation as they apply to subjects authorized by the credential. A portfolio (Appendix H) developed for the program represents the candidate’s growth toward mastery of the TPEs. Each course has identified an assignment to be assigned to a portfolio, addressing at least one TPE. The portfolio assignments represent all of the TPEs, and indicate growth toward mastery of the TPEs. The portfolio is introduced in the first class in the program, Education 460, where each candidate is given a list of the items to be collected throughout the program. The candidate is responsible for collection of the material. In each subsequent class, a check of items collected will occur, with the review and evaluation of the portfolio taking place during Education 478, the second phase of supervised teaching.

Pedagogical tasks become increasingly complex as a student moves through the program with all tasks developed to match the Teacher Performance Assessment.

TPEs addressed in 18(d): 1A, 1B, 2,3,4,5,6A,6B, 6C,7,8,9,10,11,12,13

18 (e) Each candidate’s supervisor guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA.

During the twice-yearly workshops all University supervisors are trained in addressing the assessment tasks found in the TPA. University faculty members, formally trained in assessing the TPA, provide the training.

Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program’s expectations for candidates’ responsibilities.

Each candidate participates in an orientation (Appendix I) prior to beginning the supervised teaching components, Education 468 and Education 478. University supervisors are present at the orientation. Each candidate and University supervisor is given a Student Teaching Handbook that clearly outlines all tasks and expectations during the supervised teaching component of the Teacher Preparation Program.

University faculty members in the Teacher Preparation Program serve as advisors for the candidates. Each faculty has ten office hours per week available for advising candidates. Students evaluate the program midway
through their final phase of student teaching. A question on the evaluation addresses the issue of advisement (Appendix J).

*Each member of the program staff assists and supports candidates in learning a broad range of the TPEs.*

Faculty members in the Teacher Preparation Program and University supervisors for the supervised fieldwork participate in the twice-yearly workshops that address a broad range of the TPEs (Appendix E). Inclusion in coursework, formative assessments, and in the evaluation of candidates in supervised fieldwork makes the TPEs an integral part of the program.

TPEs addressed in 18(e): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12, 13

**18 (f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c):**

In the supervised fieldwork sequence, candidates receive performance feedback (Appendix C) after each weekly visit that addresses the TPEs addressed in 1A and 1B. All University supervisors participate in twice-yearly workshops that address the TPEs, English Language Development, reading in the Multiple Subject classroom, the California Standards for the Teaching Profession (CSTP), and the Teacher Performance Assessment (TPA) (Appendix E).

Single Subject University supervisors are required to have a strong background in the subject represented on the credential of the candidate.

*Accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.*

A performance rubric is a part of the performance feedback (Appendix C) given to the candidate and school site supervisor following each weekly visit. This feedback form is given to the candidate and school site supervisor immediately after it is completed.

TPEs addressed in 18(f): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12, 13

**18 (g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates’ pedagogical assignments and tasks in required coursework and supervised fieldwork.**
The Coordinator of Fieldwork meets with each principal of each school where a candidate is placed once during each of the two supervised fieldwork experiences, Education 468 and 478. All University supervisors provide weekly performance feedback to the school site supervisors on the pedagogical assignments and tasks required for completion of the program (Appendix C).

Each semester principals and school site supervisors participate in a meeting with University personnel that gives an overview of the program, English language development, Reading, TPEs, and the TPA (Appendix K).

Appendices – Standard 18

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Syllabus, Education 468, Supervised Teaching I</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Syllabus, Education 478, Supervised Teaching II</td>
</tr>
<tr>
<td>Appendix C</td>
<td>University supervisor/Site supervisor Evaluation of Candidate</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Reading Evaluation, Multiple Subject</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Agenda, University Supervisor and Teacher Education Faculty Meeting, 2x a year</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Reading Evaluation, Single Subject</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Portfolio List, with Activities</td>
</tr>
<tr>
<td>Appendix H</td>
<td>CSTP, Supervised Teaching Course end Evaluation</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Agenda, Candidate Orientation to Supervised Teaching</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Program Evaluation by Candidates</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Agenda, School Site Supervisors and Principals</td>
</tr>
</tbody>
</table>
Revised Program Standard 19: Assessment of Candidate Performance

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

The University of La Verne has a commitment to assisting each candidate to grow and develop throughout the program. Faculty are available for assistance and advisement each step of the way.

Each candidate has assignments that clearly address each Teaching Performance Expectation as they apply to subjects authorized by the credential through a portfolio developed for the program to represent the candidate’s growth toward mastery of the TPEs. Each course has identified an assignment to be assigned to a portfolio (Appendix A), addressing at least one TPE. The portfolio assignments represent all of the TPEs, and indicate growth toward mastery of the TPEs.

The portfolio represents both formative and summative assessment of the candidate. Each assignment, taken from individual classes, represents the formative assessment. It allows each instructor to assess the student on an assignment that represents TPEs important to the goal and objectives of the individual class. The portfolio as a whole represents a summative assessment of the program, as the candidate continues to grow toward mastery of the TPEs. The final review and evaluation of the portfolio in Education 478 represents the sum of the learnings throughout the program.

A second summative assessment is the Supervised Teaching Evaluation form. The Supervised Teaching Evaluation was developed to reflect the California Standards for the Teaching Profession. Each item is tied to a part of the standard. These standards are closely aligned with the TPEs. This assessment is administered two times during the program, once at the conclusion of the first supervised teaching assignment, Education 468 (Appendix F), and a second time at the conclusion of the second supervised teaching experience, Education 478 (Appendix C). Both the University supervisor and the school site supervisor complete the supervised teaching evaluation for the candidate.

The Teacher Preparation Faculty has the responsibility for recommending candidates for credentials. The faculty meets once a month during the academic year. At the January and June meeting, candidates applying for credentials are reviewed and a decision on each candidate is made to recommend or not recommend for a credential.
Program Elements for Standard 19: Assessment of Candidate Performance

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

Each candidate has assignments that clearly address each Teaching Performance Expectation as they apply to subjects authorized by the credential (Appendix B). A portfolio developed for the program represents the candidate’s growth toward mastery of the TPEs. Each course has identified an assignment to be assigned to a portfolio (Appendix A), addressing at least one TPE. The portfolio assignments represent all of the TPEs, and indicate growth toward mastery of the TPEs. The portfolio is introduced in the first class in the program, Education 460, where each candidate is given a list of the items to be collected throughout the program. The candidate is responsible for collection of the material. In each subsequent class, a check of items collected will occur, with the review and evaluation of the portfolio taking place during Education 478 (Appendix C), the second phase of supervised teaching. Each candidate is responsible for the collection of his/her work.

In addition to assessment during coursework, each candidate is evaluated weekly by the University supervisor using the Supervised Teaching Observation Report (Appendix D). This report indicates the TPEs covered during the observation.

The portfolio represents both formative and summative assessment of the candidate. Each assignment taken from individual classes represents the formative assessment. It allows each instructor to assess the student on an assignment that represents TPEs important to the goals and objectives of the individual class. The portfolio as a whole represents a summative assessment of the program, as the candidate continues to grow toward mastery of the TPEs. The final review and evaluation of the portfolio in Education 478 represents the sum of the learnings throughout the program.

A second summative assessment is the Supervised Teaching Evaluation form (Appendix E). The Supervised Teaching Evaluation was developed to reflect the California Standards for the Teaching Profession. Each item is tied to a part of the standard. These standards are closely aligned with the TPEs. This assessment is administered two times during the program, once at the conclusion of Education 468 (Appendix F), and a second time at the conclusion of the second supervised teaching experience, Education 478 (Appendix C). Both the University supervisor and the school site supervisor complete the supervised teaching evaluation for the candidate.
TPEs addressed in 19(a): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12, 13

19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential.

The University supervisors administer the summative assessment based on the California Standards for the Teaching Profession (Appendix D).

Two times a year, all University supervisors meet together for a workshop that addresses the TPEs, English Language Development, reading in the Multiple Subject classroom, and the Teacher Performance Assessment (TPA) (Appendix G). The summative assessment for the student is based on the CSTP, and all University supervisors are trained to evaluate using this instrument.

At least one supervising teacher and one institutional supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair, and effective.

The Supervised Teaching Evaluation (Appendix E) is a summative assessment. The Supervised Teaching Evaluation was developed to reflect the California Standards for the Teaching Profession. Each item is tied to a part of the standard. These standards are closely aligned with the TPEs. This assessment is administered two times during the program, once at the conclusion of Education 468 (Appendix F), and a second time at the conclusion of the second supervised teaching experience, Education 478 (Appendix C). Both the University supervisor and the school site supervisor complete the supervised teaching evaluation for the candidate.

TPEs addressed in 19(b): 1A, 1B, 2, 3, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 11, 12, 13

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

The Teacher Preparation Faculty has the responsibility for recommending candidates for credentials. The faculty meets once a month during the academic year. At the January and June meeting, candidates applying for credentials are reviewed and a decision on each candidate is made to recommend or not recommend for a credential.
### Standard 19 Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Portfolio list with assignments</td>
</tr>
<tr>
<td>Appendix B</td>
<td>TPE Matrix</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Education 478 syllabus</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Supervised Teaching Report</td>
</tr>
<tr>
<td>Appendix E</td>
<td>CSTP – course end evaluation</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Education 468 syllabus</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Agenda of 2x year meetings of supervisors for training</td>
</tr>
</tbody>
</table>
Program Standard 19: Assessment Administered for Validity, Accuracy and Fairness
The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the Teaching Performance Expectations and clear, accurate information about the nature of the assessment and the pedagogical tasks.

Program Standard 20: Assessor Qualifications and Training
To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate’s responses to the pedagogical assessment tasks in relation to the Teaching Performance Expectations and the multilevel scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor’s continuing service as an assessor in the program primarily based on the assessor’s scoring accuracy and documentation. Each continuing assessor is recalibrated annually.

Program Standard 21: Assessment Administration, Resources and Reporting
In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for reassessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.

19.1 The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design.

- The Teacher Performance Assessments (TPA) are embedded in specific coursework
- All full time and adjunct faculty have
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.2</td>
<td>In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard.</td>
</tr>
<tr>
<td></td>
<td>- Since 2003 all assessors, both on and off-campus have been trained and calibrated in the task(s) appropriate for their course.</td>
</tr>
<tr>
<td>19.3</td>
<td>The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates.</td>
</tr>
<tr>
<td></td>
<td>- The TPA Coordinator and Data Manager provide oversight over the TPA collection and scoring.</td>
</tr>
<tr>
<td></td>
<td>- Candidates are not identified by name, only by student identification number and instructors do not score their own students tasks.</td>
</tr>
<tr>
<td></td>
<td>- If a candidate scores a 1 or 2, their task is double scored.</td>
</tr>
<tr>
<td>19.4</td>
<td>Prior to initial assessment, each candidate receives the Teaching Performance Expectations and clear, accurate information about the nature of the assessment and the pedagogical tasks.</td>
</tr>
<tr>
<td></td>
<td>- Applicants to the teacher education program are provided with a copy of the Teaching Performance Expectations (TPE) in their application packet.</td>
</tr>
<tr>
<td></td>
<td>- Program advisors introduce the TPEs to applicants during their initial interview.</td>
</tr>
<tr>
<td></td>
<td>- Activities to demonstrate the interconnection between TPEs and TPAs are done in Education 460 and 470.</td>
</tr>
<tr>
<td>20.1</td>
<td>To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate’s responses to the pedagogical assessment tasks in relation to the Teaching Performance Expectations and the multilevel scoring scales.</td>
</tr>
<tr>
<td>20.2</td>
<td>The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor.</td>
</tr>
<tr>
<td></td>
<td>- All assessors must first qualify as an instructor, field supervisor and/or BTSA supporter before being invited to attend the initial trainings.</td>
</tr>
<tr>
<td>20.3</td>
<td>The sponsor selects and relies on assessors who meet the established criteria.</td>
</tr>
<tr>
<td></td>
<td>- All assessors must meet the established criteria.</td>
</tr>
<tr>
<td>20.4</td>
<td>Each prospective assessor completes a rigorous, comprehensive assessor training program.</td>
</tr>
<tr>
<td></td>
<td>- Assessor training follows the CCTC’s Foundation/Orientation and task training powerpoint and documents.</td>
</tr>
<tr>
<td></td>
<td>- If questions arise on the training.</td>
</tr>
</tbody>
</table>
| 20.5 The program sponsor determines each assessor’s continuing service as an assessor in the program primarily based on the assessor’s scoring accuracy and documentation. | - All full time and adjunct faculty and field supervisors are expected to calibrate before they are able to score  
- A random double scoring for 15% of the tasks is done twice a year |
| 20.6 Each continuing assessor is recalibrated annually. | - Recalibration is provided two times per year |

| 21.1 In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. | - Fiscal support has been provided for the recent hiring of a TPA Coordinator; student fees have been built into the program; video equipment has been purchased; and funding for TPA trainings and their scoring |
| 21.2 To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. | - A letter is sent out to candidates to reveal their score, as well as recommend they share their task with their Induction Program administrator  
- A copy of the chart that lists the TPEs covered within the task used by CCTC is included in the letter |
| 21.3 Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for reassessment, as needed. | - As part of the teacher education’s Transition Point 3, one of the program’s exit requirements, is that all candidates must pass all four TPA tasks prior to being recommended for a Preliminary Credential.  
- All TPA records are housed in the TPA Data Manager’s computer or in a locked cabinet. All efforts are made to maintain confidentiality.  
- Once an assessed ROE is submitted to the TPA Data Manager, the Teacher Candidate is notified of his/her passing or failing score through a letter mailed to their home address and not over email or the telephone. (include |
After TPA scores are processed and documented, the Credential Analyst is informed through email. This individual is then responsible for communicating with the CCTC and for making recommendations of Teacher Candidates for the Preliminary Teaching Credential.

| 21.5 The sponsor uses aggregated assessment results in appropriate ways to improve the program. “What is the plan to analyze and interpret aggregated results of the assessment. How will this analysis be used to inform program modification?” | All TPA scores are processed and documented by the TPA Data Manager through an online File Maker system. This provides a data base system for the Data Coordinator and full time faculty and staff to have access to the TPA Task scores for informational purposes only. Currently the University of La Verne’s College of Education and Organizational Leadership are considering a transition to a web-based data assessment system and have scheduled Live Text and Task Stream for on-campus demonstrations. 

- Since?, aggregated and disaggregated data has been shared with all teacher education full time and adjunct faculty and staff, both on and off campus, working with the TPAs both on a yearly and academic semester basis. For example, at the annual Teacher Education Retreat, year to year pass rates for each of the Tasks are shared with all attendees. In addition, each academic term every faculty member teaching a TPA embedded course will receive the task scores for their students. The Faculty Lead Instructor for each of the four courses with TPAs embedded in them also receive an overview of the task scores from both on and off campus for the course they lead.

- When compiled, the TPA Coordinator and TPA Data Manager share the annual and semester TPA Task scores with faculty at the Teacher Education... |
and Regional Center meetings.

- Through this routine communication of the TPA scores with the Teacher Education on and off campus community all Teacher Education faculty and staff are involved in the analysis and interpretation of the TPA aggregated data. These meetings also provide the venue for faculty and staff to have regular and on-going discussions on the TPA data and to use this TPA data to make decisions for program improvement.
- Program changes and improvements are documented in the meeting minutes that include a ‘Decisions Made’ section.

<table>
<thead>
<tr>
<th>21.6 The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures. “What is the process that the program will use to organize and maintain comprehensive documentation of assessment procedures, assessor assignments, and longitudinal outcomes data?”</th>
</tr>
</thead>
</table>
| - Currently all TPA documentation is kept in a database maintained by the TPA Data Manager. Files are kept at a student, class, and assessor level. Data is also available by Task, course or on/off campus.
- The TPA Data Manager has documented the specific procedures and protocols used when administering the TPA in *Process and Procedures Manual*. Included in this guide are explanations on the student database system, TPA pre-submission guidelines, TPA Task online resources such as ULV’s Electronic Ancillary Resources (EAR) and Blackboard, TPA submission guidelines, TPA resubmission guidelines, TPA assessor guidelines, assessor scoring documents, 2nd and 3rd read guidelines, an assessor database, and post assessment processes such as score recording, class scores and assessor payment. The guide also includes the process for the notification of task scores to the Teacher Candidates, the Credential Analyst, and Teacher Education Department including the course instructor and lead instructor. |
As part of the cohort, The University of La Verne will begin this academic year to report its TPA data to the CCTC in its Biennial Report. Longitudinal outcome data is also being compiled for a scheduled 2010 NCATE accreditation visit.

Currently the possibility of incorporating a web-based data system such as Live Text or Task Stream is under consideration by the Education and Organizational Leadership departments.

California Teaching Performance Assessment Administration at University of La Verne

Sonja Lopez
TPA Coordinator

Juli Johnson
TPA Data Manager

Emily Shoemaker
Lead Assessor

Peggy Redman
Lead Assessor

Bob Wakeling
Lead Assessor

Overview of the California Teaching Performance Assessment Program

The California Teaching Performance Assessment Program is mandated by SB 2042 (1998) and SB 1209 (2007) and must be fully implemented by July 1, 2008. The University of La Verne Teacher Education Program has been engaged in a gradual implementation that will result in full implementation in all regions by Spring 2008.

Overview of the University of La Verne Teacher Education Coursework

The University of La Verne Teacher Education Program prepares Teacher Candidates for a Preliminary Multiple or Single Subject Credential through a sequenced curriculum that scaffolds key learning. In the ULV program, each course builds on the knowledge and skills developed in the pre-requisite courses. Each course contributes to the preparation of Teacher Candidates to achieve success on the four Teaching Performance Assessment Tasks. Assessment Tasks are aligned with key courses and must be submitted by the end of the designated course before a grade can be issued.
Preparation of the CalTPA Task 1: Subject Specific Pedagogy

Education 460, Diversity, Interaction, and the Learning Process, and Education 470, Theories and Methods of Education for Linguistically Diverse Students, prepare Candidates for the first Task. Education 460 must be taken prior to, or concurrent with, Education 470. The Subject Specific Pedagogy Task must be submitted by the last class session of Education 470 for the Candidate to receive a grade in this class. This Task will be implemented on main campus and Bakersfield in Spring 2008, and in other Regional Campuses (RCA) regions in the following term. This Task is a four-part hypothetical, scenario-based Task.

Preparation of the CalTPA Task 2: Designing Instruction

Primary preparation for the Designing Instruction Task is embedded in Education 472, Teaching Strategies. Pre-requisite courses Education 460 and Education 470 provide foundational knowledge for Candidates for this Task. Other courses that contribute to or reinforce preparation for this Task are Education 462, Literacy Methodology for Multiple Subject Candidates,
Education 466, Introduction to the Teaching of Reading for Single Subject Candidates, and Education 468, Introductory Supervised Teaching. The Designing Instruction Task must be submitted by the last class session of Education 472 for the Candidate to receive a grade in this class. This Task has been fully implemented on main campus and in all RCA-administered regions. At ULV, this Task is a fieldwork-based Task.

**Preparation of the CalTPA Task 3: Assessing Learning**

Primary preparation for the Assessing Learning Task is embedded in Education 474, Teaching in the Content Areas-Multiple Subject and Education 476, Teaching in the Content Areas-Single Subject. Pre-requisite courses education 460, Education 470, and education 472 provide foundational knowledge for Candidates for this Task. Other courses that contribute to or reinforce preparation for this Task are Education 462, Literacy Methodology for Multiple Subject Candidates, Education 464, Introduction to the Teaching of Reading for Single Subject Candidates, and education 468, Introductory Supervised Teaching. The Designing Instruction Task must be submitted by the last class session of Education 474 (Multiple Subject) or Education 476 (Single Subject) for the Candidate to receive a grade in this class. This Task has been fully implemented on main campus and in all RCA-administered regions. This Task is a written, fieldwork-based Task. Student assessment artifacts are collected and submitted as a part of this Task.

**Preparation of the CalTPA Task 4: Preparation for the Culminating Teaching Experience**

All Teacher Education courses (Education 460, 470, 462, 464, 466, 468, 472, 474, and 476) and Special Education 457, Introduction to Exceptional Individuals and Their Families, prepare Candidates for the Culminating Teaching Experience Task. This Task is embedded in Education 478, Advanced Supervised Teaching, and is completed in the first few weeks of the course. This Task must be completed and passed for the Candidate to earn a grade for Student Teaching. This Task has been implemented on main campus and in all RCA-administered regions. This is a written, student teaching-based Task. Candidates must submit a DVD showing 30 minutes of the Candidates teaching the lesson described in the written portion of the Task.

**New Candidate Introduction of the CalTPA Tasks**

New applicants to the teacher education program are provided with a copy of the Teaching Performance Expectations (TPE) in their application packet. Program advisors introduce the TPEs to applicants during their initial interview and highlight the purpose and benefits to Teacher Candidates. These include the following:

1) Passing the CalTPA Tasks validates the Candidate’s preparation to teach.
2) Passing the CalTPA Tasks provides school districts with partial evidence that Candidates are highly qualified as defined by No Child Left Behind.
3) Passing the TPA Tasks provides BTSA-Induction support providers information about the necessary next steps for Candidates in the learning-to-teach process.
4) Passing the TPA Tasks provides assurance to the Candidates that they are prepared with the necessary skills to teach children.
5) Children deserve to be taught by qualified teachers who have made the commitment to continuously increase their teaching knowledge and improve their teaching skills.

Instructor Preparation for Introducing the CalTPA Tasks

The CalTPA is a comprehensive assessment of 12 of the 13 Teaching Performance Assessments. Presentation of the CalTPA Tasks to Candidates requires preparation on the part of the Instructor. The following apply:

1) Be knowledgeable about the CalTPA program and the specific Task embedded in your course.
2) Explain the program with confidence.
3) Assure Candidates they will receive support through course preparation, opportunities to brainstorm with peer Candidates, rubrics for each score level, and sample tasks at each score level.
4) Tell Candidates that historically ULV Candidates have demonstrated a high level of success with a pass rate in the high 90th percentile.

Instructor Guidelines for Embedding CalTPA into Coursework

Instructors need to be fully prepared to embed the CalTPA Tasks into coursework. Prior to the start of the semester/term, they must develop a working knowledge of the Task by participating in a training session. Suggested course activities for each session, as well as the seminar curriculum provide support on specific point to make. Instructors are guided to reflect upon the following:

1) Plan what you will say as you would plan any lesson.
2) Design specific group learning activities that provide Candidates with opportunities to understand the questions.
3) Include some aspect of CalTPA preparation in every session of the course.
4) Link course activities to preparation for some aspect of the Task in every session.
5) In every session monitor student effort to complete the Task.

Candidate Support for Completing CalTPA Tasks via ULV Website

Candidates have access to relevant documents including examples of each Task and its four rubric levels, a TPA glossary, a planning guide, general tips and step-by-step directions for completing each Task.

Candidate Support for Submitting CalTPA Tasks via Blackboard

Candidates are instructed to use the university-wide system to submit their four Tasks. A four page step-by-step guideline sheet on the TPA Submission Process is included in their course syllabus.

Successful Completion of the four CalTPA Tasks
The Teacher Candidate must pass each Task with a score of 3 or better before being recommended for the Preliminary Credential.

**Scoring of CalTPA Tasks**

Candidates and assessors alike have online access to examples of each of the four scores for each Task. For reference, assessors have online access to CCTC provided rubrics and rubric score level language.

To ensure fair and equitable treatment of candidates, the CalTPA are submitted online through Blackboard, candidates are not identified by name, assessors are not identified by name, instructors are not allowed to score their own students and double scoring is applied whenever there is a score of a 1 or 2.

**Assessor Qualifications**

CalTPA assessors are primarily course instructors, student teacher fieldwork supervisors and/or BTSA providers. All assessors must meet the established criteria for their role and responsibilities within their position at the University of La Verne. This chart provides an overview of the qualifications for each role:

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Fieldwork Supervisor</th>
<th>BTSA Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessor Training**

All Assessor trainings are conducted by ULV faculty trained as Lead Assessors and on the four CalTPA Tasks. Lead Assessors follow the specific training plan and use the training materials developed by CCTC. If any questions arise during the training sessions, Lead Assessors make contact with CCTC directly for clarification.

**Assessor Training Schedule**

<table>
<thead>
<tr>
<th></th>
<th>CalTPA Task 1</th>
<th>CalTPA Task 2</th>
<th>CalTPA Task 3</th>
<th>CalTPA Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td></td>
<td></td>
<td></td>
<td>12/07</td>
</tr>
<tr>
<td>Bakersfield RCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Coast RCA</td>
<td></td>
<td></td>
<td></td>
<td>1/08</td>
</tr>
<tr>
<td>Cerritos RCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### High Desert RCA

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Newhall RCA</td>
<td>1/08</td>
</tr>
<tr>
<td>Ventura RCA</td>
<td>11/07</td>
</tr>
</tbody>
</table>

**Assessor Recalibration**

Efforts to verify the scoring accuracy of all assessors is made through the double scoring of 15% of each course’s submitted Tasks. Also all assessors are required to be recalibrated annually. Currently recalibration opportunities are provided twice a year, once in the fall and once in the spring. Current efforts are being made to transition to an online recalibration module.

**CalTPA as a Vehicle to Inform**

The TPA Data Manager regularly provides assessment results after each Task submission during the Teacher Education faculty meetings. Data is disaggregated and analyzed for program improvement during the Annual Faculty meeting.

Each Candidate receives a letter to inform them of their score, as well as to encourage them to share the results of their four CalTPA Tasks with their BTSA provider. For greater clarity, letters for each Task also include a copy of the CCTC Handout, Orientation to Task.

**PROGRAM MODIFICATIONS (01/15/09):**

**IMPLEMENTATION OF TPA**

THE TEACHER EDUCATION PROGRAM FULLY IMPLEMENTED THE TEACHER PERFORMANCE ASSESSMENT PROGRAM (TPA) IN SPRING 2004 – SUMMER 2008. THE RATIONALE FOR THIS IMPLEMENTATION WAS TO PARTICIPATE AS AN EARLY ADOPTER AND COMPLY WITH SB 1209. FACULTY RECOMMENDATION SUPPORTED THIS IMPLEMENTATION.

TPA ASSESSING LEARNING MOVED TO EDUCATION 468

IN THE FALL OF 2008 THE TPA, ASSESSING LEARNING (AL) WAS MOVED TO EDUCATION 460: INTRODUCTION TO STUDENT TEACHING. EDUCATION 468 WAS MOVED TO THE THIRD SEMESTER/TERM OF THE PROGRAM. THIS WAS DONE IN COMPLIANCE WITH CCTC MANDATE TO PLACE THE TPA FOR ASSESSING LEARNING IN SUPERVISED STUDENT TEACHING. THIS WAS DONE WITH INPUT FROM CCTC.

**IMPLEMENTATION OF TASK STREAM**
THE UNIVERSITY AND TEACHER EDUCATION PROGRAM IMPLEMENTED TASKSTREAM IN THE FALL OF 2008. THE RATIONALE WAS TO IMPROVE PROGRAM ABILITY TO INPUT AND RETRIEVE DATABASED REPORTS AND TO SHORTEN THE TIME NEEDED TO RETURN TPA SCORES TO CANDIDATES. THIS WAS BASED ON FACULTY, TPA ADMINISTRATION, AND CANDIDATE REQUESTS.
Teacher Performance Expectations

Note: All TPEs are covered during Education 468 (Appendix NN), first phase of Supervised Teaching, at the beginning level. All TPEs are covered during Education 478 (Appendix OO) second phase of Supervised Teaching, at the advanced level.

TPE 1A: SUBJECT-SPECIFIC PEDAGOGICAL SKILLS FOR MULTIPLE SUBJECT TEACHING ASSIGNMENTS

Teaching Reading-Language Arts in a Multiple Subject Assignment

a) Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis.

All word analysis strategies are contained in the text for Education 462, Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates (Appendix A). The strategies are matched to the content standards (skills are matched with objectives for teaching g and the content standards). Three lessons are required in Education 462: two are formal, turned in to the instructor, and one is a part of the fieldwork (Appendix B).

Each student must do a running record assignment, involving the assessment of decoding ability. Candidates identify specific miscues, analyze them for patterns, and make instructional recommendations to match the word recognition needs of the students whose oral reading samples were used to take the running records. This is followed by an assessment plan based on the assignment. There is a separate text on running records (Appendix C).

The miscue analysis of the Silvaroli Classroom Reading Inventory (Appendix D) in Education 464 (Appendix E), is similar to and builds upon the running record assignment in Education 462 (Appendix A). It offers candidates the “big picture” of the types of miscues and decoding errors that students make – in order to accurately determine what objectives to set and which teaching strategies to use in the area of word recognition and decoding.

In each lesson for Education 461 (Appendix A) candidates are required to list the ELA standards for the target fieldwork students’ grade level as a basis for setting their academic objectives and choosing their reading strategies in the area of word recognition. Phonics A-Z (Appendix F) a text that is supplementary to the primary text by Gunning (Appendix G) is also used as the basis for developing candidates’ knowledge about word recognition.
b) **Fluency**

Students give the Silvaroli and evaluate students’ fluency and play strategies using the Gunning text (Appendix G). They also learn strategies for students who are not fluent.

As word recognition and decoding skills of students are evaluated (through use of the running record assignment in 462 (Appendix A) and the miscue analysis of the Silvaroli in Education 464 (Appendix E) one focus is fluency, how rapidly, accurately, and smoothly can students decode. During class discussions and through readings (including the Clay text on running records (Appendix C), candidates are offered ways to support students when fluency is a weakness: repeated readings, scaffolded instruction, use of materials at the students’ independent reading level, read-along tapes, etc. These kinds of activities must be present in the instructional plans.

Each student keeps a Strategies Notebook (Appendix WW) in which they list and further annotate each of the strategies presented, discussed, or modeled, and demonstrated during class sessions. Teaching strategies for fluency must be included, and the final notebook represents a substantial grade for the course. This notebook contains all strategies demonstrated in class. The notebook is compiled during Education 462 (Appendix A) and Education 464 Introduction of the Teaching of Reading for Multiple Subject Candidates (Appendix E and serves as a resource for new teachers in their regular teaching positions.

c) **Systematic vocabulary development**

One entire session is devoted to vocabulary development in Education 462 (Appendix A). Chapter 4 in the Gunning text (Appendix G) covers vocabulary development. Each lesson (Appendix B) includes a vocabulary component. Additional strategies are also modeled in Education 464 (Appendix E). Each of the required “formal” three lessons that candidates do in both 462 and 464 includes a vocabulary component, and candidates must also provide a rationale for the readings they use with their fieldwork students, making sure they are written at their students’ instructional reading levels.

d) **Reading comprehension**

In Education 464 (Appendix E) two formal lessons cover reading comprehension. One lesson is turned in to the instructor; the second is observed during the fieldwork. Reading comprehension is a primary focus of Education 464 as a process and the related strategies for helping students to develop their skills within different categories of comprehension. In 464, three formal Reading
Comprehension Lessons are required, two which are taught and turned into the instructor for feedback, and a third one which is observed and evaluated by the ULV Fieldwork Supervisor in the fieldwork setting. Candidates also include comprehension strategies in their Strategy Notebooks (Appendix).

\[e\] Literary response and analysis

One night in Education 464 is devoted to literary instruction. Two chapters are devoted to literature and response to literature, one chapter in the Gunning text (Appendix G), and one chapter in the Fountas and Pinnell text (Appendix H).

In Education 462 (Appendix A) different types of texts (decodable, concept, picture, alphabet, etc.) are presented.

Candidates are expected to incorporate both narratives and expository texts into their lesson plans for Education 462 (Appendix A) and Education 464 (Appendix E). At this time it is appropriate to bring in the literary elements that are set forth in the ELA Framework for different grade levels (plot, characterization, tone, mood, conflict, protagonist, etc.). The second formal lesson in each class must be based on expository text.

Lists of classic, popular, and other categorized children’s books from the Gunning text (Appendix G) are presented as resources, and from these lists, candidates can select appropriate texts to match the teaching points identified for their three formal lessons or for their fieldwork participation activities.

In Education 470, Theories and Methods of Education for Linguistically Diverse Students (Appendix I), the first lesson is based on narrative text (ELD) and the SDAIE lesson is based on expository text (Appendix J).

\[f\] Writing strategies and applications

In Education 464 (Appendix E) there are three texts that cover writing: Tulley (Appendix K), Gunning (Appendix G), and Fountas and Pinnell text (Appendix H). The whole writing process is taught and must be incorporated into every lesson.

The process of brainstorming and first drafting is modeled during one class session, and candidates also focus on how to develop a Writer’s Workshop model in their classrooms, including the development of teacher and student created rubrics for the evaluation of writing assignments. Candidates are introduced to a variety of writing structures: autobiographical, narrative, descriptive, journal, informational, textbook, etc.)

Writing is included as a requirement for each formal lesson in Education 462 (Appendix A) and Education 464 (Appendix E) and is typically included as part
of the “into” or the “beyond” portions of the lesson. Writing may also be integrated into the “through” or text-based reading part of the lesson.

\( g) \) **Written and oral English Language conventions**

Written and oral conventions are a part of class lectures and discussion in class for both Education 462 (Appendix A) and Education 464 (Appendix E). In Education 464 Hacker’s *Manuel of Style* (Appendix L) is a required text.

Candidates in Education 462 (Appendix A) and Education 464 (Appendix E) pay particular attention to the conventions that are contained in the ELA Framework for each grade level, as well as to the types of conventions listed in the RICA bulletin (Appendix). They learn steps for teaching students to engage in the writing process, and they see instructor modeling during class of how students can learn to edit their own written materials, to peer edit, and to conference with their teachers.

As early as Education 462 (Appendix A), candidates learn how emergent readers are exposed to Concepts of Print, and then in Education 464 (Appendix E) they develop ways to support the development of spelling, grammar, and punctuation throughout the primary and upper grades.

\( h) \) **Listening and speaking strategies and applications.**

In Education 462 (Appendix A) and Education 464 (Appendix E) part of every lesson plan in the into/through/beyond format (Appendix M) includes listening and speaking strategies and applications. Candidates are supported through the process of developing lessons that have interrelated language skills (the receptive skills of reading and listening and the expressive skills of writing and reading) through class discussions and demonstrations of practice lessons during class sessions.

In Education 470 the SDAIE lesson (Appendix J) includes a listening and speaking standard.

\( i) \) **They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write,**

In Education 462 (Appendix A) and Education 464 (Appendix E) the students learn to set up an effective literacy program which is matched to the ELA and RICA standards. The ELD standards are introduced.

Classroom environment is an integral part of developing this kind of program, and candidates look at various models for setting up learning centers, writing stations, independent reading corners, etc. Class discussion in Education 462 (Appendix A) and Education 464 (Appendix E) focuses on how to bring it all together into a supportive classroom environment that is set up to support
systematic instruction. Special attention is given to Readers’ Workshop and Writers’ Workshop.

In Education 470 (Appendix I) the students plan instruction to meet the needs of all students. All lessons are tied to the ELD and Content Standards.

j) Comprehend and compose,

Comprehension in writing is stressed in Education 464 (Appendix E).

The dual acts of comprehending and composing are highlighted in Education 462 (Appendix A) and Education 464 (Appendix E) as “meaning-making processes which have similar characteristics.” The Gunning text (Appendix G) addresses these processes in detail and the Tulley (Appendix K) and the Fountas and Pinnell (Appendix H) texts build substantially on the writing pieces. Since comprehending and composing is built into every required lesson plan, there is much opportunity for School Site Supervisors, ULV Fieldwork Supervisors, and Instructors to evaluate how effectively candidates are able to teach these skills to their fieldwork students.

School Site Supervisors also rate candidates on their ability to incorporate comprehending and composing activities into their 30 hours of fieldwork instruction, as documented on the Evaluation of Performance sheets (Appendix) and the Fieldwork Logs (Appendix).

k) Appreciate and analyze,

One session in Education 464 (Appendix E) is devoted to literature-based instruction.

In Education 462 (Appendix A) and Education 464 (Appendix E) candidates continuously learn strategies for helping their students to appreciate and analyze their reading. Throughout Education 462 (with the introduction of shared reading, guided reading, paired reading, reading aloud to students, and independent reading) the primary emphasis is on appreciation and analysis of various types of materials and genres.

Candidates must document the process of student appreciation and affective response during the reflection parts of the Fieldwork Logs (Appendix) and the evaluation and reflection portions of their lesson plan writeups in Education 462 and Education 464 (Appendix M).

l) And perform and enjoy the language arts.

In Education 462 (Appendix A) and Education 464 (Appendix E) role-playing, the language experience approach, and author’s chair are examples of learning to
perform and enjoy the language arts. Candidates are also taught to include a variety of “formal” oral language activities such as debates, plays, speeches, and oral reports in the upper grades.

Reader’s Theatre is also introduced in Education 464 (Appendix E) and built upon in Education 470 (Appendix I).

\(m\) They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students

Education 462 (Appendix A) and 464 (Appendix E) require “The ABCs”, (A) low affective filter, (B) develop background knowledge, (C) contextualization of linguistic material (props, realia, overheads, slower speech, repetition, etc). These three components form the basis for providing instruction that is comprehensible to English Language Learners. Each part is demonstrated in class by the instructor and then applied to sample lessons with the candidates. As candidates develop their lesson, they incorporate the ABCs, documenting exactly how they did it in their written reports. Later, lessons are shared with classmates, and highs and lows associated with lesson implementation and student response are discussed.

Education 470 (Appendix I) requires a Picture File. This class also stresses the modification of speech to make it comprehensible and using simplification and elaboration to modify instruction.

\(n\) and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating.

Candidates include the ELA Framework standards in Education 462 (Appendix A) and the state academic content standards in Education 464 (Appendix E), so by the time they finish the reading courses, they are ready to experience the ELD standards and their connections to the ELA standards in Education 470 (Appendix I). The process is carefully scaffolded and allows for the identification, presentation, and instruction of all foundational skills from grades K-8.

In Education 470 (Appendix I) teaches the students to use the English Language Development Standards (ELD) as a gateway to the English Language Arts (ELA) standards, which include all of the foundational skills. All lesson plans (Appendix N) include all foundational skills.

\(o\) They understand how to use instructional materials that include a range of textual, functional and recreational texts

Education 462 (Appendix A) stresses the use of functional, literary, and recreational texts. Education 464 (Appendix E) includes a more expository
approach and provides different kinds of texts in different lessons. Each lesson is tied to a text. Each lesson includes a “through” activity that is text-based. In the first lessons for Education 462 (Appendix A) and Education 464 (Appendix E) the text must be narrative, in the second lessons, they must be expository.

As skimming, scanning, reading, and study reading are introduced in Education 464 (Appendix E), candidates also learn about functional texts (real-life texts, such as menus, directions, advertisement, etc.) and they incorporate such texts into their lesson planning, as well.

In Education 464 (Appendix E) the idea of in-school and at-home free voluntary reading is explored (one full session is devoted to it) and candidates learn how to match appropriate reading materials for pleasure reading to the needs, interests, and reading levels of their students.

p) And how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative, and informational texts and literary response and analysis,

Comprehension strategies in Education 462 (Appendix A) include such skills as how to question, how to predict, how to create a story map or plotline, and how to analyze characters and identify themes.

Skills in Education 464 (Appendix E) include those for identifying main ideas, recalling details, using context clues, making inferences, identifying cause and effect relationships, and differentiating between facts and opinions.

In Education 470 (Appendix I) all lessons are tied to a text. The SDAIE lesson (Appendix J) must be expository. Each lesson must have a different text from previous lessons.

q) And the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

In Education 462 (Appendix A) and Education 464 (Appendix E) the relationship between writing, spelling, and decoding is stressed. With these skills and the basics of word recognition each candidate can help students create eloquent prose. The additional steps included in the writing process, developed in Education 464 (Appendix E) in depth, enables candidates to translate their ideas into “publishable” works.

r) Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text,

In Education 462 (Appendix A) and Education 464 (Appendix E) use graphic organizers with expository text lessons. Pre-writing strategies are introduced
using graphic organizers. Students are required to use the computer to find an article from the internet to use a part of the schema-building “into” portion of these lessons.

In Education 470 (Appendix I) students use graphic organizers in a variety of assignments (Appendix O).

s) **How to comprehend or produce the complexity of writing forms, purposes, and organizational patterns**

In Education 462 (Appendix A) and Education 464 (Appendix E) students look at types of text structures seen in expository tests. In addition students are trained to look at story schema and write from both genres.

Candidates in Education 462 (Appendix A) and Education 464 (Appendix E) are taught to have their students not only read materials that represent various types of text structures, but to also use these varying structures in their writing assignments. The type of text read or created is dependent upon the purposes set for reading or writing.

t) **And how to have a command of written and oral English-language conventions.**

Education 462 (Appendix A) and Education 464 (Appendix E) address the different between oral and written conventions (supporting the RICA focus). In publishing assignments the focus is the written. Strategies for oral conventions are modeled in both classes.

Candidates in Education 462 (Appendix A) and Education 464 (Appendix E) are shown way to support students through the use of study aids, such as dictionaries and glossaries, spell-checkers on computers, and hand-held spell checkers. They also integrate peer editing into classroom activities for their fieldwork students.

Education 470 (Appendix I) discusses the differences in written and oral conventions, both structurally and developmentally.

u) **They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction.**

Education 462 (Appendix A) and Education 464 (Appendix E) develop the ability to use formal and informal assessment tools (e.g. writing samples, anecdotal records, running records, phonemic tests, concepts of print, checklists, etc.) to determine academic assessment. Every lesson objective needs to be matched to an assessment indicating students’ levels of proficiency related to the objective.
prior to the lesson. Every lesson objective needs to be matched to an assessment indicating students’ level of proficiency related to the objective prior to the lesson.

In Education 470 (Appendix I) the students are able to determine CELDT (California English Language Development Test) results and use them in academic instruction (Appendix P).

v) How to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Education 462 (Appendix A) and Education 464 (Appendix E) develop the ability to use formal and informal assessment tools (e.g. writing samples, anecdotal records, running records, phonemic tests, concepts of print, checklists, etc.) to determine academic assessment.

A primary assessment tool used in Education 462 (Appendix A) is the running record (modeled from Clay’s text (Appendix C), and a more comprehensive tool used in Education 464 (Appendix E) is the Silvaroli Classroom Reading Inventory (Appendix D). In addition, candidates must build in a method of evaluating whether or not students meet their identified objectives (and provide a rationale for whether or not they actually do) for each lesson plan (Appendix M). They, then, reflect upon the instructional process to determine if a lesson needs to be rethought or modified or whether it is appropriate to move on to a new objective. Pre and post-testing opportunities are discussed in class and integrated into lesson plans and fieldwork assignments.

Questions about relating assessments to the creation of objectives, and then evaluating the success of the lessons in meeting the objectives (via a post-assessment activity or tool) are also included on the midterm and final examinations.

In Education 470 (Appendix I) the students are able to determine CELDT results and use them in academic instruction (Appendix P).

Teaching Mathematics in a Multiple Subject Assignment

a) Candidates for a Multiple Subject Teaching Credential demonstrate the ability 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.
In Education 472 (Appendix V) candidates will develop and teach instructional designs which address basic mathematical computations, concepts and symbols as identified in the state adopted academic content standards for students in mathematics.

b) **To use these tools and processes to solve common problems. And apply them to novel problems.**

In Education 474 (Appendix X) the candidate is required to analyze the mathematical concepts/principles/skills in a selected academic content standard for students in mathematics, match those ideas with related key concepts in other academic content areas, and design, teach and evaluate pedagogical plans which reflect appropriate selection of instructional strategies to encourage students to apply math skills to novel and complex problems encompassing multiple content areas.

c) **They help students understand different mathematical topics and make connections among them.**

In Education 474 (Appendix X) the candidate is required to work as a hypothetically assigned grade level team member (K-8) with the task of analyzing and transforming a variety of California academic content standards for students in mathematics into integrated units of instruction (Appendix UU) which effectively connect major concepts and principles from various subject matter areas while appropriately recognizing and acknowledging developmental interests and special needs of students at that particular grade level.

d) **Candidates help students solve real world problems using mathematical reasoning and concrete, verbal symbolic and graphic representations.**

In Education 474 (Appendix X) the candidate is required to work as a hypothetically assigned grade level team member (K-8) with the task of analyzing and transforming a variety of California academic content standards for students in mathematics into integrated units of instruction (Appendix UU) which effectively connect major concepts and principles from various subject matter areas while appropriately recognizing and acknowledging developmental interests and special needs of students at that particular grade level.

e) **They provide a secure environment for taking intellectual risks and approaching problems in multiple ways.**

In Education 474 (Appendix X) the candidate will analyze the mathematical concepts/principles/skills in a selected California academic content standards for students in mathematics, identify common misunderstandings, integrate
related cross-subject grade level appropriate ideas from other content areas, and design, teach and evaluate pedagogical plans which reflect appropriate application of instructional strategies which will help students clarify and avoid these misunderstandings.

**f) Candidates model and encourage students to use multiple ways of approaching mathematical problems,**

In Education 474 (Appendix X) the candidate is required to appropriately select and describe effective instructional approaches which encourage students to solve mathematical problems utilizing multiple solution strategies.

**g) And they encourage discussion of different solution strategies.**

In Education 474 (Appendix X) the candidate is required to appropriately select and describe effective instructional approaches which encourage students to solve mathematical problems utilizing multiple solution strategies.

**h) They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.**

The commitment of the Teacher Preparation Program to fostering creativity and imagination and adopting positive attitudes toward academic content standards is found in all classes. Motivation of students and encouragement of student effort is reflected in the mission of the Department of Education

---

**Teaching Science in a Multiple Subject Assignment**

**a) Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8).**

In Education 474 (Appendix X) candidates are required to investigate and analyze the state-adopted academic content standards in Science and develop appropriate and effective lesson plans to achieve these standards with students in science.
b) They balance the focus of instruction between science information, concepts, and investigation, and experimentation.

In Education 474 (Appendix X) candidates will identify the concepts, principles, or procedures required in a particular science content standard for students, and evaluate the most appropriate methodology to utilize in the achievement of the desired level of thinking or competing for the identified strategy.

c) Candidates emphasize the importance of accuracy, precision, and estimation.

In Education 474 (Appendix X) the candidate is required to design, implement and analyze their lessons against a checklist which includes an emphasis on encouraging pupils to ask important questions, acquire complex investigation skills, and recognize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

a) Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8).

In Education 474 (Appendix X) candidates are required to design, implement and analyze lesson and unit plans which reflect appropriate selection and utilization of basic analysis skills of history and social science to master the state adopted academic content standards for students in history-social science.

b) They enable students to learn and use basic analytic thinking skills in history-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.

In Education 474 (Appendix X) candidates are required to select and describe effective instructional strategies and use of materials which encourage students to interrelate ideas and information within and across history-social science and other subject areas.

c) They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature,

In Education 474 (Appendix X) candidates are required to design, implement and analyze lesson and unit plans which enrich the study of history by effectively drawing on social science simulations, case studies, and cross-cultural activities.

d) Cooperative projects, and student research activities.

In Education 474 (Appendix X) candidates are required to design, implement and analyze lesson and unit plans which utilize active forms of learning such as debates, research activities and cooperative projects incorporating critical thinking and information literacy skills, in the acquisition of relevant state adopted academic content standards for students.
TPE 1B: SUBJECT-SPECIFIC PEDAGOGICAL SKILLS FOR SINGLE SUBJECT TEACHING ASSIGNMENTS

Teaching English-Language Arts in a Single Subject Assignment

a) Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards in English-Language Arts (Grades 7 – 12) They understand how to deliver a comprehensive program of systematic instruction in word analysis,

In Education 466, Introduction to the Teaching of Reading for Single Subject Candidates (Appendix Q, the curriculum includes structural analysis and word recognition. A word recognition lesson is assigned as part of the grade criteria (Appendix R).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix X) will be required to demonstrate the subject specific pedagogical skills of word analysis in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

b) Fluency,
Each candidate is required to administer the Burns and Roe Reading Inventory (Appendix S) which looks for the level at which students are decoding and how fluent they are. This is followed by an exercise that identifies instructional objectives to match those findings.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of fluency in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

c) And systematic vocabulary development

The Burns and Roe text includes concept development, dictionary work, and technical vocabulary within the content areas (Appendix S).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of systematic vocabulary development in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

d) Reading comprehension

The Burns and Roe text (Appendix S) focuses on strategies. In one lesson required for Education 466 (Appendix T) requires demonstration of assessment of reading comprehension. It is also addressed in the fieldwork for Education 466 and as a part of the Burns and Roe Informal Reading Inventory (IRI).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of reading comprehension in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

e) Literary response and analysis;

Literature Circles are a part of Education 466 (Appendix Q). The candidates talk about different dialogue and journal writing. Connection of the text to text, text to self, and text to world is taught.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of literary response and analysis in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

f) Writing strategies and applications;
Writing across the content area is modeled and demonstrated in class. Writing is integrated into the lesson plan (Appendix T).

In Education 470 (Appendix I) writing strategies and applications are integrated into the lesson plan (Appendix N).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of writing strategies and applications in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

Writing is integrated into all lesson plans (Appendix T), and the writing process is the primary focus of Education 466 (Appendix Q)

g) Written and oral English Language conventions;

In Education 470 (Appendix I) and Education 466 (Appendix Q) written and oral English Language conventions are a part of the fieldwork. They are also addressed in a variety of formal and informal activities.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of written and oral English Language conventions in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

Candidates in Education 466 (Appendix Q) are required to participate in peer revision and peer editing activities to support students in making their own writing publishable. Hacker’s handbook (Appendix L) plus dictionaries and spell checkers (computer software) are utilized to emphasize the importance of correct written products.

h) And listening and speaking strategies and applications.

In Education 470 (Appendix I) and Education 466 (Appendix Q) listening and speaking strategies and applications are a part of the lesson plan assignments (Appendices M and 4).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of listening and speaking strategies and applications in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

Every lesson plan in Education 466 (Appendix Q) must include listening and speaking components. Strategies for supporting formal and informal oral
language activities are modeled in class, e.g. formal activities such as speeches, debates and oral reports. Informal activities such as group discussions, role-playing and Readers Theater. Candidates also assess students listening abilities when they administer the Burns and Roe IRI to determine students’ listening levels.

**i) They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards**

The lesson objectives for lessons designed in Education 470 and Education 466 are tied to the content standards and frameworks.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of **strategically plan and schedule instruction** in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

All fieldwork activities in Education 466 (Appendix Q) are based on the ELA framework and state content area standards. From these resources and student assessment tools, candidates identify lesson objectives and plan instruction to meet the needs of the students. During one class session of Education 466 the state academic content standards are analyzed in depth.

**j) They understand how to make language (e.g. vocabulary forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating.**

Education 470 covers strategies necessary to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. The SIOP Model is the foundation for these strategies (Appendix U).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of **thinking, learning, and communicating** in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

Each lesson plan in Education 466 (Appendix Q) must include the ABC’s (low affective filter, development of background knowledge, and inclusion of contextualization. These components support English Language Learners and enhance content comprehensibility for all students.

**k) They understand how to teach the advanced skills of research-based discourse.**
Students in Education 466 (Appendix Q) are presented with various forms of narrative and expository text and study and learn how to include reference materials in their papers and research projects (e.g. bibliography, glossary, index, title page).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of how to teach the advanced skills of research-based discourse in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

1) **incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations;**

Education 466 (Appendix Q) incorporates for all candidates downloading at least one article from the internet for one assignment. The article is designed to provide background knowledge for the focal concept of the target lesson, and it should match the interests and reading levels of the students with whom the lesson is carried out.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of incorporating technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

m) **focus on analytical critique of text and of a variety of media;**

Research articles are critiqued during Education 466 (Appendix Q) to focus on multiple perspectives and writers’ different purposes and text structures. Discussion of multimedia is also included.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of analytical critiquing of text and of a variety of media in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

n) **and provide a greater emphasis on the language arts as applied to work and careers.**

Education 472, Teaching Strategies (Appendix V) has a career strand that discusses the application of language arts to work and careers.
Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of *emphasizing language arts as applied to work and careers* in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

\[0\] **Candidates teach students how to comprehend and produce complex text,**

Education 466 (Appendix Q) focuses on comprehension strategies and writing process toward the production of texts. Comprehending and composing are viewed as meaning making processes, which are interrelated and support one another.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of *comprehending and producing complex text* in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

\[p\] **How to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions.**

Candidates cover in Education 466 (Appendix Q) six expository text structures and a wide variety of narrative forms. The first lesson must be connected to a narrative text and the second lesson must be connected to an expository text.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of *written and oral English-language conventions* in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

\[q\] **They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction,**

In Education 466 (Appendix Q) candidates examine the ways to determine the skill level of students through indicators such as tests, checklists, and other assessments. The entire procedure involves assessment to establish teaching goals. Candidates must articulate the method of assessment for every lesson.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of *determining the skill level of students in reading and language arts* for the course’s fieldwork (Appendix QQ).
r) how to determine whether students are making adequate progress on skills and concepts taught directly.

In Education 466 (Appendix Q) candidates develop activities to provide for teacher feedback at various points within the lesson, which include frequent comprehension checks. In addition an explicit method of evaluation must be built into each lesson plan, and candidates are responsible for evaluating student’s progress and reteaching lessons as necessary.

In Education 470 (Appendix I) students write out questions they will ask, then model in the SDAIE lesson (Appendix J).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of determining whether students are making adequate progress on skills and concepts in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

s) and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Education 470 (Appendix I) covers alternative forms of assessment. In addition, during reflection of lessons in class discussion includes asking how the lesson might have been modified.

Education 472 (Appendix V) addresses the direct instruction model, which is linked to check for understanding and preparation to re-teach.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of determining the effectiveness of instruction in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix QQ).

Not only do candidates in Education 466 (Appendix Q) determine effectiveness of instruction in their lesson plans, but they are also instructed in how to administer and Informal Reading Inventory and how to interpret the results of standardized test.

Teaching Mathematics in a Single Subject Assignment

a) Candidates for a Single Subject Teaching Credential in Mathematics
demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols,

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of computations, concepts, and symbols in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

b) to use them to solve common problems,

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of solving common problems in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

c) and to apply them to novel problems.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of solving novel problems in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix R7).

d) They help students understand different problems using mathematical reasoning and concrete, verbal, symbolic and graphic representations

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using mathematical reasoning and concrete, verbal, symbolic, and graphic representations in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

e) They provide a secure environment for taking intellectual risks and approaching problems in multiple ways.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of providing a secure environment for risk taking in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).
f) Candidates model and encourage students to use multiple ways of approaching mathematical problems,

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of modeling and encouraging multiple approaches to mathematical problems in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

g) and they encourage discussion of different solution strategies.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of different solution strategies in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

h) They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of fostering a positive attitude towards mathematics and encourage flexibility in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

i) Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems,

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of understanding mathematics as a logical system in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).
j) and to understand and use mathematical notation and advanced symbols.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of understanding and using mathematical notations and symbols in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

k) They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of assigning and assessing work through open-ended questions, investigations, and projects in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix RR).

Teaching Science in a Single Subject Assignment

a) Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12).

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of teaching state-adopted academic content standards in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

b) They balance the focus of instruction between science information, concepts, and principles.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of balancing science information, concepts, and principles in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

c) Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation and experimentation.
Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of illustrating concepts, principles, investigation, and experimentation in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

d) **Candidates emphasize the importance of accuracy, precision, and underrepresented in science careers.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of emphasize accuracy, precision, and underrepresented in science careers in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

e) **When live animals are present in the classroom, candidates teach students to provide ethical care.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of ethical care of animals in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

f) **They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of sensitivity to cultural and ethnic backgrounds in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

g) **Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of guiding and monitoring, and encouraging students during investigations and experiments in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).
h) They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of measuring and recording in multiple ways in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (SS).

i) Single Subject Candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of structure and sequence instruction in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

j) They establish and monitor procedures for the care, safe use, and storage of equipment and material,

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of safely storing, using, and caring for equipment and material in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

k) and for the disposal of potentially hazardous materials.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skills of disposing of potentially hazardous materials in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix SS).

Teaching History-Social Science in a Single subject Assignment

a) Candidates for a Single subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7 - 12). They enable
students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using analytic thinking skills in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

b) They use timelines and maps to reinforce students’ sense of temporal and spatial scale.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using timelines and maps to reinforce students’ sense of temporal and spatial scale in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

c) Candidates teach students how social science concepts and themes provide insights into historical periods and cultures.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using providing insights into historical periods in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

d) They help students understand events and periods from multiple perspectives by using simulations.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understands events by using simulations in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

e) case studies.

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understanding events by using case studies in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).
f) **cultural artifacts,**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understanding events by using cultural artifacts in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

g) **works of art and literature,**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understanding events by using works of art and literature in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

h) **cooperative projects,**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understanding events by using cooperative projects in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

i) **and student research activities.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understanding events by using student research activities in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

j) **Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles,**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using connecting essential facts and information to broad themes, concepts, and principles in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

k) **and they relate history-social science content to current or future issues.**
Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using relating history-social science content to current or future issues in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

1) **They teach students how cultural perspectives inform and influence understandings of history.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using understanding how cultural perspectives inform and influence understandings of history in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

m) **They select and use age-appropriate primary and secondary documents and artifacts to help student understand a historical period, event, region or culture.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using selecting and using age-appropriate primary and secondary source documents and artifacts in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

n) **Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes.**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using asking questions and structuring academic instruction to help students recognize prejudices and stereotypes in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

o) **They create classroom environments that support the discussion of sensitive issues e.g. social, cultural, religious, race, and gender issues,**

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using creating classroom environments that support the discussion of sensitive issues, e.g. social, cultural, religious, race and gender issues in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

p) **and encourage students to reflect on and share their insights and values.**
Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using *encouraging students to reflect on and share their insights and values* in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

\[ q \]  \* They design activities to counter illustrate multiple viewpoints on issues. \*

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using *designing activities to counter-illustrate multiple viewpoints on issues* in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

\[ r \]  \* Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives. \*

Candidates for a Single Subject Teaching Credential enrolled in Education 476 (Appendix Y) will be required to demonstrate the subject specific pedagogical skill of using *monitoring the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research* in a classroom lesson preparation activity and/or in a lesson developed for the course’s fieldwork (Appendix TT).

**TPE 2: MONITORING STUDENT LEARNING DURING INSTRUCTION**
Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students.

In Education 466 (Appendix Q) candidates develop activities to provide for teacher feedback at various points within the lesson, which include frequent comprehension checks.

In Education 470 (Appendix I) students write out questions they will ask, then model in the SDAIE lesson (Appendix J).

They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.

Education 470 (Appendix I) covers alternative forms of assessment. In addition, during reflection of lessons in class discussion includes asking how the lesson might have been modified.

Education 472 (Appendix V) addresses the direct instruction model, which is linked to check for understanding and preparation to re-teach.

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) model a variety of questioning strategies to be incorporated into lessons prepared for the class(es).

Education 476 (Appendix Y) learns about pacing instruction in the rubric development on Content Specific Lesson Development in Class sessions 3 and 4.

c) Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

Special Education 457, Introduction to Exceptional Individuals and Their Families (Appendix W), addresses the six RIEF strategies to check for understanding. This class stresses that inclusive curriculum has a re-teaching component.
TPE 3: INTERPRETATION AND USE OF ASSESSMENTS

a)  Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction.

Education 472 (Appendix V), Education 474, Teaching in the Content Areas-Multiple Subjects (Appendix X), and Education 476, Strategies for the Single Subject Teacher (Appendix Y) use a variety of formal and informal assessment strategies, both cognitive and affective. These include rubrics, paper/pencil, observation, checklist, and performance.

A text for Education 472 by Ward (Appendix Z) includes activities based on the cognitive and affective domain; paper and pencil tests; observation checklists; performance task assessment; rubric development in content areas, as well as self and peer evaluation. The Ward text introduces standardized testing, STAR, interpretation of SAT-9; classroom teacher interviews.

Education 476 (Appendix Y) examines forms of assessment that are effective at the secondary level during the Content Specific Lesson Development in Class sessions 3 and 4.

b)  They know about and can appropriately implement the state-adopted student assessment program.

The Ward text (Appendix Z) introduces standardized testing, STAR, interpretation of SAT-9; classroom teacher interviews.

Education 470 provides candidates with a clear method of interpreting the CELDT test (Appendix P).

Education 476 (Appendix Y) gives candidates the methodology for interpreting the High School Exit Exam.

In Education 476 (Appendix Y) candidates examine the accreditation process and the establishment of Expected Schoolwide Learning Results (ESLR) in Class 2 during the unit on management and modification.

Candidates in Education 476 (Appendix Y) demonstrate the ability to evaluate the effectiveness of a general teaching strategies textbook during the Content Specific Lesson Development in Class 3, and they demonstrate the ability to
evaluate the effectiveness of content-specific teaching strategies textbooks in Class 4.

Education 476 (Appendix Y) demonstrate understanding of various strategies of developing interdisciplinary curriculum with colleagues in different content areas during Class 5.

c) **Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.**

In Special Education 457 (Appendix W) the students learn 27 Special Education instruments, and specific ones for mild disabilities. They match assessment to disabilities; create a notebook on assessment practices and terminology; develop a portfolio of their own which practices benchmarks and other formal assessments; complete an assignment to translate their experience into what they might do for students; and learn to do functional analysis, one component of which is student task completion behavior.

d) **They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) have candidates complete a family and community interview.

Education 460 (Appendix AA) addresses families in a Multicultural Community Research Project (Appendix BB). The Ruby Payne text addresses the issue of parents in poverty (Appendix CC).

Education 472 (Appendix V) has an assignment that requires an interview with parents. The assignment includes reflection on the role of parents in the lives of students.

e) **They know when and how to use specialized assessments based on students’ needs.**

Education 462 and 466 require candidates to analyze test results.

Education 472 (Appendix V) requires an interview with a classroom teacher specifically targeting assessments meeting the needs of students.

Special Education 457(Appendix W) requires the candidate to develop a portfolio of his/her own which practices benchmarks and other formal assessments. This assignment includes addressing the students’ needs.
f) **Candidates know about and can appropriately use informal classroom assessments and analyze student work.**

In Special Education 457 (Appendix W) the candidates develop a portfolio of their own which practices benchmarks, and do activities with other informal classroom assessments.

Education 472 (Appendix V) through the Ward text (Appendix Z) addresses informal assessments and analysis of student work.

g) **They teach students how to use self-assessment strategies**

In Special Education 457 (Appendix W) the candidates develop a portfolio of their own which practices benchmarks. In addition there is an assignment to translate their experience into what they might do for students to assist learners in self-assessment.

Education 472 (Appendix V) through the Ward text (Appendix Z) address informal assessments and analysis of student work. Candidates are given strategies to assist students in self-assessment.

h) **Candidates provide guidance and time for students to practice these strategies.**

Special Education 457 (Appendix W) uses a video entitled “Educating Peter” to address providing guidance and time for students to practice self-assessment strategies using strategies such as “skillstreaming”.

Education 470 (Appendix I) includes providing strategies for candidates to assist students in self-assessment as part of the fieldwork.

Education 472 (Appendix V), 474 (Appendix X), and 476 (Appendix Y) apply these strategies to the instructional process and evaluate it through the fieldwork.

i) **Candidates understand how to familiarize students with the format of standardized tests.**

The Ward text (Appendix Z) introduces standardized testing, STAR, interpretation of SAT-9; classroom teacher interviews.

Education 470 provides candidates with a clear method of interpreting the CELDT test (Appendix P).
Education 476 (Appendix Y) gives candidates the methodology for interpreting the High School Exit Exam.

**j)**  They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs.

Education 472 (Appendix V) includes a class session on administering and evaluating standardized tests.

Special Education 457 (Appendix W) address the modifications necessary to meet the needs of all children.

Education 476 (Appendix Y) addresses the modifications to testing for special needs students.

**k)**  They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.

Education 462 (Appendix A), 464 (Appendix E) and 466 (Appendix Q) use interest inventories, and a cultural connection inventory to assist in interpretation of assessment results of individuals and groups with modification of instruction.

In Special Education 457 (Appendix W) the students learn 27 Special Education instruments. They match assessment to disabilities; create a notebook, on assessment practices and terminology; develop a portfolio of their own which practices benchmarks; complete an assignment to translate their experience into what they might do for students; and learn to do functional analysis, one component of which is student task completion behavior.

**l)**  Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language.

Candidates in Education 470 (Appendix I) interpret assessment data to identify the level of proficiency of English language earners in English and the primary language through analyzing CELDT results. This is done through a graphic organizer (Appendix O).

**m)**  They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.

Education 462 (Appendix A), 464 (Appendix E) and 466 (Appendix Q) include a component addressing grade books and other strategies for maintaining accurate records.
Special Education 457 (Appendix W) includes extensive information and practice in administering IEP’s, with emphasis on the importance of accuracy and sharing the information with others.

\( n \) They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion, and retention policies and how a grade or progress report is derived.

Special Education 457 (Appendix W) includes an IEP role play demonstrating sharing of student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.

Education 470 (Appendix I) has a part of the final exam a section where the candidate has to explain to parents who are not fluent in English.

Education 472 (Appendix V) each candidate writes a letter to parents explaining the instructional and assessment processes.

\( o \) Candidates can clearly explain to families how to help students achieve the curriculum.

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) have candidates complete a family and community interview.

Education 460 (Appendix AA) addresses families in a Multicultural Community Research Project (Appendix BB). The Ruby Payne text addresses the issue of parents in poverty (Appendix CC).

Education 472 (Appendix V) has an assignment that requires an interview with parents.

TPE 4: MAKING CONTENT ACCESSIBLE
a) Candidates for Teaching Credential incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students.

All courses in the Teacher Preparation Program use the Into/Through/Beyond lesson plan format. Each lesson requires identification of instructional materials, and state academic content standards addressed (Appendix B).

Candidates in Education 476 (Appendix Y) demonstrate the ability to evaluate the effectiveness of a general teaching strategies textbook during the Content Specific Lesson Development in Class 3, and they demonstrate the ability to evaluate the effectiveness of content-specific teaching strategies textbooks in Class 4.

b) and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement.

The lesson plan format used in the program requires a candidate to prioritize and sequence essential skills and strategies (Appendix B).

Special Education 457 (Appendix W) includes a strategy packet for the portfolio assignment by strands.

c) They vary instructional strategies according to purpose and lesson content.

The lesson plan format used in the program requires a candidate vary instructional strategies according to purpose and lesson content (Appendix B).

d) To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as use of written and oral presentation, manipulative, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.

In Education 472 (Appendix V) candidates are required, as a part of the lesson plan format, to address taxonomies, to use strategies, to address non-linguistic contextualization, to include use of multiple intelligence strategies.

Education 476 (Appendix Y) demonstrate understanding of various strategies of developing interdisciplinary curriculum with colleagues in different content areas in Class 5.
They provide opportunities and adequate time for students to practice and apply what they have learned.

Throughout the program the students have multiple opportunities to practice and apply what they have learned through fieldwork, assigned lesson plans, feedback from instructors, group sharing, and classroom experiences.

They distinguish between conversational and academic language, and develop student skills in using and understanding academic language.

In Education 460 (Appendix AA) candidates study formal and casual registers of language through the Payne text (Appendix CC).

Written and oral conventions are a part of class lectures and discussion in class for both Education 462 (Appendix A) and Education 464 (Appendix E). In Education 464 Hacker’s Manuel of Style (Appendix L) is a required text.

Education 472 (Appendix V) students use the Payne text on casual and formal registers.

They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught.

Education 462 (Appendix A) stresses the use of functional, literary, land recreational texts. Education 464 (Appendix E) includes a more expository approach and provides different kinds of texts in different lessons. Each lesson is tied to a text.

Education 466 (Appendix Q) focuses on comprehension strategies and writing process toward the production of texts.

They model active listening in the classroom.

Education 472 (Appendix V) includes a microteaching activity (Appendix DD) which models active listening in the classroom.

Candidates encourage student creativity and imagination. They motivate students and encourage student effort.

The commitment of the Teacher Preparation Program to fostering creativity and imagination is found in all classes. Motivation of students and encouragement of student effort is reflected in the mission of the Department of Education.
j) When students do not understand content, they take additional steps to foster access and comprehension for all learners.

The commitment of the Teacher Preparation Program to fostering access and comprehension for all learners is central. Assignments throughout all classes reflect this belief.

k) Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

The lesson plan (Appendix B) includes a model for adjusting lesson design to meet the needs of students. All fieldwork requires reflection. Student teachers keep a daily reflective journal as a part of the experience.
TPE 5: STUDENT ENGAGEMENT

a) Candidates for Teaching Credential clearly communicate instructional objectives to students.

Education 460 (Appendix AA) emphasizes social and emotional interaction, the development of motivation and self-esteem as it relates to clearly communicating instructional objectives.

Education 470 (Appendix E) uses the SIOP model for making content comprehensible for English Language Learners. This prepares candidates to clearly communicate instructional objectives to students.

Education 472 (Appendix V) emphasizes differentiated instruction for multiple intelligences and children of poverty.

b) They ensure the active and equitable participation of all students.

Education 472 (Appendix V) emphasizes differentiated instruction for multiple intelligences and children of poverty.

Education 470 (Appendix E) uses the SIOP model for making content comprehensible for English Language Learners. This prepares candidates to clearly communicate instructional objectives to students. Cooperative learning is addressed in Education 470 to ensure active and equitable participation of all students.

c) They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals.

The lesson plan model (Appendix R) used throughout the program has a component where candidate checks for understanding.

The microteaching activity in Education 472 (Appendix V) requires the candidate to demonstrate and practice checking for understanding.
Candidates in Education 476 (Appendix Y) demonstrate the ability to evaluate the effectiveness of a general teaching strategies textbook during the Content Specific Lesson Development in Class 3.

d)  **If students are struggling and off-task, candidates examine why and use strategies to re-engage them.**

Special Education 457 (Appendix W) uses an ADHD video to assist candidates in recognizing struggling and off-task students.

Education 470 (Appendix I) uses affective filter scenarios to identify strategies to engage struggling and off-task students.

e)  **Candidates encourage students to share and examine points of view during lessons.**

Education 460 (Appendix AA) examines points of view through the multicultural practicum scenarios (Appendix EE) and the Multicultural Checklist (Appendix FF). Activities and assignments in all of Education 460 address the encouragement of diverse points of view.

f)  **They use community resources, student experiences, and applied learning activities to make instruction relevant.**

Special Education 457 (Appendix W) has a resource strand in lesson plan activity.

The lesson plan (Appendix B) requires the candidate to relate to community resources, student experiences, and applied learning activities to make instruction relevant.

g)  **They extend the intellectual quality of student thinking by asking stimulating questions, and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) have a lesson on questioning strategies.

Education 472 (Appendix V) uses Loren Anderson’s Bloom’s Taxonomy to address asking stimulating questions and challenging student ideas.
TPE 6A: DEVELOPMENTALLY APPROPRIATE PRACTICES IN GRADES K-3

a) During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement.

The lesson plan (Appendix B) used throughout the program identifies the grade level for the lesson. For K-3 students the candidate needs to provide opportunities for movement within a structured day.

b) They design academic activities that suit the attention span of young learners.

The lesson plan (Appendix B) used throughout the program identifies the grade level for the lesson. For K-3 students the candidate needs to take into consideration academic activities that suit the attention span of young learners.

c) Their instructional activities connect with the children’s immediate world;

The lesson plan (Appendix B) used throughout the program identifies the grade level for the lesson. The through part of the lesson takes into consideration activities to connect with the children’s immediate world.

d) Draw on key content from more than one subject area;
The lesson plan (Appendix B) used throughout the program identifies the grade level for the lesson. For K-3 students lessons cover more than one content area.

e) And include hands-on experiences and manipulatives that help students learn.

Education 472 (Appendix V) addresses research-based teaching strategies, direct instruction, student teams achievement divisions (STAD), group investigation and inquiry. Developmental theories are integrated for appropriate grade level application.

f) Candidates teach and model norms of social interactions (e.g. consideration, cooperation, responsibility, empathy).

Education 460 (Appendix AA) addresses the norms of social interactions throughout the class. Differences in children of poverty and middle class are also addressed in the Payne text (Appendix CC).

g) They understand that some children hold naïve understandings of the world around them.

Education 460 (Appendix AA) addresses the different perspectives of children in diverse settings.

h) Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment.

Education 460 (Appendix AA) addresses the different perspectives of children in diverse settings.

i) They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

Special Education 457 (Appendix W) addresses the need to make special plans such as behavior plans for students who require extra help in exercising self-control among their peers who have exceptional needs or abilities.
TPE 6B: DEVELOPMENTALLY APPROPRIATE PRACTICES IN GRADES 4-8

a) During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students whom lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts.

The lesson plan (Appendix B) used throughout the program requires the candidates to use grade-level texts.

Education 470 (Appendix I) teaches the candidates to modify the text to bring access to all students.

Special Education 457 (Appendix W) addresses the needs of all students, and ways to provide access to the core curriculum. Candidates design and enhance lessons to meet needs of learners.

In Education 476 (Appendix Y) candidates examine the accreditation process and the establishment of Expected Schoolwide Learning Results (ESLR) in Class 2 during the unit on management and modification.

b) Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills.
The lesson plan (Appendix B) used in the program addresses abstract reasoning and problem-solving skills as options in lesson plan development.

Education 472 (Appendix V) addresses metacognitive strategies in designing learning activities.

c)  **They help students develop learning strategies to cope with increasingly challenging academic curriculum.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) address the differences between fiction and non-fiction.

Special Education 457 (Appendix W) has a Learning Strategies Packet that addresses the development of learning strategies.

d)  **They assist students, as needed, in developing and practicing strategies for managing time and completing assignments.**

Special Education 457 (Appendix W) has a Learning Strategies Packet that addresses the development of learning strategies. This addresses the need for helping students to manage time and complete assignments.

Education 472 (Appendix V) has a role play addressing students who do not do homework. This is done in a class session.

e)  **Candidates develop students’ skills for working in groups to maximize learning.**

Throughout the Teacher Preparation Program, working in groups is modeled. This develops the candidates’ skills in transferring this skill to their students.

f)  **They build on peer relationships and support students in trying new roles and responsibilities in the classroom.**

Education 462 (Appendix E) teaches cooperative learning. This is modeled throughout coursework.

Education 472 (Appendix V) uses Student Teams Achievement Division (STAD) in preparing students to supporting students in a variety of roles.

Education 466 (Appendix Q) uses Literature Circles as a model of cooperative learning.
g) They support students’ taking of intellectual risks such as sharing ideas that may include errors.

Special Education 457 (Appendix W) uses a “way of council” activity to model taking intellectual risks.

Education 470 (Appendix I) uses community-building activities throughout the class.

h) Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

Special Education 457 (Appendix W) uses three videos to address misbehavior and how to assess it. They are (1) Social Behavior, (2) CHIPS, (3) FAT City by Richard Lavoie.

Education 472 (Appendix V) addresses personal problem-solving strategy and apathetic learners.

TPE 6C: DEVELOPMENTALLY APPROPRIATE PRACTICES IN GRADES 9-12

a) Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families.

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) have candidates complete a family and community interview.

Education 460 (Appendix AA) addresses families in a Multicultural Community Research Project (Appendix BB). The Ruby Payne text addresses the issue of parents in poverty (Appendix CC).

Education 472 (Appendix V) has an assignment that requires an interview with parents.
b) They help students to understand connections between the curriculum and life beyond high school,

Education 472 (Appendix V) addresses issues of career and school-to-work in Session 1.

Candidates in Education 476 (Appendix Y) demonstrate the ability to evaluate the effectiveness of a general teaching strategies textbook during the Content Specific Lesson Development in Class 3, and they demonstrate the ability to evaluate the effectiveness of content-specific teaching strategies textbooks in Class 4.

c) And they communicate the consequences of academic choices in terms of future career, school and life options.

Education 472 (Appendix V) addresses issues of career and school-to-work in Session 1.

d) Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments.

Education 472 (Appendix V) and 476 (Appendix Y) integrate the encouragement of behaviors important for work throughout their classes in Session 1.

e) They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being “different” means for high school students.

Students in the Teacher Preparation Program address the theories of Piaget in Education 460 (Appendix AA), theories of Vygotsky in Education 470 (Appendix I), supported by connection to adolescent psychology in Education 476 (Appendix Y).

In Education 476 (Appendix 29) candidates discuss issues of social peer pressure to conform. In the development of the unit (Appendix VV) Education 476 candidates are to integrate issues of sensitivity to what being “different” means for a high school student.
TPE 7: TEACHING ENGLISH LEARNERS

a) Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principle, and instructional practices for English Language Development leading the comprehensive literacy in English.

Education 470 (Appendix I) addresses the theories and practices for English Language Development. Strategy is articulated in class discussions and examinations.
b) **They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion.**

In Education 470 (Appendix E) addresses the philosophy, goals, and characteristics of programs for English language development, including structural English immersion. Special emphasis is given to Proposition 227 and its effect on the issues. The Picture file, the ELD lesson, fieldwork, and the final address these topics. All components require reflection.

c) **They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.**

Education 470 (Appendix I) trains candidates in the analysis of the CELDT test.

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) use strategies in class linking the ELA standards to the ELD standards.

d) **They draw upon information about students’ background and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities.**

Education 470 (Appendix I) emphasizes tapping prior knowledge in the SDAIE lesson and the fieldwork.

The lesson plan (Appendix B) used throughout the program uses strategies to tap background and prior learning.

e) **They understand how and when to collaborate with specialists and para-educators to support English language development.**

Education 470 (Appendix I) addresses the ways ELD is taught. Relationships with specialists and para-educators are stressed.

f) **Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts,**
Education 470 (Appendix I) addresses the use of CELDT data. This information is aligned with the ELD standards. All disciplines are used in the ELD and SDAIE lessons (Appendix J) to give students access to the core curriculum.

**g) To develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible.**

Education 470 (Appendix I) uses the ELD and SDAIE lessons (Appendix J) to address the current level of development and comprehension. They use multiple assessments and model different strategies in class.

Written and oral conventions are a part of class lectures and discussion in class for both Education 462 (Appendix A) and Education 464 (Appendix E). In Education 464 Hacker’s *Manuel of Style* (Appendix L) is a required text. All assignments work to extend the students’ current level of development while keeping it comprehensible.

**h) They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.**

Education 470 (Appendix I) uses the ELD and SDAIE lessons (Appendix J) to analyze student errors in oral and written language in order to plan differentiated instruction. This is also addressed in the fieldwork component of Education 470.

**i) Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.**

Education 470 (Appendix I) uses the ELD and SDAIE lessons (Appendix J) to address the core curriculum and its relationship to the practices for the development of academic language, comprehension and knowledge. This is also addressed in the fieldwork component of Education 470.

**j) They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.**

Education 470 (Appendix I) addresses the issues of contextualizing key concepts to make grade-appropriate or advanced curriculum content comprehensible to English learners. Education 472 (Appendix W) uses these strategies in the development of an interdisciplinary unit.
They allow students to express meaning in a variety of ways, including in their first language, and, if available manage first language support such as para-educators, peers, and books.

All classes in the Teacher Preparation Program address the strategies of helping candidates to work with students to allow them to express meaning in a variety of ways, including their first language.

They use questioning strategies that model or represent familiar English grammatical constructions.

Education 462 (Appendix A), Education 464 (Appendix E) and Education 466 (Appendix Q) include questioning strategies modeling familiar English grammatical constructions.

Education 470 (Appendix I) uses questioning strategies as a part of the Picture File assignment.

They make learning strategies explicit.

Education 470 (Appendix I) and Education 472 (Appendix) use scenarios and role-plays to make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

Education 470 (Appendix I) addresses the role of cognitive, pedagogical, and individual factors in students’ language acquisition throughout the course. Assignments such as the Picture File, ELD lesson, and SDAIE lesson provide practice and learning.

Education 472 (Appendix V) uses an activity utilizing a scenario with a constructed class representing a variety of students with different needs. One of the factors studied is the planning of lessons for English language development and academic content.

TPE 8: LEARNING ABOUT STUDENTS

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students.
Education 460 (Appendix AA) works with candidates to develop their psychosocial developmental tasks, essential communication skills, and an appreciation for linguistic, cultural, racial, ethnic, and socio-economic diversity.

b) **Using formal and informal methods, they assess students’ prior mastery of academic language abilities,**

Education 470 (Appendix I) prepares the candidates to use the CELDT, a formal assessment, to assess the student’s language skills. The CELDT is a part of each lesson plan in Education 470.

A variety of informal methods are found throughout the program, such as KWL, discussion, and teacher observation.

c) **Content knowledge, skills, and maximize learning opportunities for all students.**

The lesson plan (Appendix B) used throughout the program assesses the content knowledge and skills of the students with whom the candidates will work. It is fundamental throughout the program to assist the candidates in maximizing learning opportunities for all students.

d) **Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspiration.**

Education 460 (Appendix AA) is fundamentally about assisting the candidates to learn about the students’ abilities, ideas, interests and aspirations. Specific assignments include the multicultural practicums (Appendix EE), multicultural checklist (Appendix FF), and powerline activity (Appendix GG).

Education 470 (Appendix I) uses a people hunt activity to model a way to learn about students’ backgrounds and interests.

Education 472 (Appendix V) has a variety of activities centered on finding out who students are.

Special Education 457 (Appendix W) uses an activity called “Way of Council” to model ways of finding out about the students with whom the candidates will work.

e) **They encourage parents to become involved and support their efforts to improve student learning.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) have candidates complete a family and community interview.
Education 460 (Appendix AA) addresses families in a Multicultural Community Research Project (Appendix BB). The Ruby Payne text addresses the issue of parents in poverty (Appendix CC).

Education 472 (Appendix V) has an assignment that requires an interview with parents.

f) They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn.

Education 460 (Appendix AA) addresses issues of gender through the powerline activity (Appendix GG), and the health issues as they relate to poverty are addressed through the Payne text (Appendix CC).

Special Education 457 (Appendix W) addresses issues of gender and health and the ability to learn in the Getskow and Konczal text (Appendix HH).

Education 470 (Appendix I) teaches the candidates the importance of the affective filter in the learning process.

g) Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

In Special Education 457 (Appendix W) the students learn 27 Special Education instruments, and specific ones for mild disabilities. They match assessment to disabilities; create a notebook on assessment practices and terminology; develop a portfolio of their own which practices benchmarks and other formal assessments; complete an assignment to translate their experience into what they might do for students; and learn to do functional analysis, one component of which is student task completion behavior. Issues of gifted education are discussed, and a chapter on giftedness is assigned. Giftedness is linked to learning issues discussed in the class and is included in visitation options and the final project.

TPE 9: INSTRUCTIONAL PLANNING

a) Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in
accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement.

The lesson plan (Appendix B) used throughout the program requires the candidate to address long-term and short-term goals for student learning based on state and local standards for student achievement.

Education 460 (Appendix AA) utilizes an assignment to develop an interdisciplinary theme around the content standard to develop short-term goals for student learning (Appendix II).

Education 472 (Appendix V), 474 (Appendix X) and 476 (Appendix Y) require an interdisciplinary unit using short-term and long-term goals for student learning based on the state content academic standards.

b) They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations.

Education 472 (Appendix V) has specific instruction on a variety of instructional strategies, including direct instruction and inquiry.

Education 474 (Appendix X) and 476 (Appendix Y) build on the information to examine the strategies as they relate to the Multiple Subject and Single Subject credentials.

c) They plan how to explain content clearly and make abstract concepts concrete and meaningful.

The SIOP model (Appendix U) is used throughout the program, specifically in Education 470 (Appendix I) and 462 (Appendix A), 464 (Appendix E) and 466 (Appendix Q). This method assists candidates in ways to explain content clearly and makes abstract concepts concrete.

d) They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work,

The fieldwork in Education 472 (Appendix V) addresses the purposes, strengths and limitations of a variety of instructional strategies. Student work is regularly examined.

e) And they improve their successive uses of the strategies based on experience and reflection.
Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) require a fieldwork log that addresses reflection, activities and goals.

The lesson plan (Appendix B) used throughout the program includes a part for reflection, and the evaluation of strategies.

Education 460 (Appendix AA), Education 474 (Appendix X), and Education 476 (Appendix Y) utilize interdisciplinary strategies through units.

f) **They sequence instruction so the content to be taught connects to preceding and subsequent content.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) develop activities sequentially using the academic content standards.

Education 470 (Appendix I) uses the SIOP model that assists candidates in ways to explain content clearly and makes abstract concepts concrete.

g) **In planning lessons, they select or adapt instruction strategies, grouping strategies, and instructional material to meet student learning goals and needs.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) include objectives based on an assessment.

The lesson plan (Appendix B) used throughout the program includes selection of instruction strategies, grouping strategies, and instructional material to meet student learning goals and needs.

h) **Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.**

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) teach the candidates to consider background knowledge as connected to language and culture.

The entire course, Education 470 (Appendix I), addresses connecting content with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.

i) **To accommodate varied students needs, they plan differentiated instruction.**
Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) teach the candidates to assess students then group by instructional needs, such as guided reading.

Education 472 (Appendix V) addresses the need to accommodate varied students’ needs through planning differentiated instruction throughout the class.

\[\text{j) When support personnel, such as aides and volunteers are available, they plan how to use them to help students read instructional goals.}\]

Education 462 (Appendix A), 464 (Appendix E), and 466 (Appendix Q) address the use of aides and volunteers to oversee learning centers.

In Special Education (Appendix W) a strategy list is developed. Included in this list is the use of aides for inclusion.

**TPE 10: INSTRUCTIONAL TIME**

\[\text{a) Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.}\]

Education 470 (Appendix I) and Education 472 (Appendix V) address the importance of instructional goals and scheduled academic tasks.
b) They establish procedures for routine tasks and manage transitions to maximize instructional time.

Education 460 (Appendix AA) uses the Wong and Wong text (Appendix JJ) to establish a classroom climate for learning.

Special Education 457, Introduction to Exceptional Individuals and Their Families (Appendix W), addresses the RIEF strategies that support transition and routine tasks.

Education 472 (Appendix V) includes a session on substitute lesson planning that address procedures for routine tasks and managing transitions.

c) Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

Reflection is a key part of the student teaching experience. In Education 468 (Appendix KK) and Education 478 (Appendix OO) candidates keep a reflective journal as part of their assignment. This serves as one method of communication of candidate to supervisor.

Education 472 (Appendix V) uses the SIOP model, which includes peer feedback and reflection.

The lesson plan (appendix B) used throughout the program includes a reflective component.

TPE 11: SOCIAL ENVIRONMENT

a) Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning.

Education 460 (Appendix AA) has as fundamental goals (1) understanding the human and developmental process (2) relationship between communication, self-esteem and learning, (3) developing sensitivity and education equity among diverse cultural, socio-economic and linguistic groups.

Education 470 (Appendix I) includes as an objective, analyzing the affective, cognitive, and linguistic factors that affect second language acquisition in both social and academic aspects.

Education 472 (Appendix V) addresses the Personal Characteristics Necessary for Teaching (Appendix KK) developed by the University of La Verne Education Department.
b) They know how to write and implement a student discipline plan.

In Education 460 (Appendix AA) each student writes a student discipline plan as a part of the Wong and Wong (Appendix JJ) chapter on Classroom Management.

Special Education 457 (Appendix W) requires each student to write and implement a student discipline plan as a part of the CHIPS activity.

Prior to Education 468 (Appendix NN) all candidates participate in a mandatory Classroom Management Seminar.

c) They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.

Education 460 (Appendix AA) requires candidate to complete a Success Lifeline LL. The foundation of the class is working on the development of effective student/teacher and student/student rapport. Candidates reflect on ways to help students have success.

d) Candidates respond appropriately to sensitive issues and classroom discussion.

Education 460 (Appendix AA) addresses issues of sensitivity through the Multicultural Practicum Scenarios (Appendix EE) and discussions from the Michie text (Appendix MM).

Special Education 457 (Appendix W) addresses issues of sensitivity and classroom discussion through an activity from Getskow and Konzal text (Appendix HH).

Education 470 (Appendix I) addresses sensitivity issues and classroom discussion as a part of class sessions.

e) They help students learn to work responsibly with others and independently.

Special Education 457 (Appendix W) addresses issues of working responsible with others and independently in an activity from Getskow and Konzal text (Appendix HH).

Education 460 (Appendix AA) divides the assessment for the class, 50% group work and 50% independent work.
In Education 470 (Appendix I) requires group work for activities throughout the class.

f) Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

During the early student teaching experience, Education 468 (Appendix NN) and the culminating student teaching experience, Education 478 (Appendix OO), the candidates work with their supervisors in addressing the social environment and its relationship to academic achievement.

TPE 12: PROFESSIONAL, LEGAL AND ETHICAL OBLIGATIONS

a) Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students.

In Education 460 (Appendix AA) the candidates participate in Multicultural Practicum Scenarios (Appendix EE) that address values and bias as it affects the teaching and learning of students.

Special Education 457 (Appendix W) requires each candidate to develop personal goals and examine the ethical and moral ramifications. This is done through a journal.

In Education 470 (Appendix I) candidates work with Cummins effective behavior.

Education 472 (Appendix V) requires each candidate to develop a Personal Belief Statement.
Education 476 (Appendix Y) helps the candidate learn the operation of, and how to successfully function in the secondary community as a part of the unit on community and responsibility in Class 1.

b) **They resist racism and acts of intolerance.**

In Education 460 (Appendix AA) the candidates participate in Multicultural Practicum Scenarios (Appendix EE) that address racism and acts of intolerance. Reflection is imbedded in this process.

c) **Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.**

Special Education 457 (Appendix W) has a class session covering time management and time management issues.

All courses in the Teacher Preparation Program model effective use of professional time.

d) **They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.**

In Education 476 (Appendix Y) the candidates examine teacher, student, and parent roles, rights and responsibilities connected with special needs and GATE student in class 2.

Education 470 (Appendix I) covers the history and law pertaining to the education of English Learners and the implications for their placement in classrooms.

Special Education 457 (Appendix W) covers the law and procedures pertaining to the education of gifted students and individuals with disabilities and the implications for their placement in classrooms.

Education 472 (Appendix V) addresses the gifted student and modifications affecting their learning.

In Education 476 (Appendix Y) candidates examine the accreditation process and the establishment of Expected Schoolwide Learning Results (ESLR) in Class 2 during the unit on management and modification.
Education 476 (Appendix Y) reviews and applied the CSTP to the secondary community in the unit on Content Specific Lesson Development in Class sessions 3 and 4.

e) Candidates can identify suspected cases of child abuse, neglect, or sexual harassment.

Education 460 (Appendix AA) the candidates are introduced to laws relating to child abuse, neglect, or sexual harassment.

During Education 468 (Appendix NN) all candidates participate in a workshop covering laws on sexual harassment, child abuse and neglect.

f) They maintain a non-hostile classroom environment.

In Education 460 (Appendix AA) candidates participating in an activity on classroom management which addresses the need to maintain a positive classroom environment (Appendix PP).

g) They carry out laws and district guidelines for reporting such cases.

During Education 468 (Appendix NN) all candidates participate in a workshop covering laws on sexual harassment, child abuse and neglect. The workshop gives the steps to carry out the laws and district guidelines for reporting.

h) They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

During Education 468 (Appendix NN) all candidates participate in a workshop covering laws on sexual harassment, child abuse and neglect. The workshop gives the steps to carry out the laws and district guidelines for reporting. The workshop also covers response to inappropriate or violent student behavior.

In Special Education 457 (Appendix W) the candidates study the Hughes Bill applying to behavior plans for violent students.
i) **Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.**

In Special Education 457 (Appendix W) due process is a part of the curriculum. Embedded in due process is the obligation to protect the privacy, health, and safety of students, families, and other school professionals.

j) **They are aware of and act in accordance with ethical considerations, and they model ethical behaviors for students.**

Education 460 (Appendix AA) addresses the moral and ethical considerations for all candidates. This is done through specific assignments such as the Multicultural Practicum Scenarios (Appendix EE).

All professors model ethical behaviors for students.

k) **Candidates understand and honor all laws relating to professional misconduct and moral fitness.**

Seminars in Education 468 (Appendix NN) and 478 (Appendix OO) address laws relating to professional misconduct and moral fitness with student teacher supervisors.
TPE 13: PROFESSIONAL GROWTH

a) Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

The lesson plan (appendix B) used throughout the program includes a reflective component that addresses the candidates teaching practices and subject matter knowledge in relation to the state-adopted academic content standards.

Seminars in Education 468 (Appendix NN) and 478 (Appendix OO) supports the candidates in reflection on their own teaching practices and subject matter knowledge.

Education 476 (Appendix Y) reviews and applied the CSTP to the secondary community in the unit on Content Specific Lesson Development in Class sessions 3 and 4.

b) They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Education 472 (Appendix V) includes peer review of lessons as a part of the microteaching assignment (Appendix DD).

Supervisors of student teaching in Education 468 (Appendix NN) and 478 (Appendix OO) support the candidates through feedback on a weekly basis.

c) Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

During student teaching in Education 468 (Appendix NN) and 478 (Appendix OO) the candidates are given feedback by the student teacher supervisor. During the seminars, time is given to encourage the student teachers to formulate and prioritize goals for increasing teaching effectiveness using the feedback given by the supervisor.

The lesson plan (appendix B) used throughout the program includes a reflective component that addresses the candidates teaching practices and subject matter knowledge and teaching effectiveness.
## Appendices for Teacher Performance Expectations

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Education 462, Literacy Methodology for Multiple Subject Candidates - Syllabus</td>
</tr>
<tr>
<td>B</td>
<td>Lesson Plan Model</td>
</tr>
<tr>
<td>C</td>
<td>Clay Text, Education 462</td>
</tr>
<tr>
<td>D</td>
<td>Silvaroli Text, Education 464</td>
</tr>
<tr>
<td>E</td>
<td>Education 464, Introduction of the Teaching of Reading for Multiple Subject Candidates - Syllabus</td>
</tr>
<tr>
<td>F</td>
<td>Phonics A-Z text, Education 462</td>
</tr>
<tr>
<td>G</td>
<td>Gunning Text, Education 462</td>
</tr>
<tr>
<td>H</td>
<td>Fountas and Pinnell Text, Education 464</td>
</tr>
<tr>
<td>I</td>
<td>Education 470, Theories and Methods of Education for Linguistically Diverse Students - Syllabus</td>
</tr>
<tr>
<td>J</td>
<td>ELD and SDAIE lessons, Education 470</td>
</tr>
<tr>
<td>K</td>
<td>Tulley Text, Education 464</td>
</tr>
<tr>
<td>L</td>
<td>Hacker Text, Education 462, 464, 466</td>
</tr>
<tr>
<td>M</td>
<td>Into/Through/Beyond Lesson, Education 462, 464</td>
</tr>
<tr>
<td>N</td>
<td>Into/Through/Beyond Lesson, Education 470</td>
</tr>
<tr>
<td>O</td>
<td>Graphic Organizer, Education 470</td>
</tr>
<tr>
<td>P</td>
<td>CELDT assignment, Education 470</td>
</tr>
<tr>
<td>Q</td>
<td>Education 466, Introduction to the Teaching of Reading for Single Subject Candidates - Syllabus</td>
</tr>
<tr>
<td>R</td>
<td>Word Recognition Lesson, Education 466</td>
</tr>
<tr>
<td>S</td>
<td>Burns and Roe Text, Education 466</td>
</tr>
<tr>
<td>Appendix T</td>
<td>Into/Through/Beyond, Education 466</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Appendix U</td>
<td>SIOP Model, Education 470, 462, 464, 472</td>
</tr>
<tr>
<td>Appendix V</td>
<td>Education 472, Teaching Strategies – Syllabus</td>
</tr>
<tr>
<td>Appendix W</td>
<td>Special Education 457, Introduction to Special Individuals and Their Families – Syllabus</td>
</tr>
<tr>
<td>Appendix X</td>
<td>Education 474, Teaching in the Content Areas, Multiple Subject – Syllabus</td>
</tr>
<tr>
<td>Appendix Y</td>
<td>Education 476, Strategies for the Single Subject Teacher – Syllabus</td>
</tr>
<tr>
<td>Appendix Z</td>
<td>Ward Text, Education 472</td>
</tr>
<tr>
<td>Appendix AA</td>
<td>Education 460, Diversity, Interaction, and the Learning Process - Syllabus</td>
</tr>
<tr>
<td>Appendix BB</td>
<td>Multicultural Community Research, Education 460</td>
</tr>
<tr>
<td>Appendix CC</td>
<td>Payne Text, Education460 and 472</td>
</tr>
<tr>
<td>Appendix DD</td>
<td>Micro Teaching Assignment, Education 472</td>
</tr>
<tr>
<td>Appendix EE</td>
<td>Multicultural Practicum Scenarios, Education 460</td>
</tr>
<tr>
<td>Appendix FF</td>
<td>Multicultural Checklist, Education 460</td>
</tr>
<tr>
<td>Appendix GG</td>
<td>Powerline Activity, Education 460</td>
</tr>
<tr>
<td>Appendix HH</td>
<td>Getsbow and Konzal Text, Special Education 457</td>
</tr>
<tr>
<td>Appendix II</td>
<td>Content Standards Thematic Activity, Education 460</td>
</tr>
<tr>
<td>Appendix JJ</td>
<td>Wong and Wong Text, Education 460</td>
</tr>
<tr>
<td>Appendix KK</td>
<td>Personal Characteristics Necessary for Teaching</td>
</tr>
<tr>
<td>Appendix LL</td>
<td>Success Lifeline Assignment, Education 460</td>
</tr>
<tr>
<td>Appendix MM</td>
<td>Michie Text, Education 460</td>
</tr>
<tr>
<td>Appendix NN</td>
<td>Education 468, Student Teaching, First Phase</td>
</tr>
<tr>
<td>Appendix OO</td>
<td>Education 478, Student Teaching, Second Phase</td>
</tr>
<tr>
<td>Appendix PP</td>
<td>Classroom Management Activity, Education 460</td>
</tr>
</tbody>
</table>
Appendix QQ  Rubric for Pedagogical Skills in Single Subject English/Language Arts Candidates, Education 476
Appendix RR  Rubric for Pedagogical Skills in Single Subject Mathematics Candidates, Education 476
Appendix SS  Rubric for Pedagogical Skills in Single Subject Science Candidates, Education 476
Appendix TT  Rubric for Pedagogical Skills in Single Subject History Candidates, Education 476
Appendix UU  Integrated Unit, Education 474
Appendix VV  Integrated Unit, Education 474
Appendix WW  Strategies Notebook, Education 462 and 464

CATALOG INFORMATION: Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter the teaching profession. Not challengeable. 3.000 Credit Hours. Levels: Undergraduate, Graduate. Schedule Types: Lecture/Seminar, Directed/Independent Study. Education & Org Leadership College, Education Department. Course Attributes: BA Liberal Studies Elective.

COURSE PURPOSE: To provide the teacher credential candidate with an overview of psycho-social developmental tasks, contemporary schooling practices, essential communication skills, preparation for multi-cultural education, and an appreciation for linguistic, cultural, racial, ethnic, and socio-economic diversity. The primary emphasis is on social and emotional interaction, the development of motivation and self-esteem, mastering practical interpersonal skills, a critical analysis of education in society, development of critical thinking skills, and evaluating attitudes toward diverse cultural and socio-economic groups.

1.0 – COURSE OUTLINE/GOALS. The teacher candidate will examine, evaluate, and understand:

1.1 the human social and developmental processes.
1.2 the relationship between communication skills, self-esteem, motivation, and learning.
1.3 the importance of community, parents, and the home language in the development of students’ self-esteem.
1.4 a variety of communication skills, and be able to apply them appropriately in various situations.
1.5 attribution theory, attitudes (perceptual biases), and communication styles.
1.6 practices that promotes sensitivity and educational equity among diverse cultural, socio-economic, and linguistic groups.
1.7 the historical and contemporary status of linguistic and cultural groups, emphasizing contributions to subject taught in the classroom
1.8 the effective use of critical thinking skills in the classroom.
1.9 the State of California and University of La Verne teacher education certification requirements.
1.10 diversity, and the historical, legal, social, political, and economic perspectives on the role of education in schools in the international community.
1.11 instructional strategies to meet the needs of the student’s diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds.
1.12 the status of reform in the State of California and throughout the United States.
1.13 the impact of social, political, and economic issues (such as immigration, urbanization, and discrimination) on linguistically and culturally diverse groups, and their educational status and attainments.

1.14 familiarity with educational research tools and resources.

1.15 familiarity with, and ability to use, the California Standards for the Teaching Profession, the Frameworks, and Content Standards for the California Public Schools.

2.0 - ACTIVITIES. The teacher candidate will:

2.1 read texts and supplementary readings.
2.2 resourcefully engage in class and small group discussions.
2.3 actively participate in various individual and group assignments.
2.4 observe/interact with people of diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds in various settings.
2.5 study classroom practices and instructional materials that promote educational equity among students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels, and with differing handicapping conditions.
2.6 become familiar with, and use, the California Standards for the Teaching Profession, the Frameworks, and Content Standards for the California Public Schools.

3.0 - COMPETENCIES. The teacher candidate will:

3.1 recognize and/or describe human social and emotional developmental processes, and how self-esteem is formed and changed.
3.2 describe the relationship between self-esteem, motivation, and learning, and appropriately apply these relationships in giving learning situations.
3.3 describe the complexities of communication processes.
3.4 recognize and/or demonstrate communication skills that enhance self-esteem, improve problem solving, and convey information clearly.
3.5 understand the historical and contemporary status of linguistic and cultural groups, emphasizing contributions to subjects taught in the classroom.
3.6 recognize the impact of perceptual biases (i.e. racism, religionism, sexism, etc.) on interpersonal relations, educational equity, and the learning process.
3.7 utilize critical thinking skills and pedagogy and classroom instruction.
3.8 describe all requirements leading to teacher certification.
3.9 demonstrate an understanding of diversity, and its role in the historical, legal, social, political, and economic perspectives, within education and schools in the international community.
3.10 understand and use the California Standards for the Teaching Profession, the Frameworks, and Content Standards for the California Public Schools.

4.0 - ASSESSMENT:

4.1 degree of participation in class activities/projects.
4.2 performance on tests and projects related to reading assignments, lectures, and class activities.

REQUIRED TEXTS AND MATERIALS (available at the ULV Bookstore and elsewhere):


SUPPLIED TEXTS AND MATERIALS:
1. Access to http://academic.ulv.edu/~ear, which contains, among other things:

RECOMMENDED READING:

COURSE REQUIREMENTS:
1. Class attendance.
2. Class participation.
3. Reading of text, handouts, and materials.
4. Successful completion of all activities.
5. Passing of quizzes and exams.

ACTIVITIES / BASIS FOR GRADES (you will be provided with rubrics in class):
1. Success lifeline presentation (10%).
2. Diversity Education interview write-up (10%).
3. Multicultural perspective presentation (10%).
4. Written lesson plan (10%).
5. Thematic instructional unit presentation (10%)
6. Class participation (10%).
7. Moderation of an original web board topics (10%).
8. Organization of teaching portfolio (10%).
9. Articles summary and analysis (10%).
10. Final exam (10%).

WEEKLY SESSION TOPICS AND ACTIVITIES, which are outlined on the course index page, are subject to change at the instructor's discretion.

ASSIGNMENT DATES, which are also outlined on the course index page, are also subject to change at the instructor's discretion.

_**Modifications of this syllabus may be made at any time at the professor's discretion.**_

ATTENDANCE:
Your participation in this course demonstrates your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your ongoing learning. Your attendance affects your grade. Any student who misses 20% or more of class time shall receive either a "WF" (Withdraw Fail) grade or an "Inc" (Incomplete) grade, at the discretion of the instructor and consistent with the policies outlined in the ULV catalog.
GRADING:
The grading policy outlined in the ULV Catalog will be followed, in accordance with a point system derived from the "Activities/Basis for Grades" section above.
Basically:
"A" work evidences insightful mastery of the subject matter and exceptional quality in written and oral communication.
"B" work evidences professional competence in the subject matter and in all written and oral communication.
"C" work results from completing course assignments and requirements with minimally acceptable proficiency.
Any student not meeting the criteria for a "C" grade will fail the course.
Please note that you will not normally be granted an extension of time to complete work. To wit:
Incomplete grades (INC) are authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause, and only with a formal written petition (available from the Registrar) from the student to the professor which is approved before the end of the term.
In Progress grades (IP) are reserved for those directed studies, independent studies, field work courses, senior projects, and graduate culminating activities where the contract at the time of registration specifies a date of completion which is beyond the end of the term of registration.
A Withdrawal (W) may only granted during the first 60% of a term.
A grade change may only be granted: (a) within four weeks after the original grade was issued; and (b) if the original grade was posted in error at the time it was issued; and (c) the revised grade is officially reported by the instructor to the Registrar.
Please note that a 3.0 GPA is required by the teacher credential professional preparation program, and that a "B" or higher is required for each fieldwork practicum.
Competence will be demonstrated through activities such as: class participation (including electronic bulletin board posting), exams, individual projects, group projects, and writing assignments.
Please read, and become familiar with, the ULV general writing standards rubric (http://academic.ulv.edu/~ear/te/TEMain/WritingStandards.htm)
Attendance is mandatory. Make-up work will be assigned, and grades will be reduced, for excessive absences and/or for work turned in late. Absences totaling more than 10% of the total class time will affect your grade. Missing more than 20% of the total class time will result in your needing to repeat the course. There is no making up for missing class time. Participation is defined by meaningfully and appropriately contributing to class discussions, and by quality activity on the course bulletin board.

REPORT FORMATS:
All formal ULV research papers will need to be in APA format unless otherwise directed. For the purposes of this particular course, however, please conserve paper as much as possible, in the following ways: submit reports electronically whenever you can; use single-space type on all printed material; use recycled paper (feel free to print on the reverse side of "previously used" sheets of paper that you might otherwise not use again); do not print a cover sheet; etc. Be good to your planet!
All reports submitted electronically should be sent by e-mail attachment in either rich text (.rtf) or MS Word (.doc) format.

ACADEMIC HONESTY: University policy is as follows:
All tests, papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of exact wording requires a "quotation" format.
Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.
Academic dishonesty will result in appropriate disciplinary action, which may involve additional and/or revised work, refusal of course credit, probation, suspension, or expulsion from the program.

THE MISSION STATEMENT OF THE UNIVERSITY (paraphrased):
Values Orientation (a philosophy of life which actively supports the health of the planet and its people).
Community and Diversity (understand and appreciate the diversity of cultures which exist, and appreciate bio-diversity by understanding the impact/dependence of humans on the environment).
Lifelong Learning (learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth).
Community Service (service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community).

HOW TO DO WELL IN THIS COURSE:
Attend every scheduled class period. Classes are not merely reviews of the reading. Classes entail lectures, individual activities, and group projects which spring from, and go much deeper than, the reading assignments.
Study less while learning more. Don't get caught up in memorizing facts. Studying should be a brief refresher. When you absorb material, connect all of the ideas together to one another as a whole. Always keep sight of the "bigger picture". When you read, DO NOT sub-vocalize everything. (Sub-vocalization, or "silent speech", is when you imagine hearing the words being audibly narrated while you’re reading. That slows down your reading rate unnecessarily.) Instead, connect your other senses. When you read, imagine yourself seeing, touching, feeling, moving about, and hearing the environment being written about (again, do not imagine hearing yourself reading aloud). Most importantly, strive to use mental analogies and metaphors to conceptualize every major subject theme.
Establish one or more “study buddies”, and agree to take notes, and collect handouts and assignments, for one another in the event of an emergency in which one of you needs to miss a class unexpectedly. It is not your professor’s responsibility to keep track of what you may have missed during an absence, and there is no guarantee that whatever was handed out during one session will necessarily be available again after that.
Please do not use plastic or paper covers. Staple your pages together in the upper left-hand corner.
All written work will be graded on content (i.e. concept, development, and clarity), organization of ideas (i.e. logic, order, and cohesion), and the mechanics of English (i.e.
articulation, spelling, punctuation, grammar, and format style), and judged by the standards indicated in the “grading” section above.
Exchange papers with a classmate for proofreading, prior to submitting it to your instructor. If the first page is full of mistakes, the rest your paper will go unread, and your grade will reflect that.
Please place your name, cluster, and course number on all papers and e-mail correspondence.
Be on time! Latecomers either force class to start late, or result in some students missing concepts and thereby ultimately delaying the entire group. Please respect your fellow classmates by arriving on time.
Read the book. Review your class notes. Learn the language of your topic. Think critically about how you can apply the information. Organize your notes. Organize your thoughts. Organize your time. Turn in your work on time. Academia is simply common sense with its hair combed.
Read the material in advance. That gives you an overview of the topic in preparation for lecture concepts and/or class projects, which often go much deeper.
Ask questions! If you don’t understand a concept, you can be certain that someone else is unclear about it too. Many concepts are built on each other, and some can’t be skipped without making subsequent ones more difficult to grasp.
Ponder out loud. Many great ideas spring from simply wondering about something.
Have fun!

CELL PHONE USE POLICY:
We prefer that cell phones be turned off during class, but we also understand that many people have unique situations (e.g. a parent who gives a babysitter an emergency cell number), and that sort of thing is fine. If you leave your phone on in the classroom, please have your phone where you can reach it quickly and easily, and talk on it only if you have a genuine family emergency. Non-emergency cell phone conversations during class will not be tolerated, and reserve the right to request that any student’s phone be turned off for the remainder of the term if it becomes disruptive. This policy also applies to text messaging and all other forms of electronic communication. The classroom is not an acceptable place to socialize electronically with friends, and this includes the form of non-emergency text messages. Thank you for respecting your instructor and your fellow students by following this policy.

CONFERENCING: We can be contacted by phone or by e-mail (see top of page), return all received calls and correspondence, and are open to scheduling office meetings that will suit your schedule.

---

Resource page for students of

**Ed460 – Diversity, Interaction, and the Learning Process**

(The sessions delineated below are estimated divisions only.)

**Session One:** Making a difference; intros, syllabus/text/philosophy; privilege.
Assignments due this session: none.
Resources for this session (covered in class):
Ed460 Syllabus - Course purpose, requirements, assignments, readings, activities, and basis for grades.

Personal Characteristics - The seven essential personal characteristics necessary for teaching.

Success Lifeline Project - Your first individual project (a success lifeline/map), due by session #3.

Assignments given this session: "success lifeline", readings, and multi-cultural checklist.

**Session Two:** - Model teaching lesson; taxonomies; listening.

Assignments due this session: none.

Readings pertaining to this session:
- Diversity Checklist - A diversity education evaluation checklist (assignment).
- Rogers - A summary of the basic principles of Carl Rogers' concepts of "reflective listening".
- Taxonomies - A summary of the cognitive, affective, and psychomotor taxonomies.
  [Tutorial]

Assignments given this session: "brain test", Diversity Education interview assignment, and readings.

**Session Three:** - Success lifeline presentations.

Assignments due this session: "success lifeline" presentations.

Readings pertaining to this session:
- Brain Test (executable program, PC only) - Plot L/R hemisphere and auditory/visual preferences.

Assignments given this session: teaching lessons.

**Session Four:** - CSET preparation; teaching lesson prep time.

Assignments due this session: discussion of "brain test".

Readings pertaining to this session:
- CSET Guidelines - Topics covered, structure, and sample CSET tests for all subjects.
- Four-Square Essay - Template for the four-square essay approach. [rtf version]
- Test Strategies - A summary of general strategies discussed for taking the CSET.

Assignments given this session: none.

**Session Five:** - ITB templates, teaching lesson presentation.

Assignments due this session: teaching lessons due.

Readings pertaining to this session:
- Lesson Plan Templates - Printable, help-linked templates for lesson planning. [Tutorial]

Assignments given this session: group diversity/multicultural group presentations.

**Session Six:** - The history of education; related assignments.

Assignments due this session: none.

Readings pertaining to this session: peruse the CSTP (in Section III below), and:
- Readings Choices - Articles from which to choose, summarize, and share your insights.

Assignments given this session: article analysis and summary.

**Session Seven:** - Portfolio assembly, CSTP, Smart Board training.
Assignments due this session: none.
Readings pertaining to this session: Payne ("Poverty"), and:
  Portfolio Specifics - Guidelines and requirements for your Teaching Portfolio. [Tutorial]
Assignments given this session: portfolio organization.

Session Eight: - Poverty/Ruby Payne, using technology in education.
Assignments due this session: “Readings Choices” (articles analysis) write-up.
Readings pertaining to this session:
  Payne Critique - A newspaper article discussing the critiques of Ruby Payne’s views of poverty.
  Payne Poverty - Some of the key PowerPoint slides used in the Ruby Payne class lecture.
  Tools for Teachers - Tools and resources for teaching, learning, research, and portfolios.
  Web Searches - Basic ULV research resources & web search tips. [Tutorial]
Assignments given this session: multicultural group project.

Session Nine: - Depth & breadth of multiculturalism, Gruwell, time to prep for diversity/multicultural presentation.
Assignments due this session: written diversity education interview assignment.
Readings pertaining to this session: finish the Wong text, and:
  Multicultural Group Scenarios - Your second group project: Multicultural scenarios & key learnings.
  Multicultural Ideas - A list of twenty things you can do to be a better multicultural educator.
  Racial/Ethnic Terminology - Preferences in terminology among racial and ethnic groups.
Assignments given this session: none.

Session Ten: - Perspectives, m/c awareness, m/c group presentations.
Assignments due this session: multicultural group presentations.
Readings pertaining to this session:
  Multicultural Teaching - A summary of ideas by Morey and Kitano for multicultural teaching.
Assignments given this session: group theme-based instruction units; think of a personally influential K-12 book.

Session Eleven: - Time for theme-based instruction unit board preparation.
Assignments due this session: none
Readings pertaining to this session:
  Rubrics (web link) - A great rubric generation site (Examples for: Multimedia / Web / Research).
  SCORE sites (web link) - Schools of California Online Resources for Education.
Assignments given this session: final exam (take-home).

Session Twelve: - Multi-cultural potluck, theme-based curriculum discussion.
Assignments due this session: bring food.
Readings pertaining to this session:
  Theme-Based Unit - For your group project/presentation: a theme-based instruction unit.
Assignments given this session: theme-based unit presentations.

Session Thirteen: - Film: “FAT (Frustration, Anxiety, Tension) City”; time for theme-based units.
Assignments due this session: none.
Readings pertaining to this session: none.
Assignments given this session: none.

Session Fourteen: - Theme-based unit presentations.
Assignments due this session: written final exam due.
Readings pertaining to this session: none.
Assignments given this session: none.

Session Fifteen: - Bias in literature, course elements, wrap-up and closure activities.
Assignments due this session: bring a book that was influential to you during your K-12 years.
Readings pertaining to this session:
  - Anti-Bias Lit - Handout from a class exercise examining bias in literature. (Word version) (.rtf version)
  - Bias Analysis - Ten guidelines for evaluating children's books for imbedded racist and sexist attitudes.
Assignments given this session: inspire.
UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
Teacher Education
ED 462
Literacy Methodology (Teaching of Reading)
For Multiple Subject Candidates
Spring, 2009
Meeting Time/Days
Location

Professor
Office Phone:
Fax:
E-Mail:

Other 462 Faculty
Please contact these instructors if you have an absence.

Course Description
This course covers philosophy, methods, and materials for teaching beginning literacy skills. Examines assessment and instruction in a "balanced literacy" program; offers opportunities for classroom observation and participation. Requires 10 hours of fieldwork. Can be taken for letter grade only. Not challengeable.

3.000 OR 4.000 Credit Hours

Course Attributes:
BA Liberal Studies Elective

Learner Objectives
Students who take this course will be able to:

1) Conduct ongoing assessment of students’ literacy development;
2) Plan, organize, and manage reading instruction;
3) Execute both systematic/explicit and implicit instruction in phonemic awareness using a variety of materials and activities;
4) Assess concepts about print and select appropriate methods, materials, and activities to provide effective instruction in these concepts;
5) Provide both implicit and systematic, explicit instruction in phonics and other word identification strategies (structural analysis, sight words, context clues) to aid students in their ability to recognize words;
6) Know the stages of spelling and be able to provide meaningful spelling instruction that includes the teaching of orthographic patterns, morphology, etymology, and high-frequency words;

7) Understand the theoretical premises underlying instructional activities such as shared reading, guided reading, and independent reading and be able to utilize these structures effectively in the classroom;

8) Utilize methods that are appropriate and effective for English Language Learners and special needs students;

9) Understand the importance of independent (and wide) reading and know how to encourage and guide students in their independent reading at school and at home;

10) Be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency.

11) Understand the importance of literacy development in the early grades (and later) and develop ways to motivate children to be fully engaged in their own literacy growth;

12) Demonstrate professionalism related to reading and language arts, including knowledge of professional organizations, journals and other resources; attend inservices, workshops, and conferences, whenever possible.

Course Requirements

- Regular and punctual attendance for full class periods (five points are deducted for each missed class hour) (45 Points)
- Blackboard Participation (25 points, 5 points each)
- Bring Fieldwork Forms to Session 2 (5 points)
- Study Guides on class reading (no late guides accepted) (50 points)
- Word Recognition Lesson Group Presentation (40 points)
- Individual Word Recognition Lesson (taught in classroom) (75 Points)
- Reading Resource Notebook (40 points)
- Midterm Exam (100 points)
- Running Record Activity (25 points)
- Fieldwork Log with 10 documented hours (20 points)
- Final Exam (100 points)

Total: 525 points for the class; grades determined by percentages (above)

*Please note:  In order to receive a passing grade, students may not miss more than 7 class hours.
Grading Policies

*PLEASE NOTE: THERE IS A 10% PENALTY PER WEEK FOR ANY ASSIGNMENT THAT IS SUBMITTED PAST THE DUE DATE. An assignment that is more than three weeks late cannot be accepted. All late work must be signed and dated by office personnel.

Any ONE assignment that is not representative of graduate level quality (B- or below) may be revised and resubmitted for a new grade. However, the highest grade that a revised paper or project may receive is 85% (a B). This policy excludes midterms and finals excluded.

Grades will be determined by percentages: 94-100% = A; 90-93.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+; 73-76.9% = C.

Incomplete Grades

Please note that “incomplete” grades will be assigned ONLY in cases of emergency illness or other serious unexpected circumstances. Assignments turned in subsequent to the university term to fulfill “incomplete” requirements will receive late penalties, just as do late assignments submitted during the regular semester.

Required Texts


Schedule of Topics, Assignments, and Exams

(Session 1)

TOPIC: INTRODUCTION TO CLASS

Syllabus and course requirements
Fieldwork requirements for CA Commission on Teacher Credentialing
The RICA test: its role and ramifications
Reading and literacy

Be sure to purchase all required texts; readings are due for the next class meeting. Please be sure to sign the roll, as permanent class lists
will be determined this coming week. All students are responsible for signing the roll each class session. If a student is present but does not sign in, participation points may be deducted.

(Session 2)

TOPIC: LITERACY AND TODAY’S CHILDREN

The Nature of Reading  
The Reader’s Role in the Reading Process  
Approaches to Reading Instruction: Whole Versus Part Learning  
Importance of Literacy Models  
Status of Literacy  
No Child Left Behind: Closing the Gap  
A Reading and Writing Program for Today’s Students  
Highly Effective Teachers

DUE: Gunning, Chapter 1, pages 2-23  
EDUC 462 Fieldwork Forms (download from Teacher Ed at www.ulv.edu/ear)

(Session 3)

TOPIC: FOSTERING EMERGENT/EARLY LITERACY  
TEACHING CHILDREN TO WRITE

Short historical overview of literacy instruction  
Creating a literacy-rich environment for emergent readers  
Making reading and writing essential parts of the classroom  
Emergent storybook reading: shared book experiences  
Modeling of shared reading activities: purposes and procedures  
Emergent writing and spelling  
Concepts of Print  
Balanced and comprehensive reading programs  
ABC Books and Counting Books

Teaching the writing process  
Introduce modeled writing, shared writing, interactive writing,  
Guided writing, and independent writing

DUE: Gunning, Chapter 3, pages 86-120  
DUE: Tompkins, Chapter 1, pages 2-28
(Session 4)

**TOPIC:** TEACHING AND LEARNING DISCRETE PHONICS ELEMENTS

Building Phonological Awareness
Phonemic Awareness
Alphabet Knowledge
Core Activities for Building Emergent Literacy

**DUE:** Gunning, Chapter 3, pages 120-151

(Session 5)

**TOPIC:** APPROACHES TO TEACHING READING
WRITING WORKSHOP

Basal Approach
Literature-Based Approach
Reading Workshop
Language Experience Approach
Guided Reading
Whole Language

**DUE:** Gunning, Chapter 10, pages 431-463
**DUE:** Tompkins, Chapter 2, pages 30-51

(Session 6)

**TOPIC:** INTRODUCTION TO TEACHING PHONICS & SIGHT WORDS

Rationale and Approaches for Phonics Instruction
Stages in Reading Words
Basic Principles of Phonics Instruction
Phonics Elements
Approaches to Teaching Phonics

**DUE:** Gunning, Chapter 4, pages 153-177
**DUE:** Blackboard Topic #1 “Classroom Environment/Supplemental Materials”
(Session 7)

TOPIC: PHONICS: SCOPE, SEQUENCE, AND STRATEGIES

Approaches to Teaching Phonics
Scope and Sequence
Using Word Analysis References
Using Integrated Approach
Phonics and Spelling
Decodable Texts
Teaching Phonics to English Language Learners

*Review for Midterm

DUE: Gunning, Chapter 4, pages 178-203

(Session 8)

IN CLASS MIDTERM

DUE: 5 hours of Completed Logs
DUE: Signed Fieldwork Agreement Form
DUE: Reading Resource Notebook Check

(Session 9)

TOPIC: A VARIETY OF WORD RECOGNITION STRATEGIES
WRITING STRATEGIES AND SKILLS

High-Frequency Words
Building Fluency
Syllabic Analysis

Writing Strategies and Skills
Writing Minilessons

DUE: Gunning, Chapter 4, pages 204-223
DUE: Tompkins, Chapter 3, pages 52-72
DUE: WORD RECOGNITION LESSON #1 Group Presentations/Plans
DUE: Blackboard Topic #2 “Universal Access”
(Session 10)

**TOPIC:** EVALUATION OF LITERACY LEARNING

ASSESSING CHILDREN’S WRITING

The Nature of Evaluation
Judging Assessment Measures
Placement Information
Norm-Referenced Versus Criterion-Referenced Tests
Functional Level Assessment

Monitoring Children’s Writing
Process and Product Measures
Large-Scale Writing Tests

DUE: Tomkins, Chapter 4, pages 74-96
DUE: Gunning, Chapter 2, pages 25-44

(Session 11)

**TOPIC:** USING RUNNING RECORDS AND CLASSROOM READING INVENTORIES TO ASSESS STUDENTS’ PROGRESS

Other Methods of Assessment
Evaluating Writing
Portfolios
Screening and Diagnostic Instruments and Classroom-Based Assessment
Evaluation and Closing the Gap
Assessing English Language Learners
Assessing Materials

DUE: Gunning, Chapter 2, Pages 45-85
Blackboard Topic #3 “Family Involvement”
(Session 12)

**TOPIC:** BUILDING VOCABULARY & ACADEMIC LANGUAGE CONTINUED

- The Need for Vocabulary Instruction
- Stages of Word Knowledge
- Seven Principles of Developing Vocabulary
- Techniques for Teaching Words
- Teaching Special Features of Words

**DUE:** Running Record Activity
**DUE:** Gunning, Chapter 5, pages 225-254

(Session 32)

**TOPIC:** BUILDING VOCABULARY & ACADEMIC LANGUAGE

- Teaching Special Features of Words
- Learning how to Learn Words
- Contextual Analysis
- Dictionary Usage
- Supplying Corrective Feedback

**DUE:** Gunning, Chapter 5, pages 253-269
**DUE:** Blackboard Topic #4 “Spelling and Vocabulary Instruction”
(Session 14)

**TOPIC:** ADDITIONAL VOCABULARY AND WORD RECOGNITION STRATEGIES TO FOSTER STUDENT INDEPENDENCE

Learning How to Learn Words
Supplying Corrective Feedback

**DUE:** Word Recognition Lesson #2 (Individual, Expository)
Blackboard Topic #5 “Instructor Choice”

(Session 15)

**TOPIC:** IN CLASS FINAL EXAM

**DUE:** READING RESOURCE NOTEBOOK
DUE: FIELDWORK LOGS
DUE: ULV FIELDWORK FORMS
Academic Honesty Guidelines

The University of La Verne embodies a tradition of learning and scholarship that stresses conscientious, scholarly effort and a scrupulous regard for the intellectual and academic contributions of others. Indeed, this tradition stands at the virtual foundation of most American institutions of higher learning. This implies that, more than just imparting knowledge and ideas, the University means to instill a sense of integrity about academic work in its students.

ULV's official statement on Academic Honesty is contained in the Rights and Responsibilities section of the current Catalog, and should be read and understood by each student in the University. The purpose of this communication is to provide additional information and guidance on several of the policy areas in order that there be no misunderstanding regarding the University's position on academic honesty.

Types of Academic Dishonesty

In general, academic dishonesty falls into two major categories:

Cheating

• Copying or using crib notes in examinations, homework, lab assignments, or written products.
• Submitting papers done entirely or in part by another person.
• Giving to or getting exam answers from another student.

Plagiarism

• Representation of another person's words or ideas as your own by not properly citing them.

Acts of Academic Dishonesty

Specific acts of academic dishonesty include at least the following:
a. Copying material from someone else’s work without footnoting this source.
b. Getting questions or answers from someone who has already taken the same exam.
c. Coping answers from a fellow student’s homework instead of doing the work independently.
d. “Padding” a bibliography with citations never read.
e. Giving answers to other students during an exam.
f. Submitting to an instructor a paper that was written all or in part by someone else.
g. Coping from someone’s test or exam paper with or without the person knowing it.
h. Working on the same homework with other students when the teacher does not allow it.
i. Writing a paper for another student.
j. Taking an exam for another student.
k. Having another student take an exam for you.
l. Using the same paper to fulfill requirements in two different courses without the instructor’s permission.

While the majority of this list constitutes blatant cheating, a few (e.g. a, c, and d) involve the less clear work or plagiarism.

**Plagiarism**

The plagiarist is the academic counterpart of the bank embezzler or the product mislabeler, and involves a student or scholar who leads the reader to believe that what is being read is the original work of the writer, when it is not. Sometimes, students of good will are guilty of plagiarism simply because they are not aware of the illegality of certain kinds of “borrowing” and of the procedures for correct identification of materials other than those gained through independent research and reflection.

The range of possible plagiarism activities is a wide one, with the following major categories identified in decreasing order of severity.

a. Word-for-word copying of another’s writing, without enclosing the copied passage in quotation marks and identifying it with a footnote, both of which are necessary.
b. The mosaic, a random patchwork of readings and snatches of phrases that are woven into the text resulting in a collage of other people’s words and ideas, with the writer’s sole contribution being the cement holding the pieces together.
c. The paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else’s analysis or conclusions without acknowledgement of that other person’s text or writings.
d. The apt term, in which a particular phrase so admirably expresses one’s opinion that, either consciously or unconsciously, the term is adopted as one’s personal contributions to scholarship.
Most students need only to guard against unintentional plagiarism. If more information is needed on the finer details of the subject, please see the sources listed below, or speak with your instructor.

Summary

Academic dishonesty will not be tolerated at the University of La Verne. Whether deliberate or inadvertent, the ultimate "loser" in cases of cheating or plagiarism is the student himself or herself, for whom the learning opportunity forfeited by such acts can never be regained. It is expected that each student at this University will understand and support the fundamental policy of academic honesty discussed above.
UNIVERSITY OF LAVERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
EDUCATION 464
Introduction of the Teaching Of Reading for Multiple Subject Candidates
CRN#
Meeting Time/Days
Location

Name of Professor:
Office Hours:
Office Phone:
Fax:
E-Mail:

Other 464 Faculty:
Please contact these instructors if you have an absence.

Course Description:
EDUC 464: Literacy Methodology (Teaching of Reading) for Multiple Subject Candidates

Covers philosophy, methods, and materials for teaching beginning literacy skills. Examines assessment and instruction in a "balanced literacy" program; offers opportunities for classroom observation and participation. Requires 10 hours of fieldwork. Can be taken for letter grade only. Not challengeable. 3.000.
Prerequisites: - Undergraduate level EDUC 462 Minimum Grade of C-. 

Course Goals/Objectives
Students who take this course will be able to:

1) Conduct ongoing assessment of students' literacy development;
2) Plan, organize, and manage reading instruction;
3) Facilitate students' comprehension by providing them with explicit instruction and modeling/guided practice in a wide range of strategies
for different purposes and provide students with frequent opportunities for guided and independent practice using these skills;

4) Model and provide explicit instruction and guided practice in responding to literature and analyzing literary text structures and elements;

5) Understand the differences between oral and silent reading and provide appropriate reading instruction and opportunities for students to do both effectively;

6) Understand the importance of independent (and wide) reading and know how to encourage and guide students in their independent reading at school and at home;

7) Be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency;

8) Provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading;

9) Provide instruction in English conventions and the structure of the English language: sentence structure, spelling, grammar, punctuation, capitalization, syntax, and semantics;

10) Utilize methods that are appropriate and effective for English language learners and special needs students;

11) Demonstrate professionalism related to reading and language arts, including knowledge of professional organizations, journals and other resources; attend in-services, workshops, and conferences, whenever possible.

Grading Policies

*PLEASE NOTE: THERE IS A 10% PENALTY PER WEEK FOR ANY ASSIGNMENT THAT IS SUBMITTED PAST THE DUE DATE. An assignment that is more than two weeks late cannot be accepted. All late work must be signed and dated by office personnel.

Any one assignment that is not representative of graduate level quality (B- or below) may be revised and resubmitted for a new grade. However, the highest grade that a revised paper or project may receive is 85% (a B). Only
one assignment may be revised during the semester. (Midterm and Final excluded).

Grades will be determined by percentages: 94-100% = A; 90-93.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+; 73-76.9% = C.

Please note that “incomplete” grades will be assigned ONLY in cases of emergency illness or other serious unexpected circumstances. Assignments turned in subsequent to the university term to fulfill “incomplete” requirements will receive late penalties, just as do late assignments submitted during the regular semester.

Course Requirements/Grading Criteria (550 Points)

* Punctuality and regular attendance in class, as well as full participation in each session; 5 points are deducted for each missed class hour* - (28 points)

* Blackboard (25 points)

* Fieldwork forms (5 points)

* Eight Study Guides on the reading (50 points; no late study guides accepted)

* Reading Comprehension Strategy Lesson #1(30 points)

* Midterm (50 points)

* Reading Comprehension Lesson #2 (75 points)

* Reading Resource Notebook (50 points)

* Silvaroli Classroom Reading Inventory (CRI) and Report (75 points)

* Cultural Project (50 points)

* Final Exam (100 points)
* Fieldwork Log (30 points)
* Fieldwork Observation (32 points) = 600 Total Points

* Evaluation of Performance is signed by Literacy Facilitator

*Please note: In order to receive a passing grade, students may not miss more than seven hours.

Required Texts


Pilgreen, Janice I. The SSR Handbook, How to Organize and Manage a Sustained Silent Reading Program. Boynton/Cook Publishers, Heinemann, Portsmouth, NH.


Recommended Readings (*highly recommended for this class)


**Schedule of Topics, Assignments, and Exams**

**SEPTEMBER 10 (SESSION 1)**

**TOPIC:** **INTRODUCTION TO CLASS**

Introductions
Personal information and class telephone tree
Syllabus and course requirements, Texts for course
The RICA test
20-Hour Fieldwork Requirement & Guidelines

**TOPIC:** **DEFINITIONS OF READING, LITERACY, AND COMPREHENSION**

Schema Theory
The 3 Cueing systems
Reading as a transactional process
Literature Circles

**TOPIC:** **BLACKBOARD DISCUSSION AND REQUIREMENTS**

**DUE:** Gunning Chapter #6 - pp, 271-371
Download Fieldwork Forms
Bring Resource Notebook to Class with Tab Dividers
Study Guide #1 for Gunning, Chapter #6

SEPTEMBER 17 (SESSION 2)

TOPIC: READING LITERATURE/READING NONFICTION
Reader Response Theory
Literature circles
Dialogue Journals
Literature circles with Non Fiction

TOPIC: APPROACHES TO TEACHING READING
Language Experience Approach (LEA)
Basal Approach and Literature-Based Approach
Reading Workshop
A Continuum of Teacher Support For Writing

DUE: Tompkins, pp. 21-29
DUE: Gunning, Chapter 9, and pp. 395-429
DUE: Review Chapter 10, pp. 431-463
DUE: Pike and Mumper, Chapter 3
DUE: Fieldwork Forms
DUE: Study Guide #2

SEPTEMBER 24 (SESSION 3)

TOPIC: APPROACH TO TEACHING READING/SSR
Reading Workshop
Silent Sustained Reading (SSR)
Reading Comprehension Lesson Format
The 8 factors for SSR

TOPIC: TEACHING GENRE AND CONTENT LITERACY:
EXPLORING FICTIONAL TEXTS
Graphic Organizers for Fiction
Main Idea Strategies
Directed Reading Teaching Activity
Readers Theater
Bookmaking projects

DUE: Pilgreen, Chapters #1-6; pp. 1--102
DUE: Pike & Mumper, Chapter #7
DUE: Blackboard Topic #1

OCTOBER 1 (SESSION 4)

TOPIC: MODEL SILVAROLI ASSIGNMENT/ GROUP WORK

TOPIC: REVIEW WRITING OBJECTIVES/GROUP LESSON #1

TOPIC: REVIEW COMPREHENSION LESSON #1 & #2 ASSIGNMENT

DUE: READ SILVAROLI WORKBOOK PP. 1-19
DUE: SILVAROLI STUDY GUIDE

OCTOBER 8 (SESSION 5)

TOPIC: DIVERSITY IN THE CLASSROOM
English Language Learners
Stages of Second-Language Acquisition
Economically Disadvantaged Students
Culturally Diverse Students
Students with Learning Disabilities
Gifted and Talented
Inclusion
Intervention Programs

TOPIC: STRATEGIES FOR SECOND-LANGUAGE LEARNERS
Schema Building
Scaffolding
Graphic Organizers

REVIEW GROUP CULTURAL PROJECT ASSIGNMENT
MIDTERM

DUE: Gunning, Chapter #12, pp. 505-531
DUE: Study Guide #3

OCTOBER 15 (SESSION 6)

TOPIC: MIDTERM DISCUSSION

TOPIC: LITERATURE STUDY/ NONFICTION AND OTHER INFORMATIONAL TEXT
Role of nonfiction
Using nonfiction in the classroom
Ways to respond to literature
Character Sociogram, Hot Seat, Excitement Graph, Prove It

DUE: Midterm
DUE: Pike & Mumper, Chapter 1
DUE: Blackboard Topic-2

OCTOBER 22 (SESSION 7)

TOPIC: POETRY
Elements of Poetry
Poetry Workshop
Poetry Structure
Found Poem
Teaching Children to Write Poems

DUE: Poetry Chapters in Reading Resource Notebook
DUE: Tompkins, Chapter #11, pp-240-263
DUE: READING COMPREHENSION LESSON #1 (NARRATIVE)
OCTOBER 29  (SESSION 8)

TOPIC:  READING AND WRITING IN THE CONTENT AREAS

Children's Books in the Content Area
Text Features That Foster Learning
PreP
Anticipation Guides
Graphic Organizers
Think Aloud
Study Guides
SQ3R
Teaching Children to Write Descriptively
Silvaroli Word Lists

DUE:  Resource Notebook Check
DUE:  Fieldwork Forms Checked
DUE:  Tompkins, Chapter # 10, pp. 218-238
DUE:  Gunning Chapter 8 pages 357-393
DUE:  Blackboard Topic- #3

NOVEMBER 5  (SESSION 9)

TOPIC:  COMPREHENSION:  THEORY AND STRATEGIES

Strategies for schema
Main Idea Strategies
Inference
QAR
Request
Reciprocal Teaching
Silvaroli Reading Passages

DUE:  Pike & Mumper, Chapter 4
NOVEMBER 1  (SESSION 10)

TOPIC:  COMPREHENDING WRITTEN TEXT/ READING AND WRITING WITH NONFICTION
Structure of Informational Text
Features of Informational Text
Elements of Biography
Silvaroli Data
Silvaroli Report

DUE:  Pike & Mumper, Chapter 6
DUE:  Cultural Project Presentations
DUE:  Blackboard Topic #4

NOVEMBER 19  (SESSION 11)

TOPIC:  COMPREHENSION:  TEXT STRUCTURES AND TEACHING PROCEDURES
Retelling
Expository Text Structure
Types of Questions
CLOZE
Critical Reading
Functional Text
Teaching Children About Expository Writing
Silvaroli Data

DUE:  Gunning, Chapter #11,  pp. 465-503
DUE:  Tompkins, Chapter # 8, pp. 166-193

NOVEMBER 26  (SESSION 12)

TOPIC:  NONFICTION WRITING
Using nonfiction for writing
Guided Writing
The Process Approach to Writing

DUE: Silvaroli Report
DUE: Blackboard Topic-5
DUE: Pike & Mumper, Chapter 5

DECEMBER 3 (SESSION 13)

TOPIC: WRITING WORKSHOP
Writing Workshop
Literacy instruction in the content areas

TOPIC: LITERACY AND TECHNOLOGY
The Internet
Creating a Web Quest
Getting the Most Out of Computers
Building Higher Level Literacy

DUE: Gunning, pp. 545 -555
DUE: Tully Chapters 1-6
DUE: COMPREHENSION LESSON #2- FUNCTIONAL TEXT

DECEMBER 10 (SESSION 14)

TOPIC: RICA REVIEW

DECEMBER 17 (SESSION 15)

TOPIC: FINAL EXAM
DUE: Reading Resource Notebook
DUE: Silvaroli Report
DUE: Fieldwork Forms
DUE: Fieldwork Logs - Signed by Site Facilitator
DUE: Performance of Evaluation Signed By Site Facilitator
Please note: Any requests for incomplete grades must be made by the middle of the term and be approved by the instructor.

Also, students whose fieldwork is not finished and documented by the final exam date must apply for an incomplete prior to the final exam period. (See statement in the preceding paragraph.)

COMPETENCIES

Students will be evaluated on the following items:

• Timely completion of work
• Quality of work
• Neatness and attention to detail
• Organization and preparedness
• Spelling, punctuation, and grammar
• Verbal and written skills
• Attendance and punctuality
• Participation in class
• Assignments
• Comprehensive Final Exam
UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
TEACHER EDUCATION
EDUC 466
Introduction to the Teaching of Reading for Single Subject Candidates
University of La Verne
Term
Day/Time
Location

Professor:
Office Phone:
Email:

Course Description:
Covers philosophy, methods, and materials for teaching content area literacy skills. Examines assessment and instruction strategy; offers opportunities for classroom observation and participation. Requires 20 hours of fieldwork. Not challengeable.

3.000 Credit Hours
No Prerequisites.

Learner Outcomes:
Students who take this course will be able to:
1) Teach organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns;
2) Teach comprehension skills by (a) using strategies for developing students' background knowledge and academic language and (b) providing explicit instruction in strategies such as analysis of text structure, summarizing, questioning, and making inferences;
3) Use diagnostic assessment strategies for individualized and content-based reading instruction;
4) Use strategies for promoting the transfer of primary language reading skills into English language reading skills;
5) Address the needs of students with varied reading levels and language backgrounds, including English language learners, students with reading difficulties, and students who are proficient readers;
6) Promote the use of oral and written language in a variety of formal and informal settings;
7) Understand and explain how students learn to read and how the phonological and morphological structures of the language contribute to this process;
8) Demonstrate professionalism related to secondary reading and language arts, including knowledge of professional organizations, journals, and other resources.

Course Requirements/Grading Criteria:
• Punctuality & regular attendance in class; 5 points will be deducted for each hour or portion of an hour missed* 50 points
• Blackboard discussion responses 25 points
• Fieldwork forms downloaded & brought to class 5 points
• Reading Study Guides 60 points
• Group Vocabulary Lesson 50 points
• Reading Comprehension Lesson 75 points
• Literacy & Diversity Group Project 50 points
• Secondary Reading Assessment Inventory 75 points
• Observed Lesson (by FW Supervisor) 32 points
• Fieldwork Log 30 points
• Resource Notebook 48 points
• Final Exam 100 points
• TOTAL 600 points
*Please note: In order to receive a passing grade, students may not miss more than seven hours of total class time.
(Absences due to participation in a school-related function will need to be made up through alternative activities. You must provide signed documentation of school-related function prior to event in order to arrange for alternative assignments.)

Grading Policy:
PLEASE NOTE: THERE IS A 10% PENALTY PER WEEK FOR ANY ASSIGNMENT THAT IS SUBMITTED PAST THE DUE DATE. Any assignment submitted after the due date and before the next class period is counted as late.

Any one assignment that is not representative of a graduate level quality (B- or below) may be revised and resubmitted for a new grade. However, the highest grade that a revised paper or project may receive is 85% (a B). Only one assignment (excluding the midterm or final) may be revised during the semester.

Grades will be determined on a percentage basis:
94-100% = A; 90-93.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+
73-76.9% = C

Incompletes:
Please note that a grade of incomplete will be assigned ONLY in cases of emergency illness or other serious and unexpected circumstances. Assignments turned in subsequent to the university term to fulfill “incomplete” requirements will receive late penalties, just as do late assignments submitted during the regular semester.

Fieldwork:
California Commission on Teacher Credentialing requires student to complete 20 hours of fieldwork in a secondary classroom (7-12). Fieldwork hours that are not finished will not automatically be granted an incomplete.

Required Texts:
• One literature circle book to be determined

Recommended Readings:
• Elliott, Joan B. & Dupuis, Mary M. (ed.) (2002). Young Adult Literature in the Classroom Reading It, Teaching It, Loving It. Newark, Delaware: International Reading Association.
Schedule of Topics, Assignments, and Exams

Session 1
INTRODUCTION TO CLASS
Welcome
Syllabus & Course Overview
Personal Information & Introductions
Fieldwork Requirements
A beginning look at literacy and reading in the content area classroom
Text preview
Literature Circle introduction and book selection
Introduction to blackboard
DUE: NOTHING! (Enjoy it)—Bring Alvermann text to class

Session 2
CONTENT AREA LITERACY, THE READING PROCESS;
LANGUAGE, DIVERSITY, AND CULTURE
Assumptions underlying content teaching
What it means to be literate
The reading process
Language as a Vehicle for teaching & learning content
Diversity in language and learning
Teaching and learning in culturally diverse classrooms
Culturally responsive professional growth
Into, through, beyond lesson format
Assign reading/roles for literature circles
DUE: Alvermann-Ch. 1 pp. 2-33
Alvermann-Ch. 2 pp. 35-61
Candidate Location Information Form—Completed
Downloaded Fieldwork Documents (hardcopy)
Bring book for literature circles
Initial response to Blackboard Discussion Topic #1 Due ___ pm on ______

Session 3
CREATING A FAVORABLE LEARNING ENVIRONMENT AND PREPARING TO READ
Affective characteristics
Forms of grouping
Creating community with technology and multimedia
Conflict resolution
The role of prior knowledge
Assessing and building on prior knowledge
Activating schema or prior knowledge with prereading strategies
ABCs of a good lesson plan
Integrating PEP into your lesson
DUE: Alvermann-Ch. 3 pp. 63-86
Alvermann-Ch. 6 pp. 164-187
Study Guide #1
Two replies to Blackboard Discussion Topic #1 Due ___ pm

Session 4
INCREASING VOCABULARY AND CONCEPTUAL GROWTH
LEARNING ENVIRONMENT
EDUC 466 Syllabus

Instructional Decision Making
Planning and Educational Technology
Learning words and concepts
How students learn vocabulary
Teaching Vocabulary
Group Vocabulary Lesson Plan Introduced

DUE: Ch. 4 pp. 88-103
Ch. 8 pp. 228-244

Initial response to Blackboard Discussion Topic #2 Due ___ pm on ________

Session 5
CONTINUATION OF VOCABULARY STRATEGIES
Structured frameworks for content literacy lessons
Beyond the daily lesson plan
Developing Students’ Independence
Reinforcing Vocabulary

DUE: Ch. 4 pp. 103-121
Ch. 8 pp. 245-264

Literature Circle Book Presentations
Two replies to Blackboard Discussion Topic #2 Due ___ pm
Study Guide #2

Session 6
READING TO LEARN
Constructing meaning with text
Helping students comprehend
Questions and questioning
Comprehension guides
Sensing and responding to text structure

DUE: Ch. 7 pp. 189-226

Session 7
STUDYING AND STUDY STRATEGIES
Prerequisites for effective studying
Accessing information
Preparing for tests
Using Study strategies
Reading Comprehension Lesson Introduction
Mid-Semester Review

DUE: Ch. 11 pp. 338-361
Bring content area textbook (teacher’s or student’s edition)
Study guide #3

Session 8
SECONDARY READING INVENTORY ASSESSMENT

DUE: Fieldwork logs for at least 5 hours and Supervision Agreement form
Resource Notebook
Group Vocabulary Lesson-taught in class—Lesson plan chart and report due
Initial response to Bb Discussion Topic #3 Due ___ pm on ________
BRING: Globe Fearon Secondary Reading Inventory Assessment text
Session 9
REFLECTING ON READING; DEVELOPING LIFETIME READERS: LITERATURE IN CONTENT AREA CLASSES; INTRODUCTION TO SSR
Engaging students through discussion
Guiding student reflection
Promoting critical literacy
Introduce Reading Comprehension Lesson
Benefits of using literature in content areas
Encouraging responses to literature
Integrating literature into content areas
Developing awareness of diversity through literature
Sustained Silent Reading
DUE: Alvermann-Ch. 9 pp. 266-289
Alvermann, Ch. 12, pp. 363-387
Pilgreen Ch. 1-3 pp. 1-30
Two replies to Blackboard Discussion Topic #3 Due ___ pm

Session 10
SSR (Cont); WRITING ACROSS THE CURRICULUM
Role of SSR in developing proficiency
Eight critical factors to include in an effective SSR program
What content teachers need to know about writing
Writing activities for content areas
Introduction to the Secondary Reading Inventory
Introduce Cultural Literacy Group Project
Intro Secondary Reading Inventory
DUE: Pilgreen Ch. 4-6, pp. 31-102
Alvermann, Ch. 10, pp. 291-322
Study Guide #4
Initial response to Bb Discussion Topic #4 Due ___ pm on ________

Session 11
WRITING ACROSS THE CURRICULUM (Cont.)
Writing to inquire
Responding to student writing
DUE: Alvermann Ch. 10, pp. 322-336
2 replies to peers for Discussion topic #4 by ___ pm

Session 12
ASSESSMENT OF STUDENTS AND TEXTBOOKS
Tests and testing: A consumer advisory
Types of assessment
Learning about students
Grades and grading
Portfolio assessment
Assessing textbooks
IRI--Data Collection and Comparison; Analyzing IRI Data
DUE: Alvermann Ch. 5, pp. 123-162
Study Guide #5
Reading Comprehension Lesson
Initial response to Bb Discussion Topic #5 Due ___ pm on ______
Session 13
CLASS WORKSHOP
Final exam review and overview
Bring materials for Literacy & Diversity Group Project
DUE: Secondary Reading Inventory Assessment Data & Report
2 replies to peers for Discussion topic #5 by ___ pm

Session 14
FINAL EXAMINATION
DUE: Resource Notebook
Fieldwork logs
FINAL EVALUATION FORM signed by the school site literacy coordinator

Session 15
LITERACY & DIVERSITY GROUP PROJECT PRESENTATIONS
DUE: Literacy & Diversity Group Project

Academic Honesty Guidelines

The University of La Verne embodies a tradition of learning and scholarship that stresses conscientious, scholarly effort and a scrupulous regard for the intellectual and academic contributions of others. Indeed, this tradition stands at the virtual foundation of most American institutions of higher learning. This implies that, more than just imparting knowledge and ideas, the University means to instill a sense of integrity about academic work in its students.

ULV’s official statement on Academic Honesty is contained in the Rights and Responsibilities section of the current Catalog, and should be read and understood by each student in the University. The purpose of this communication is to provide additional information and guidance on several of the policy areas in order that there be no misunderstanding regarding the University’s position on academic honesty.

Types of Academic Dishonesty
In general, academic dishonesty falls into two major categories:

Cheating
- Copying or using crib notes in examinations, homework, lab assignments, or written products.
- Submitting papers done entirely or in part by another person.
- Giving to or getting exam answers from another student.

Plagiarism
- Representation of another person’s words or ideas as your own by not properly citing them.

Acts of Academic Dishonesty
Specific acts of academic dishonesty include at least the following:
- Copying material from someone else’s work without footnoting this source.
- Getting questions or answers from someone who has already taken the same exam.
- Coping answers from a fellow student’s homework instead of doing the work independently.
- “Padding” a bibliography with citations never read.
- Giving answers to other students during an exam.
- Submitting to an instructor a paper that was written all or in part by someone else.
- Coping from someone’s test or exam paper with or without the person knowing it.
- Working on the same homework with other students when the teacher does not allow it.
- Writing a paper for another student.
- Taking an exam for another student.
- Having another student take an exam for you.
1. Using the same paper to fulfill requirements in two different courses without the instructor’s permission.

While the majority of this list constitutes blatant cheating, a few (e.g. a, c, and d) involve the less clear work or plagiarism.

**Plagiarism**

The plagiarist is the academic counterpart of the bank embezzler or the product mislabeled, and involves a student or scholar who leads the reader to believe that what is being read is the original work of the writer, when it is not. Sometimes, students of good will are guilty of plagiarism simply because they are not aware of the illegality of certain kinds of “borrowing” and of the procedures for correct identification of materials other than those gained through independent research and reflection.

The range of possible plagiarism activities is a wide one, with the following major categories identified in decreasing order of severity.

a. Word-for-word copying of another’s writing, without enclosing the copied passage in quotation marks and identifying it with a footnote, **both of which are necessary.**

b. The mosaic, a random patchwork of readings and snatches of phrases that are woven into the text resulting in a collage of other people’s words and ideas, with the writer’s sole contribution being the cement holding the pieces together.

c. The paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else’s analysis or conclusions without acknowledgement of that other person’s text or writings.

d. The apt term, in which a particular phrase so admirably expresses one’s opinion that, either consciously or unconsciously, the term is adopted as one’s personal contributions to scholarship.

Most students need only to guard against unintentional plagiarism. If more information is needed on the finer details of the subject, please see the sources listed below, or speak with your instructor.

**Summary**

Academic dishonesty will not be tolerated at the University of La Verne. Whether deliberate or inadvertent, the ultimate “loser” in cases of cheating or plagiarism is the student himself or herself, for whom the learning opportunity forfeited by such acts can never be regained. It is expected that each student at this University will understand and support the fundamental policy of academic honesty discussed above.
INSTRUCTOR: Dr. Robert Wakeling

OFFICE HOURS: Daily after 3:00PM
No appointment necessary

OFFICE PHONE: 909-593-3511 X4622

HOME PHONE: 626-449-9538

CELL PHONE: 626-533-5069

COURSE TITLE: ED 467: Intern Teaching: Multiple and Single Subjects

COURSE UNITS: 1 Unit

COURSE PREREQUISITES
1. Verify passing score in CBEST
2. Verify passing score in CSET
3. Verify U.S. Constitution
4. Verify speech requirement
5. Certificate of Clearance
6. TB Clearance
7. Completed ED 460: ED 470
8. Verify acceptance of an intern position in an approved public school within the credential area
9. Apply for an intern credential through the credential analyst

COURSE GOALS: Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under this weekly supervision until he/she has successfully passed ED 478: Advanced Supervised Teaching to complete the credential program.

COURSE OBJECTIVES: Each intern teacher will:
1. Develop a formal standard for the daily operation, routines, and requirements of the classroom and the students. This will be a Formal Classroom Management Plan.
2. Plan and develop a year’s overview of the curriculum
3. Plan and develop monthly units of work for all curricular areas
4. Plan and develop weekly outlines for all curricular areas
5. Plan and teach all required lessons each day with emphasis on ELL students
6. Prepare complete lesson plans, according to the University’s approved format
7. Demonstrate effective use of the ELD standards and strategies and content standards
8. Complete a reflective evaluation of one lesson each week: Intern Reflection and Analysis
9. Be completely prepared for each University supervisor’s and school-site supervisor’s weekly or monthly observation
10. Complete Initial Support and Induction Plan
11. Meet weekly for a minimum of two hours with the school-site supervisor
12. Complete Intern Teacher Support Contact Log
13. Develop an individual Portfolio under the direction of the University supervisor
14. Attend the University supervisor’s seminars
15. Complete Seminar Coaching/Observation Log

COURSE REQUIREMENTS
The following requirements are to become a permanent part of the Portfolio

CLASSROOM MANAGEMENT SEMINAR
1. Attend the Classroom Management Seminar at the beginning of the first intern semester

CLASSROOM MANAGEMENT PLAN
1. Develop a Classroom Management Plan that will cover all aspects of how the classroom will be managed

YEAR’S OVERVIEW
1. Complete a year’s overview of the curriculum in monthly format outlining the subject areas and titles to be taught

MONTHLY OUTLINE
1. Outline each month in weekly format outlining each week’s curricular areas to be covered

WEEKLY OUTLINE
1. Outline each week in daily format as to what will be taught. This outline should include all subject areas and should state what you will be teaching
INITIAL SUPPORT AND INDUCTION PLAN
1. Complete, with the University supervisor and school-site support provider an Initial Support Induction Plan

DAILY LESSON PLANS
1. Complete daily informal lesson plans must be prepared for each lesson taught using the University’s format with emphasis on ELL students
2. Complete formal lesson plans must be prepared using the University’s format for observation either by the University supervisor or the school-site supervisor.
3. These lesson plans are to become part of the intern’s Portfolio.
4. Complete a reflective evaluation of one lesson each week: Intern Reflection and Analysis
5. Complete lesson plans for the week must be available for each University supervisor and school-site supervisor’s observation.
6. Lesson plans must follow the University’s format.

WEEKLY MEETINGS WITH SCHOOL-SITE SUPPORT PROVIDER
1. Each intern will schedule a minimum of two hours a week to meet with his/her school-site support provider.
2. Minimum requirements for these meetings are 15 minutes a day for four days a week and one hour for one day a week.
3. These meetings and conferences will be documented weekly by the intern teacher and monitored by the University supervisor: Intern Teacher Support Contact Log.

LESSON OBSERVATIONS
1. Each intern teacher will be observed weekly by the University supervisor and at least four times during the fifteen-week experience by the school-site support provider.
2. Each observation will last for the entire period or scheduled lesson.
3. University supervisors will schedule all observations to meet the requirements of the school and the class.
4. Intern teachers will provide the University supervisor with a current teaching schedule of all classes.

ATTENDANCE
1. All interns are to be in attendance at their assigned schools and classrooms for the full length of the professional day.
2. All interns are to attend faculty meetings, department meetings, planning meetings, parent meetings, and any other meetings held at the school site that are required by the intern’s teaching position.
SEMINARS
1. Seminars are an important part of the intern teaching experience.
2. Seminars will be scheduled by the University supervisor and will be held at various locations. A minimum of two seminars will be required, but additional seminars may be required by individual University supervisors.
3. Seminars are to be attended by all interns and absences will affect the final intern teaching grade.
4. Complete Seminar Coaching/Observation Log prior to each seminar.
5. Classroom Management Seminar must be attended at the beginning of the first intern semester.

ASSESSMENT
1. All students will be assessed based on their successful following and completion of the Intern Teaching requirements and their successful demonstration of the required ELD teaching standards and strategies, and content standards.
2. This assessment will be an ongoing process based on the weekly observations performed and written by the University supervisor and the formal observations performed by the school-site supervisor.
3. Each observation will be for a full academic period or for a complete lesson.
4. Attendance at every University supervisor seminar is a requirement for a Credit grade.
5. Completion of the Portfolio, lesson reflections, year, semester, month, week, daily planning, Classroom Management Plan, and weekly meetings with school-site supervisor are requirements for a Credit grade.
6. The final grade will be the decision of the University supervisor, based on a collaborative evaluation of the University supervisor and the school-site supervisor, and a self-evaluation by the intern.
7. Final grade will be a Credit/No Credit grade based on a numerical score of a passing score of 63 out of a total 84 points. All Dispositions must be passed.
8. Completion of ED 467 does not guarantee acceptance in ED 468: Introductory Supervised Teaching or ED 478: Advanced Supervised Teaching.

INTERN TEACHING WITH ED 468 AND ED 478

ED 468
Intern teachers who are cleared to complete ED 468: Introductory Supervised Teaching, will be required to register for both ED 468 and ED 467 Intern Teaching, depending on the semester. Interns will complete five weeks of ED 468 and ten weeks of ED 467 and will receive two grades: one for ED 468 and one for ED 467.
ED 478
Intern teachers who are cleared to complete ED 478: Advanced Supervised Teaching, will not be required to register for ED 467: Intern Teaching. Intern teachers who are completing ED 478 will register only for ED 478 and will complete both their intern teaching and their credential requirements at the end of ED 478. If ED 478 is offered during the last ten weeks of the semester, intern teachers will be supervised during the first five weeks as interns without having to register for ED 467.

GRADING POLICY
Intern Teaching is graded on a Credit, No Credit policy.

Credit: Exceptional

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.

or

Competent

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.

Attendance at all University seminars
Attendance at CalTPA #3: Assessing Learning seminars
Completion of the Portfolio and Daily Reflective Journal

No Credit: Emerging

The candidate’s planning and teaching abilities were minimal, limited, cursory, inconsistent and ambiguous. The planning and teaching were weakly connected to the content standard and the objective and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. The assessment weakly supported the objective.

or
**Not Present**
The candidate’s planning and teaching abilities were inappropriate, irrelevant, inaccurate, or so minimal that they were invaluable. The planning and teaching were extremely weakly connected to the content standard or missing and the objective and the content standard was minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The assessment was weak and minimal or inappropriate or missing or barely supported the objective.

Did not attend all University seminars or University supervisor seminars
Did not attend all CalTPA #3: Assessing Learning seminars
Did not satisfactorily complete the Portfolio or Daily Reflective Journal

A No Credit grade will result in repeating ED 467: Intern Teaching: Multiple and Single Subjects and will not allow the intern to enroll in either ED 468: Introductory Supervised Teaching or ED 478: Advanced Supervised Teaching

**CSTP: TPE: DISPOSITIONS**

Supervised teaching candidates completing ED 467: Intern Teaching: Multiple and Single Subjects must demonstrate proficiency in the following CSTP and TPE standards and expectations as well as the following dispositions in order to receive a passing grade.

The demonstrated level of achievement for each standard, expectation, and disposition is determined through the use of a four-scale rubric, as evaluated by the University supervisor and the school-site supervisor, through observation of the supervised teacher candidate as he/she relates to students.

Rubric Scale:  
1. Not Present  
2. Emerging  
3. Competent  
4. Exceptional

ED 467: Intern Teaching: Multiple and Single Subjects candidates must pass the CSTP Standards and the TPE Expectations with a minimum score of 63/84.

The University’s Dispositions will be scored as a Pass or Fail. Any Disposition receiving a Fail grade will require an assessment meeting with the Teacher Education Department before a credential will be granted.

**EVALUATION RUBRIC SUMMARY**

Students completing ED 467: Intern Teaching: Multiple and Single Subjects will be scored using the following rubric score.
Each student will be scored on their successful completion of each of the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the University of La Verne, College of Education and Organizational Leadership Dispositions using a four-point rubric score.

The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.

**SCORE LEVEL 1: NOT PRESENT**

The candidate’s planning and teaching abilities were **inappropriate, irrelevant, or missing**. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. **The lesson was unconnected across the response.**

**SCORE LEVEL 2: EMERGING**

The candidate’s planning and teaching abilities were **minimal, limited, cursory, inconsistent and/or ambiguous**. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. **The lesson was weakly connected across response and may be inconsistent.**

**SCORE LEVEL 3: COMPETENT**

The candidate’s planning and teaching abilities were **appropriate, relevant, or accurate**. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. **The lesson was connected across the response.**

**SCORE LEVEL 4: EXCEPTIONAL**

The candidate’s planning and teaching abilities were **appropriate, relevant, accurate, and clear or detailed**. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. **The lesson was purposefully connected and reinforced across the response.**
CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
TEACHING PERFORMANCE EXPECTATIONS

CSTP 1: Engaging and Supporting All Students in Learning
  TPE 4: Making Content Accessible
  TPE 5: Student Engagement
  TPE 6: Developmentally Appropriate Practices
  TPE 7: Teaching English Learners

CSTP 2: Creating and Maintaining Effective Environments for Student Learning
  TPE 10: Instructional Time
  TPE 11: Social Environment

CSTP 3: Understanding and Organizing Subject Matter for Student Learners
  TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
  TPE 8: Learning About Students
  TPE 9: Instructional Planning

CSTP 5: Assessing Student Learning
  TPE 2: Monitoring Student Learning During Instruction
  TPE 3: Interpretation and Use of Assessments

CSTP 6: Developing as a Professional Educator
  TPE 12: Taking Responsibility for Student Academic Learning
  TPE 13: Using Reflection and Feedback to Formulate Goals to Increase Teaching Effectiveness

TEACHER EDUCATION CANDIDATE DISPOSITIONS

<table>
<thead>
<tr>
<th>DISPOSITIONS OF CHARACTER</th>
<th>Ethical Behavior</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>Integrity</td>
<td>Self-control</td>
</tr>
<tr>
<td>Dependability</td>
<td>Honesty</td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Confidentiality</td>
<td>Self-acceptance</td>
</tr>
<tr>
<td></td>
<td>Fairness</td>
<td>Self-reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPOSITIONS OF INTELLECT</th>
<th>Intellectual Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Professional Development</td>
<td></td>
</tr>
<tr>
<td>Commitment to students</td>
<td>Spirit of inquiry</td>
</tr>
<tr>
<td>Commitment to the profession</td>
<td>Applies theory to practice</td>
</tr>
<tr>
<td>Responsive to feedback</td>
<td>Commitment to lifelong learning</td>
</tr>
<tr>
<td>Commitment to remaining current in the field</td>
<td>Objectivity</td>
</tr>
<tr>
<td>DISPOSITIONS OF CARING</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td><strong>Advocacy</strong></td>
</tr>
<tr>
<td>Concern for others</td>
<td>For students, parents, faculty, staff, and the profession</td>
</tr>
<tr>
<td>Acceptance of others</td>
<td></td>
</tr>
<tr>
<td>Belief that all children can learn</td>
<td></td>
</tr>
<tr>
<td><strong>Respectfulness</strong></td>
<td><strong>Socio-Cultural Competence</strong></td>
</tr>
<tr>
<td>Civility</td>
<td>Comfort and ease in all social and cultural situations</td>
</tr>
<tr>
<td>Sensitivity</td>
<td></td>
</tr>
<tr>
<td>Social awareness</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS AND MATERIALS**

- Intern Teacher Handbook

**REQUIRED MEETINGS**

- Classroom Management Seminar
- Intern Teaching Seminars
- School-site supervisor meetings and conferences

**ACADEMIC HONESTY**

University policy is as follows:
All tests, papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of exact wording requires a “quotation” format.
Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.
A faculty member who has proof that academic honesty has been violated will take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, additional and/or revised work from the student may be required. Faculty members shall bring all violations of academic honesty to the attention of the appropriate Dean, who may in turn place on probation, suspend, or expel the student.

**MISSION STATEMENT OF THE UNIVERSITY (paraphrased)**

Values Orientation: a philosophy of life that actively supports the health of the planet and its people.
Community and Diversity: understand and appreciate the diversity of cultures that exist, and appreciate bio-diversity by understanding the impact/dependence of humans on the environment.
Lifelong Learning: learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth.
Community Service: service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community.

STUDENTS WITH DISABILITIES
University policies concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 441) or through www.ulv.edu/dss/. Students may speak privately to the instructor for assistance in contacting the Director of Student Disabilities Services.

INTERN TEACHING SUCCESS
• Plan careful and thoughtful lessons
• Develop thorough lesson plans
• Complete a reflective evaluation of the one lesson each week
• Plan for the student diversity in your class
• Plan with your University supervisor and school-site supervisor
• Attend all seminars
• Portfolio
• Complete all course requirements
INSTRUCTOR:  Dr. Robert Wakeling

OFFICE HOURS:  Daily after 3:00 p.m.
                  No appointment necessary

OFFICE PHONE:  909-593-3511 X4622

HOME PHONE:    626-449-9538

CELL PHONE:    626-533-5069

E-MAIL:        wakeling@ulv.edu

COURSE TITLE:  ED 468: Introductory Supervised Teaching

COURSE UNITS:  3 Units

COURSE REQUIREMENTS
1. Verify passing score in CBEST
2. Certificate of Clearance
3. TB Clearance
4. Completed ED 460: ED 470: ED 472
5. Enrolled concurrently with either ED 474 or ED 476
6. Verify passing score on writing competency
7. Pass CalTPA #3: Assessing Learning

COURSE GOALS: Each intern and traditional student teacher will complete a five-week introductory experience during the third semester in a classroom or classrooms within their credential area under the supervision of a University supervisor and a school-site supervisor.

COURSE OBJECTIVES: Each intern and traditional student teacher will:
1. Observe, familiarize, and acquaint him/herself with the classroom and its routines and requirements
2. Teach a maximum of one to four lessons in a day during weeks two through five, on an increasing degree of responsibility, within his/her credential area for multiple subject candidates and teach up to four periods by the last week for single subject candidates
3. Prepare complete lesson plans, according to the University’s approved format
4. Prepare lessons based on the CSTP and TPE requirements
5. All prepared lessons must be based on the Content Standards and ELD Standards.
6. Complete a reflective evaluation after each formal lesson
7. Be completely prepared for each University supervisor’s and school-site supervisor’s observation
8. Develop an individual Portfolio under the direction of the University supervisor
9. Complete a Reflective Journal under the direction of the University supervisor
10. Attend the University supervisor’s seminars
11. Attend the University seminar for CalTPA #3: Assessing Learning
12. Attend the Classroom Management Part I Seminar

COURSE REQUIREMENTS

LESSON PLANS
1. Complete lesson plans must be prepared for each formal observation by either the University supervisor or the school-site supervisor.
2. Daily lesson plans must be completed for all subjects taught.
3. These lesson plans are to become part of the student’s Portfolio.
4. Complete a reflective evaluation after each formal lesson
5. Complete lesson plans must be available for each University supervisor and school-site supervisor’s observation.
6. Lesson plans must follow the University’s format.
7. All lesson plans are to be based on the CSTP and TPE requirements and the Content Standards and ELD Standards.

LESSON OBSERVATIONS
1. Each student will be observed weekly by the University supervisor and twice during the five weeks experience by the school-site supervisor.
2. Each observation will last for the entire period or scheduled lesson.
3. For traditional student teachers, University supervisors will schedule all observations to meet the requirements of the school-site supervisor and the class.
4. Intern teachers will provide the University supervisor with a current teaching schedule of all classes.

ATTENDANCE
1. All students are to be in attendance at their assigned schools and classrooms for the full length of the professional day.
2. All students are to attend faculty meetings, department meetings, planning meetings, parent meetings, and any other meetings held at the school site that are attended by the school-site supervisor.
3. Students are expected to be at their assigned schools and classrooms
every day. Three unexcused absences will result in possible extension of
the supervised teaching experience. Please contact the school and the
University supervisor if you are going to be absent.

SEMINARS
1. Seminars are an important part of the supervised teaching experience.
2. Seminars will be scheduled by the University supervisor and will be
   held at various locations.
3. Seminars are to be attended by all students and absences will effect
   the final supervised teaching grade.
4. The Portfolio and the Reflective Journal will be a part of the final grade.
5. Special University seminars will be held during the first two weeks of
course for CalTPA #3: Assessing Learning preparation and are to be
   attended as part of the seminar requirements.

ASSESSMENT
1. All students will be assessed based on their successful following and
   completion of the Supervised Teaching requirements and their successful
demonstration of the required Content Standards and ELD Standards and
teaching strategies, Teacher Performance Expectations and the California
   Standards for the Teaching Profession. The University of La Verne’s
   Dispositions will also be a factor in assigning the final grade.
2. This assessment will be an ongoing process based on the weekly
   observations performed and written by the University supervisor and
   the formal observations performed by the school-site supervisor.
3. Each observation will be for a full academic period or for a complete
   lesson.
4. Attendance at every University supervisor’s seminar is a requirement for
   a Credit grade.
5. Completion of the Portfolio and the Daily Reflective Journal is a
   requirement for a Credit grade.
6. Pass CalTPA #3: Assessing Learning
7. The final grade will be the decision of the University supervisor,
based on a collaborative evaluation of the University supervisor and the
   school-site supervisor, and a self-evaluation by the student.
8. The minimum score for passing ED 468: Introductory Supervised
   Teaching will be 63 points out of a total of 84 points.
   This passing 63 points out of a total of 84 points will be based on the
   CSTP and TPE requirements as well as the University of La Verne’s
   Dispositions. All Dispositions must be passed.
GRADING POLICY

Supervised Teaching is graded on a Credit, No Credit policy.

Credit: Exceptional

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.

or

Competent

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.

Attendance at all University seminars
Attendance at CalTPA #3: Assessing Learning seminars
Completion of the Portfolio and Daily Reflective Journal

No Credit: Emerging

The candidate’s planning and teaching abilities were minimal, limited, cursory, inconsistent and ambiguous. The planning and teaching were weakly connected to the content standard and the objective and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. The assessment weakly supported the objective.

or

Not Present

The candidate’s planning and teaching abilities were inappropriate, irrelevant, inaccurate, or so minimal that they were invaluable. The planning and teaching were extremely weakly connected to the content standard or missing and the objective and the content standard was minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The assessment was
weak and minimal or inappropriate or missing or barely supported the objective.

Did not attend all University seminars or University supervisor seminars
Did not attend all CalTPA #3: Assessing Learning seminars
Did not satisfactorily complete the Portfolio or Daily Reflective Journal

A No Credit grade will result in repeating Supervised Teaching

CSTP: TPE: DISPOSITIONS

Supervised teaching candidates completing ED 468: Introductory Supervised Teaching must demonstrate proficiency in the following CSTP and TPE standards and expectations as well as the following dispositions in order to receive a passing grade.

The demonstrated level of achievement for each standard, expectation, and disposition is determined through the use of a four-scale rubric, as evaluated by the University supervisor and the school-site supervisor, through observation of the supervised teacher candidate as he/she relates to students.

Rubric Scale:
1. Not Present
2. Emerging
3. Competent
4. Exceptional

ED 468: Introductory Supervised Teaching candidates must pass the CSTP Standards and the TPE Expectations with a minimum score of 63/84.

The University’s Dispositions will be scored as a Pass or Fail. Any Disposition receiving a Fail grade will require an assessment meeting with the Teacher Education Department before a credential will be granted.

EVALUATION RUBRIC SUMMARY

Students completing ED 468: Introductory Supervised Teaching will be scored using the following rubric score.

Each student will be scored on their successful completion of each of the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the University of La Verne, College of Education and Organizational Leadership Dispositions using a four-point rubric score.

The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.
SCORE LEVEL 1: NOT PRESENT

The candidate’s planning and teaching abilities were **inappropriate, irrelevant, or missing**. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. The lesson was unconnected across the response.

SCORE LEVEL 2: EMERGING

The candidate’s planning and teaching abilities were **minimal, limited, cursory, inconsistent and/or ambiguous**. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. The lesson was weakly connected across response and may be inconsistent.

SCORE LEVEL 3: COMPETENT

The candidate’s planning and teaching abilities were **appropriate, relevant, or accurate**. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. The lesson was connected across the response.

SCORE LEVEL 4: EXCEPTIONAL

The candidate’s planning and teaching abilities were **appropriate, relevant, accurate, and clear or detailed**. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The lesson was purposefully connected and reinforced across the response.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
TEACHING PERFORMANCE EXPECTATIONS

CSTP 1: Engaging and Supporting All Students in Learning
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Practices
TPE 7: Teaching English Learners
CSTP 2: Creating and Maintaining Effective Environments for Student Learning
   TPE 10: Instructional Time
   TPE 11: Social Environment

CSTP 3: Understanding and Organizing Subject Matter for Student Learners
   TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
   TPE 8: Learning About Students
   TPE 9: Instructional Planning

CSTP 5: Assessing Student Learning
   TPE 2: Monitoring Student Learning During Instruction
   TPE 3: Interpretation and Use of Assessments

CSTP 6: Developing as a Professional Educator
   TPE 12: Taking Responsibility for Student Academic Learning
   TPE 13: Using Reflection and Feedback to Formulate Goals to Increase Teaching Effectiveness

TEACHER EDUCATION CANDIDATE DISPOSITIONS

DISPOSITIONS OF CHARACTER
Responsibility       Ethical Behavior       Professionalism
Initiative           Integrity              Self-control
Dependability        Honesty               Flexibility
Confidentiality      Confidentiality      Self-acceptance
Fairness             Fairness              Self-reflection
                          |                     Emotional maturity

DISPOSITIONS OF INTELLECT
Commitment to Professional Development
   Commitment to students
   Commitment to the profession
   Responsive to feedback
   Commitment to remaining current in the field

   Intellectual Commitment
   Spirit of inquiry
   Applies theory to practice
   Commitment to lifelong learning
   Objectivity
   Openness to alternative viewpoints

DISPOSITIONS OF CARING
Empathy       Advocacy
Concern for others
Acceptance of others
Belief that all children can
For students, parents, faculty, staff, and the profession
Respectfulness
  Civility
  Sensitivity
  Social awareness

Socio-Cultural Competence
  Comfort and ease in
  all social and cultural
  situations

REQUIRED TEXTS AND MATERIALS
  Supervised Teaching Handbook
  CalTPA #3: Assessing Learning Handbook

REQUIRED MEETINGS
  Classroom Management Part I Seminar
  Student Teaching Seminars
  CalTPA #3: Assessing Learning Seminars

ACADEMIC HONESTY
University policy is as follows:
All tests, papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of exact wording requires a “quotation” format. Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.
A faculty member who has proof that academic honesty has been violated will take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, additional and/or revised work from the student may be required. Faculty members shall bring all violations of academic honesty to the attention of the appropriate Dean, who may in turn place on probation, suspend, or expel the student.

MISSION STATEMENT OF THE UNIVERSITY (paraphrased)
Values Orientation: a philosophy of life that actively supports the health of the planet and its people.
Community and Diversity: understand and appreciate the diversity of cultures that exist, and appreciate bio-diversity by understanding the impact/dependence of humans on the environment.
Lifelong Learning: learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth.
Community Service: service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community.
STUDENTS WITH DISABILITIES
University policies concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 441) or through www.ulv.edu/dss/. Students may speak privately to the instructor for assistance in contacting the Director of Student Disabilities Services.

SUPERVISED TEACHING SUCCESS
• Plan careful and thoughtful lessons
• Develop thorough lesson plans
• Base all lessons on CSTP and TPE requirements, Content Standards, ELD Standards
• University of La Verne’s Dispositions
• Complete a reflective evaluation of the lesson taught
• Plan for the student diversity in your class
• Plan with your University supervisor and master teacher
• Attend all seminars
• Attend CalTPA #3: Assessing Learning seminars
• Pass CalTPA #3: Assessing Learning
• Portfolio
• Reflective Journal
EDUCATION 470
Theories and Methods of Education for Linguistically Diverse Students
Fall 2008

Instructors:
Valerie Beltran
593-3511, ext. 4659
beltranv@ulv.edu
(909) 596-2052 Home
Tuesdays 12:00 – 3:00
Location: TBD
CRN 1531

Anita Flemington
593-3511, ext. 4623
flemingt@ulv.edu
Mondays 7:00 – 10:00 CRN 1556
Barkley, Room 27

Justi Saldana
593-3511, ext. 4656
saldanaj@ulv.edu
Tuesdays 4:00 – 7:00 CRN 1557
Barkley, Room 30

No Class on November 25 – 27 (Thanksgiving)

This course provides a basic introduction of first and second language acquisition theory and research, an overview of teaching approaches for English language learners, and specific strategies for teaching content and language development.

Specific Course Objectives
By the end of the course the students will:

• Describe the requirements of the state of California for the education of English learners (ELs)
• Describe the historical development of EL teaching approaches in the U.S.
• Define the state and national policy on the education of ELs
• Understand the current theories of first and second language acquisition and how they apply to content instruction
• Analyze the affective, cognitive, and linguistic factors that affect second language acquisition in both social and academic aspects
• Describe the current approaches for teaching ELs including ELD, primary language instruction, bilingual education, and SDAIE
• Use instructional strategies to teach ELD and SDAIE
As students and professors in ULV’s education department, we agree to the following dispositions and work towards improving and modeling these characteristics on a daily basis:

Intellectual Commitment
Respectfulness
Emotional Maturity
Empathy
Socio-cultural Competence
Responsibility
Commitment to Professional Development
Ethical Behavior
Professionalism

### Course Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Sept. 8</td>
<td>Class Overview of Bilingual Ed. In the U.S.</td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>Tues., Sept. 2</td>
<td>History of Bilingual Ed. In the U.S.</td>
<td><em>Classroom Instruction that Works with ELLs</em>, Introduction</td>
<td></td>
</tr>
<tr>
<td>Wed., Sept. 3</td>
<td>Current Demographics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Sept. 15</td>
<td>Theoretical Background of Bilingual Education</td>
<td>Handouts</td>
<td>Make sure you can access Blackboard Take time to familiarize yourself with the resources on Blackboard</td>
</tr>
<tr>
<td>Tues., Sept. 9</td>
<td>Cummins’ Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Sept. 10</td>
<td>Bilingual Program Types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Sept. 22</td>
<td>Additional Research</td>
<td>Collier and Thomas handout</td>
<td></td>
</tr>
<tr>
<td>Tues., Sept. 16</td>
<td>Dual Immersion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Sept. 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Mon., Sept. 29</td>
<td>First and Second Language Acquisition Theory</td>
<td><em>Classroom Instruction that Works with ELLs</em>, Chapters 1 - 2</td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Tues., Sept. 23</td>
<td>Krashen’s Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Sept. 24</td>
<td>Chomsky’s Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Oct. 6</td>
<td>ELD Methods Terrell’s Natural Approach</td>
<td>Handouts <em>Classroom Instruction that Works with ELLs</em>, Chapters 3 - 4</td>
<td>Approval of Articles</td>
</tr>
<tr>
<td>Tues., Sept. 30</td>
<td></td>
<td></td>
<td>Dyad Presentations Quiz Due</td>
</tr>
<tr>
<td>Wed., Oct. 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Oct. 13</td>
<td>ELD Methods Introduce lesson plan model ELD standards</td>
<td>Handouts <em>Classroom Instruction that Works with ELLs</em>, Chapters 5 - 6</td>
<td>Picture Files Due</td>
</tr>
<tr>
<td>Tues., Oct. 7</td>
<td></td>
<td></td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Wed., Oct. 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Oct. 20</td>
<td>Wrap up ELD Sample ELD Lessons</td>
<td>Handouts</td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Tues., Oct. 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Oct. 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Oct. 27</td>
<td>Introduction to Specially Designed Academic Instruction in English (SDAIE)</td>
<td><em>Making Content Comprehensible</em> Chapters 1-3</td>
<td>ELD lesson Due Fieldwork Verification Form Due</td>
</tr>
<tr>
<td>Tues., Oct. 21</td>
<td></td>
<td><em>Classroom Instruction that Works with ELLs</em>, Chapters 7-8</td>
<td></td>
</tr>
<tr>
<td>Wed., Oct. 22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Mon., Nov. 3</td>
<td>SDAIE Strategies</td>
<td><em>Making Content Comprehensible</em></td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Tues., Oct. 28</td>
<td></td>
<td><em>Classroom Instruction that Works with ELLs,</em></td>
<td>Presentations Article Presentations</td>
</tr>
<tr>
<td>Wed., Oct. 29</td>
<td></td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Mon., Nov. 10</td>
<td>Continue with SDAIE strategies</td>
<td><em>Making Content Comprehensible</em></td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Tues., Nov. 4</td>
<td>Sample Lessons</td>
<td><em>Classroom Instruction that Works with ELLs,</em></td>
<td></td>
</tr>
<tr>
<td>Wed., Nov. 5</td>
<td></td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Mon., Nov. 17</td>
<td>Overview of the SIOP model</td>
<td>Review <em>Making Content Comprehensible Classroom</em></td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Tues., Nov. 11</td>
<td>SDAIE lesson development</td>
<td><em>Instruction that Works with ELLs,</em></td>
<td></td>
</tr>
<tr>
<td>Wed., Nov. 12</td>
<td></td>
<td>Chapter 10 - 12</td>
<td></td>
</tr>
<tr>
<td>Mon., Nov. 24</td>
<td>Proposition 227 State and</td>
<td>Handouts</td>
<td>Dyad Presentations</td>
</tr>
<tr>
<td>Tues., Nov. 18</td>
<td>Federal Mandates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Nov. 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Dec. 1</td>
<td>Continue with Proposition 227</td>
<td></td>
<td>SDAIE Lesson Due</td>
</tr>
<tr>
<td>Tues., Dec. 2</td>
<td>Present SDAIE lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Dec. 3</td>
<td>Wrap up SDAIE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., Dec. 8</td>
<td>Class Review</td>
<td></td>
<td>Fieldwork Journal Due</td>
</tr>
<tr>
<td>Tues., Dec. 9</td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>Wed., Dec. 10</td>
<td></td>
<td></td>
<td>Last Day to Submit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>completed TPA 1 via</td>
</tr>
</tbody>
</table>
**Academic Honesty**

“All tests, term papers, oral and written assignments, and all other academic efforts are to be the work of the student presenting the material. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format” (ULV Catalog)

**Texts**

Hill, Jane & Flynn, Kathleen. (2006). *Classroom Instruction that works with English Language Learners*. ASCD, Alexandria, VA.


Vogt, MaryEllen & Echevarría, Jana. (2008). *99 Ideas and Activities For Teaching English Learners with the SIOP Model*. Allyn & Bacon, Boston, MA.
Assignments

All assignments must be typed. This includes lesson plans. Any assignment that is not turned in on the assigned due date will be marked down 2 points for every calendar day that it’s late.

1. A picture file organized by topic or content area for you to use in ELD and SDAIE classes. All of your pictures should be real photographs and should be in a power point presentation. Each picture should be a minimum size of 8.5”x11”. You should have at least 5 different topics with at least 5 pictures per topic. Each topic should be labeled with the content standard it addresses. In class, you will share with a small group how to use your pictures to support English language learners. You will need to bring in a hard copy of your slides. After the in-class presentation of your picture file, you need to go on Blackboard and e-mail your picture file to all of your classmates. (25 points)

2. A well-developed ELD lesson plan that incorporates a fiction literature selection. The lesson should include the grade level, the three ELD standards (listening/speaking, reading, and writing) being addressed and the language acquisition stage of the students. Please include the literature selection and support materials when you turn in your lesson. The lesson plan should follow the into, through, and beyond format. You will share your lesson, all of the support materials, and your responses to the reflective questions in small groups. (25 points)

3. An analysis of an approved article that addresses pedagogy in your credential area. You must have prior approval of the article. The analysis will include a summary of the article and your opinion of the article based on research from this class. Your response should be no more than two pages. You will present your summary and response to a small group of classmates. In addition, you will lead a small group discussion about the article. The presentation will last five minutes with another five minutes for discussion. (30 points)

4. A well-developed SDAIE lesson the content area and grade level of your choice. You must use the SIOP model of lesson planning. You will be graded on the first 14 items on the SIOP observation form. All support materials need to be included with the lesson. The lesson plan should follow the into, through, and beyond format. You will share your lesson, all
of the support materials, and your responses to the reflective questions in small groups. (60 points)

5. You and a partner will select one strategy from the *99 Ideas and Activities book* to teach to the class. You will have the class do the activity using a content area of your choice. The presentation must include examples of how to use it from at least two levels, i.e., primary and secondary. In addition, you will share how you could use this activity to assess content and why it is an effective strategy to use with English learner. The presentation should take a maximum of 15 minutes. (25 points)

6. Participation in the blackboard discussion forum. There will be 9 threads posted. You need to participate in at least 6 of the 9 threads by posting your own response to the prompt and by responding to two other postings in 6 of the threads. Your postings should be based on what you are experiencing in your fieldwork. (60 points)

7. Participation in the fieldwork experience. The most powerful way for you to learn about working with English language learners is to actually do it! Therefore, an integral part of this class is the fieldwork experience. You are required to spend 30 hours in classrooms with **25% or more English learners**. (40 points)

The hours will be split up with 20 hours of observing and teaching 2 lessons in the classroom and 5-10 hours of planning and evaluation with the supervising teacher. The teacher must have an LDS, CLAD, BCC, BCLAD, SB 1969 or SB 395 certification.

If you are a single subject candidate, you must spend 10 hours in a classroom where ELD is taught and 10 hours in a classroom where SDAIE is taught. If you are a multiple subject candidate, you are required to spend the 20 hours in a class or classes in which ELD and SDAIE are taught.

You will be required to teach at least **one ELD lesson** and **one SDAIE lesson**. You will spend 5-10 of the fieldwork hours planning, discussing, and evaluating the lessons with your supervising teacher.

If you are currently teaching and at least 25% of your class is English learners, you may complete your fieldwork in your own classroom. You must be observed for a minimum of two lessons by another teacher or an
administrator who holds one of the following certifications: CLAD, BCC, BCLAD, SB 1969 or SB 395.

The lessons that you teach may be with the whole class or with a smaller group of children, but not one-on-one.

Please type up a **reflective summary of your fieldwork experience** (minimum of two pages) that includes what you learned about working with English learners. Your summary should include your responses to the ELD and SDAIE reflective questions. In addition, include the **lessons plans** for each lesson that you teach followed by a **self-critique of each lesson and the feedback you received from your master teacher**. Each of your master teachers needs to fill out and sign a fieldwork evaluation form at the end of your time in the classroom. [http://academic.ulv.edu/~ear/te/LingDiv/Fieldwork Evaluation Form.htm](http://academic.ulv.edu/~ear/te/LingDiv/Fieldwork Evaluation Form.htm)

Make sure to include the evaluation form when you turn in your fieldwork. You cannot receive credit for the fieldwork if the packet is incomplete.

Note: In order to participate in the Blackboard discussion forum, you need to have started your fieldwork and done a minimum of five hours. It is a wise idea to get your fieldwork started in the first couple of weeks of the semester. If it is absolutely impossible for you to finish your fieldwork hours during the semester, you can take an incomplete in the course which gives you through May 2009 to finish the fieldwork. Please realize that you cannot take EDUC 468 (five week student teaching) until you have completed the fieldwork and received a grade in the course. Also, the incomplete only applies to the fieldwork hours. All other assignments (including the Blackboard discussion board) must be completed within the semester.

8. Successful completion of TPA 1. This process will be discussed throughout the semester.

Policy for Education 470 Fieldwork for Child Development Students
All child development students who enroll in EDUC 470 are required to do at least half of their fieldwork in a K-2 setting. If a child development candidate does all of his/her fieldwork in a pre-school setting and later enrolls in the Teacher Education Program, he/she will be required to do an independent study for one unit of fieldwork in a K-2 classroom.
Final Grades

Assignments 265 points
Quiz and Final 60 points
Class Participation 75 points

Note: All assignments must be submitted to earn credit in the class.

372 – 400 A
360 – 371 A-
348 – 359 B+
332 – 347 B
320 – 331 B-
308 – 319 C+
292 – 307 C

You earn participation points by being in class and by being an active participant in all activities. Four participation points will be deducted for each hour or fraction of an hour of missed class. In order to receive a passing grade in this class, you may not miss more than seven hours. If you are going to be absent, please e-mail your professor and let him/her know. It is possible for you to make up the missed content in one of the other three sections of EDUC 470. In order to do that, please e-mail your professor to let him/her know you will be attending another class. Also, please e-mail the professor of the class you will be attending.
UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
TEACHER EDUCATION PROGRAM

EDUC 472
TEACHING STRATEGIES

FALL 2008

MAIN CAMPUS: Mondays 4:00 – 6:50 & 7:00 – 9:50; Thursdays 4:00 – 6:50 & 7:00 – 9:50

REGIONAL CAMPUSES ADMINISTRATION: Bakersfield: Tuesdays/Saturdays; Central Coast: Fridays/Saturdays; High Desert: Mondays; Newhall: Saturdays; Ventura: Saturdays

PROFESSOR(S):

Name Lead Instructor: Emily Shoemaker, Ed.D.
Adjunct Faculty: Mary Collins, Danette Anthony, Precious Flemings, Chester Tadeja, Deb Brownlee
Office phone, Lead Instructor: Extension 4642
Email address, Lead Instructor: shoemake@ulv.edu

COURSE DESCRIPTION:

A. Prerequisites:
   (Undergraduate level EDUC 470 Minimum Grade of C- or Graduate level EDUC 470 Minimum Grade of B- or Undergraduate level EDUC 412 Minimum Grade of C- or Graduate level EDUC 412 Minimum Grade of B-) and (Undergraduate level EDUC 460 Minimum Grade of C- or Graduate level EDUC 460 Minimum Grade of B- or Undergraduate level EDUC 405 Minimum Grade of C- or Graduate level EDUC 405 Minimum Grade of B-)

B. Course description from the university catalog
   General teaching methods course. Emphasizes instructional planning, learning about students and adapting instruction to meet students’ learning preferences. 30 hours of fieldwork required. Can be taken for letter grade only. Not challengeable. 4.000 Credit Hours

LEARNER OUTCOMES:

This course is designed to enable students to:
1. develop teacher metacognition and teacher decision-making skills
2. further develop professional dispositions
3. develop a working knowledge of the educational theories that guide teaching practices in California schools
4. develop lesson planning skills and related teacher thinking about planning
5. develop strategies to connect student learning characteristics to instructional planning and teaching
6. develop skills to assess student learning characteristics
7. develop collaboration skills appropriate for a Professional Learning Community
8. use technology to plan and implement instruction

CCTC PROFESSIONAL STANDARDS WITH PAGE NUMBER REFERENCES:

Category B: Preparation to Teach Curriculum to All Students in California Schools
Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction
  8A: Pedagogical Preparation for Subject-Specific Content Instruction By Multiple Subject (MS) Candidates
  8B: Pedagogical Preparation for Subject-Specific Content Instruction By Single Subject (SS) Candidates
Standard 9: Using Computer-Based Technology in the Classroom

Category C: Preparation to Teach All Students in California Schools
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
Standard 11: Preparation to Use Educational Ideas and Research
Standard 12: Professional Perspectives toward Student Learning and the Teaching Profession
Standard 13: Preparation to Teach English Learners
Standard 14: Preparation to Teach Special Populations in the General Education Classroom

REQUIRED TEXTS:


**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

<table>
<thead>
<tr>
<th>A. Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong>: Read texts, resource materials, and supplemental materials. Engage in thoughtful discussion, demonstrate knowledge and participate in class activities. Turn in all assignments on time.</td>
<td>50</td>
</tr>
<tr>
<td><strong>Professionalism</strong>: Attend all class sessions. Each absence will result in a deduction of 20 points. Students who miss more than 2 class sessions may not continue in the class and may receive a grade of INC.</td>
<td>50</td>
</tr>
<tr>
<td>Quiz # 1</td>
<td>10</td>
</tr>
<tr>
<td>Quiz # 2</td>
<td>10</td>
</tr>
<tr>
<td>Quiz # 3</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Environment: Write a description of the fieldwork school, classroom, and cooperating teacher</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Environment: Observe the cooperating teacher's classroom, and interview him/her</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Environment: Interview a parent of a school-age child and write a synthesis of the interview</td>
<td>10</td>
</tr>
<tr>
<td>Learning About Students: Develop and administer original surveys to identify students’ multiple intelligences, learning modalities, and interests. Write an analytic summary of the learning preferences of the children in the fieldwork classroom &amp; develop a list of 10 strategies that would help children learn.</td>
<td>30</td>
</tr>
<tr>
<td>Learning About Students: Develop a learning profile of students in the fieldwork classroom (Learning About Students Chart)</td>
<td>30</td>
</tr>
<tr>
<td>Learning About Students: Develop an in-depth learning profile of 2 students: one English language learner and one student who presents a different challenge</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Planning: Develop 2 lesson plans on the same topic (instructional unit) Multiple Subject Candidates: English-language arts or mathematics Single Subject Candidates: Credential subject area</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Planning: Microteach the same 2 lessons to a small group of colleagues</td>
<td>100</td>
</tr>
<tr>
<td>Teaching: Teach the same 2 lessons to students in the fieldwork class</td>
<td>100</td>
</tr>
<tr>
<td>Teaching: Create a bulletin board for the instructional unit (2 lessons)</td>
<td>50</td>
</tr>
<tr>
<td>Compile Fieldwork Paper</td>
<td>50</td>
</tr>
<tr>
<td>Submit a completed TPA Designing Instruction Task</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>680</td>
</tr>
</tbody>
</table>
B. Performance-based assessments

4-point rubric for:

4: 10% and above points
3: 20 - 11% points
2: 30 – 19 % points
1: 29 & below % points

C. Criteria for evaluation/rubric

1: Not Present
2: Developing
3: Competent
4: Excellent

D. Rationale for Final Grade

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENTAGE</th>
<th>POINTS, including TPA points</th>
<th>TPA POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% – 100%</td>
<td>612 - 680</td>
<td>Complete TPA Submitted</td>
</tr>
<tr>
<td>B</td>
<td>80% – 89%</td>
<td>544 - 611</td>
<td>Complete TPA Submitted</td>
</tr>
<tr>
<td>C</td>
<td>70% – 79%</td>
<td>476 - 543</td>
<td>Complete TPA Submitted</td>
</tr>
<tr>
<td>F</td>
<td>69% &amp; Below</td>
<td>475 &amp; Below</td>
<td>Complete TPA Submitted or not</td>
</tr>
</tbody>
</table>
Course Syllabus – Spring 2009
Ed-474: Teaching in the Content Areas - Multiple Subject
4 units (includes Cross-course fieldwork with Ed-468)
Prerequisites: Ed-460; 462; 470; 472

Instructor: - John Roseman, (909) 593-3511 x 4634  rosemanj@ulv.edu  Office Hours by appointment.
Please contact me immediately with any questions or concerns you may have. Barring an emergency I attempt to respond to all calls and e-mails within a 24 hour period (except weekends or holidays). E-mail is usually best as it avoids the “phone tag” problem.

Overview - Ed-474 provides credential candidates the opportunity to develop, practice, and refine the knowledge, attitudes, and skills required to competently integrate, teach and assess student achievement of multiple subjects. It requires complex analysis, evaluation and synthesis of educational content - particularly relating to objective-specific instruction and assessment as well as cross-subject content integration.

Who is the learner? – Ed-474 students are Multiple Subject Credential candidates who have successfully completed: Ed - 460, 462, 464, 470, and 472 and have a well developed background in the core concepts and principles of effective teaching. They also have successfully participated in over one-hundred hours of supervised fieldwork in elementary classrooms.

What will the learner be able to do as a result of this course – major goals?

Given a grade-level assignment and a diverse set of state content requirements, all candidates will …

A. systematically analyze State Standards and explicitly identify embedded academic concepts, principles or skills. Effectively devise valid and assessable instructional activities to match the required type of cognitive processing, the identified needs of pupil(s), and the intent of the targeted State Standard.

B. design congruent lessons which explicitly reflect current cognitive and motivational theory, the effective teaching practices outlined in California Standards for the Teaching Profession, and the critical thinking and study skills appropriate to the subject disciplines of math, science, social science, art, physical education/ health.

C. comprehend, interpret, and appropriately use a variety of informal and formal assessment strategies to analyze student readiness, determine student progress and effectively adapt instruction.

D. design, teach, and thoughtfully evaluate lessons that demonstrate multiple instructional and assessment approaches which are responsive to pupil diversity, promote high quality learning and assure pupils meaningfully interrelate ideas and information within and across the subject areas of math, science, social science, visual and performing art, physical education and health.

E. become ethically professional advocates for substantial school reform, critically analyzing and evaluating existing public school practices which violate principles of child development and learning.

Ancillary Goals:
The candidate will discuss or demonstrate instructional and assessment approaches appropriate for . . .
… active forms of learning, (e.g. simulations, debates, research activities, cooperative projects, etc.)
… encouraging children to apply learned skills & multiple solution strategies to novel and complex problems.
… helping pupils clarify common misunderstandings in specific subjects such as math, science, or history.
How will the learner go about achieving the competencies? The Candidate will ...

1. Read, analyze, discuss, and operationalize current educational theory/research. Resourcefully and actively participate in individual and small group assignments. Practice thoughtful, cognitive reflection through study and observation, open discussion, questioning and problem-solving, collaborative cooperation, fieldwork activities, project development/presentations, and reflective writing.

2. Work in simulated grade-level teams to analyze and transform California content requirements into “integrated” lesson sequences which effectively merge key concepts, principles or skills while recognizing and adapting for developmental interests, special needs and learning preferences.

3. Actively engage in a cross-course \{468/474\} field-work experience of approximately 150 hours, including selected assessment requirements related to CA TPA-3 tasks. In cooperative collaboration with the needs of the supervising teacher, design, teach and reflectively evaluate multiple lessons against identified CCTC Standards and course requirements.

4. Reflectively analyze and thoughtfully embed Ed-474 materials and products into appropriate sections of the ULV Teaching Resources and Development Portfolio. (e.g. cognitive analysis matrices, instructional and/or assessment strategy schematics, unit/lesson plans, supervising teacher evaluations, etc).

How will the learner be assessed and graded - Five major assessment opportunities:

The first revolves around active demonstration of required teacher character dispositions-

The Teacher Education Faculty has developed a compilation of personal characteristics required of ULV teacher candidates. These characteristics will be assessed during student class participation and evaluated based on: \{a\} depth of contributions, \{b\} willingness to risk expression/exploration of thoughts, and, \{c\} consistent commitment to active and constructive professional behavior.

(A documented medical emergency or mandated teaching obligation \{i.e. Back to School Night\}, is considered an excused absence only when written documentation is provided to the instructor by the candidate.)

Character Dispositions required of all ULV teacher candidates:

- Demonstrates formal thinking capacity, thinks critically, collects and analyzes data, anticipates multiple consequences, and makes sound decisions.

- Responds appropriately to communication from others including hearing feedback and responding constructively to criticism. Is reflective and willing to wrestle with ideas outside of his or her cognitive framework.

- Demonstrates awareness of personal style, strengths, and weaknesses. Monitors personal performance and plans appropriate self-improvement.

- Demonstrates patience, flexibility, and compassion in working with students. Is normally relaxed around adults and children.

- Is able to give students positive attention and reinforcement. Demonstrates good attending behavior and is respectful of differences in values, styles, and cultures.

- Takes responsible action to resolve problems and conflicts. Communicates directly and willingly accepts responsibility for errors or negative impact on others.

- Enjoys learning about, with, and from children, has a sense of humor and can relate happily with students.
## Ed-474 Multiple Assessment Opportunities – Grading Values

<table>
<thead>
<tr>
<th>Behaviors/ Tasks/ Products</th>
<th>Grade Value</th>
<th>Notes/ Reminders:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One: Participation and Contributions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ ULV Character Dispositions {syllabi p. 2}</td>
<td>20 points per session</td>
<td>{Dept. Ed. Policy: 2 or more unexcused in-class absences may result in a grade of F or an INC}</td>
</tr>
<tr>
<td>➢ Mini-Seminar Contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ In class discussions and activities</td>
<td>contribution to ...</td>
<td></td>
</tr>
<tr>
<td>➢ On-line discussions and activities</td>
<td>participation in ...</td>
<td></td>
</tr>
<tr>
<td>➢ Project planning and presentations</td>
<td>demonstration of ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>{See Course Calendar for all DUE dates.}</td>
</tr>
</tbody>
</table>

**Two: Cross-Course Fieldwork \{2 parts\}**

1. Teacher interview and environmental analysis

2. Fieldwork products

| (5) lesson plans of lessons actually taught | 30 points | |
| (5) reflective analyses of the lessons taught | | |
| (3) supervisor evaluations of 3 ‘integrated’ lessons | | |

**Three: Content Comprehension Assessment**

Paper-pencil Test

| 85 or better = “pass” = summative assessment | 50 points | (An initial score of 85 or better = “pass” and 50 pts.. A score of less than 85 = “retake” until pass and maximum score of 30) |
| Less than 85 = “retake” = formative assessment | 30 points (take until passed) | |

**Four: Project Development**

Student choice # 1 Grade-level Integrated Learning Unit

Student choice # 2 Student designed Learning Project

**Presentation and evaluation**

{Evaluated according to the “Feedback Rating Scale” \[# 1\] and/or the “Presentation Rubric Checklist \[# 1 and 2\]”}

| | 60 points possible | |

**Rubric Evaluations - Team projects**

{For \textit{team} projects, each “team” member submits and “Effective Team Member Rubric.” The individual’s score from previous box is adjusted based on rubric score}

**Five: Individual change - reflective analysis**

End of term goal achievement self-evaluation

| | 30 points possible | |

| Total points possible: | 550 total points possible | |

Final grades will be determined by percentages: 94–100% = A; 90–93.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80 – 82.9 = B-; 77 – 79.9 = C+; 73 – 76.9 = C Assignments submitted after a due date automatically drop ten percent.

The preceding table and the Course Calendar, are provided to help candidates self-assess, monitor, and be in control of, their successful completion of Ed-474 behaviors/tasks/products. All descriptive documents/forms and evaluation criteria become available on-line through \textit{Blackboard} as each is assigned. If a candidate is unclear about any expectations they should communicate with the course instructor immediately.
Please Note: The quality of all written work is expected to be representative of what you would prepare professionally for dissemination to parents and the community. Written work is evaluated on quality and clarity of content, logical organization, and general mechanics such as spelling and grammar.

For hardcopy submissions: No binders or sheet envelops please, just stapled in upper left corner. Be sure to place your name, team name (if applicable), date, and class section on all written assignments.

Department of Education Policy: “Your participation in this course demonstrates your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your on-going learning. Your attendance affects your grade. Any student who misses 20% or more of scheduled in-class time shall receive either a failing or an INC grade at the discretion of the instructor and consistent with the policies outlined in the ULV catalog.”

The ULV Grading Policy (ULV Catalog) is the final ruling guideline on student evaluation and grading.

Student paperwork requesting an incomplete grade must be submitted before the last class session.

Ed-474 Cross-course {468/474} Fieldwork

Part One: You are meeting two fieldwork requirements within one practicum placement.

Gathering of information is the first step in Ed-474’s The Cycle of Teaching. For the Ed-474 fieldwork you will use the Teacher Interview - Classroom Environment Analysis >Blackboard > Course Documents>, to gather essential information before planning for instruction or working with children. The DUE date for this first Ed-474 fieldwork assignment is noted on the Course Calendar. Your primary information source is the teacher to whose classroom you have been assigned for Ed-468. Courteously schedule an uninterrupted interview time with that teacher so you will be able to freely discuss the questionnaire. At the meeting please express your gratitude for their support and provide a verbal overview of the additional 474 fieldwork expectations.

<table>
<thead>
<tr>
<th>To help with later writing of your TPA-3, observe and make notes on how the supervising classroom teacher adapts behaviors, activities, and materials to meet the needs of each special need child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what ways does the teacher gather information about the focus students, how does s/he know what they know or don’t know, need or don’t need …</td>
</tr>
<tr>
<td>Are there different instructional and assessment strategies the supervising teacher uses with the focus children, and why does s/he use them …</td>
</tr>
<tr>
<td>If the focus students are normally lumped in along with the all the other students, what adjustments does the teacher appear to make to the general instructional activities to better support the focus students, or make accommodations for their particular needs</td>
</tr>
<tr>
<td>Does the teacher gather any unique data regarding the focus students, and, if so, how is that information used or communicated with others …</td>
</tr>
</tbody>
</table>
Cross-course Fieldwork - Part Two: Instructional planning and lesson implementation are the 2nd and 3rd steps in The Cycle of Teaching. After you have observed and worked with the teacher, learned class routines, and familiarized yourself with the children and the academic content of the subject areas at your assigned grade level, you are ready to become more directly involved in classroom instructional and assessment processes. For the Ed-474 component of this Cross-course Fieldwork, you will submit the following: [see calendar for dates]

a. Five (5) individual lesson plans {474 format}. The first two lessons are submitted on-line to the 474 instructor for formative evaluation and constructive feedback. The last 3 lessons are described below.

b. Three advanced lessons that “integrate” at least two content areas, require critical thinking, and have been observed and evaluated. {see Fieldwork Lesson Evaluation Form for lesson expectations}. Three “reflections”, one for each lesson {one page single-spaced maximum reflection for each lesson – see Lesson Self-reflection Form for areas to address}. Three Ed-474 Fieldwork Lesson Evaluation forms, one for each lesson. NOT the Ed-468 form.

Please arrange to do the advanced lessons toward the end of your assigned Ed-468 experience OR in the week following {by special arrangement with the supervising teacher}. The evaluation form for these lessons is more concretely defined than the Ed-468 form.

Please staple these 3 lesson/reflection/evaluation packets together in the following order:

- lesson plan
- your analytical reflection for that lesson
- teacher’s evaluation sheet for that lesson

You will electronically submit the first two fieldwork lesson plans through Blackboard or by e-mail on the DUE calendar date. They will be formatively evaluated by the Ed-474 instructor and returned to you with comments. The final three lessons, as described in item (b.) are to be submitted in hardcopy on the DUE calendar date.

Finally - you will want to provide heartfelt thanks to the supervising teacher for the amount of time he or she has voluntarily devoted to you and your professional development!

Required texts and resource materials:

(The Eggen text is the same text used for Ed-472 but different sections will be utilized)

Eggen, Paul & Kauchak, Donald Strategies for Teachers: Teaching Content and Thinking Skills, 5th Edition.


California Teaching Performance Assessment Candidate Handbook – Task 3 <available on-line>

California Department of Education Subject Area Grade Level Content Standards/Frameworks for grades Kindergarten through 8th <available on-line or from ULV Ed. Dept. Curriculum Lab>
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session One</td>
<td><strong>Before</strong> Session 2 class: Read Eggen, Ch. 1 and 2; Read Airasian, Ch. 1 – Purposes Assessment Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>February 23rd, 4th, 5th</td>
<td>For Session Two – Bring one of your lesson plans from Ed-472</td>
</tr>
<tr>
<td>Session Two</td>
<td><strong>Before</strong> Session 3 class: Read Eggen, Ch. 5, Inductive Model; Airasian, Ch. 3, Planning &amp; Assessment Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>February 10th, 11th, 12th</td>
<td></td>
</tr>
<tr>
<td>Session Three</td>
<td><strong>Before</strong> Session 4 class: Read Eggen, Ch. 6, Concept Attainment; Airasian, Ch. 4, Assessment at Instruction Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>February 17th, 18th, 19th</td>
<td>Write: a complete Inductive or Concept Attainment lesson plan and bring to Session Four</td>
</tr>
<tr>
<td>Session Four</td>
<td><strong>Before</strong> Session 5 class: Read Eggen, Ch. 7, Integrative Model; Airasian, Ch. 5, Summative Assessment Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>February 24th, 25th, 26th</td>
<td></td>
</tr>
<tr>
<td>Session Five</td>
<td><strong>Before</strong> Session 6 class: Read Airasian, Ch. 6, Achievement Tests and 7, Improving Achievement Tests Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>March 3rd, 4th, 5th</td>
<td>&gt;&gt; there will be a paper-pencil comprehension level test in Session 6 on assigned readings &amp; course discussions</td>
</tr>
<tr>
<td>Session Six</td>
<td>Tonight: Assessment – (assigned readings and on-line/ in-class discussions) Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>March 10th, 11th, 12th</td>
<td>Fieldwork Teacher Interview DUE March 13 before 4:00 p.m.</td>
</tr>
<tr>
<td>Session Seven</td>
<td><strong>Before</strong> Session 8 class: Read Airasian, Ch. 9, Grading Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>March 17th, 18th, 19th</td>
<td>One typed [MS Word/RTF] lesson plan to Ed-474 Instructor {before 4:00 pm., 3/20}</td>
</tr>
<tr>
<td>Session Eight</td>
<td>On-Line Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>March 24th, 25th, 26th</td>
<td>One typed [MS Word/RTF] lesson plan to Ed-474 Instructor {before 4:00 pm., 3/27}</td>
</tr>
<tr>
<td>Session Nine</td>
<td>On-Line Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>March 31, April 1st, 2nd</td>
<td></td>
</tr>
<tr>
<td><strong>April 6 - 10</strong></td>
<td><strong>No Class – Spring Break Holiday</strong></td>
</tr>
<tr>
<td><strong>Session Ten</strong></td>
<td><strong>On-Line:</strong> Participate in Blackboard Discussion Blog before deadline</td>
</tr>
<tr>
<td>April 14th, 15th, 16th</td>
<td>Next week = regular class session meeting</td>
</tr>
<tr>
<td><strong>Session Eleven</strong></td>
<td><strong>In-Class Session:</strong> Completed (3) lesson Fieldwork packets, are DUE</td>
</tr>
<tr>
<td>April 21st, 22nd, 23rd</td>
<td></td>
</tr>
<tr>
<td><strong>Session Twelve</strong></td>
<td><strong>In-Class Session:</strong> Formative assessment of Project progress [presentation sequence drawing]</td>
</tr>
<tr>
<td>April 28th, 29th, 30th</td>
<td>&gt;&gt; Complete plans will be due for all Project Presentations in Session Thirteen</td>
</tr>
<tr>
<td><strong>Session Thirteen</strong></td>
<td>&gt;&gt; Depending on class size, two presentations may be made during the same class session &gt;&gt;</td>
</tr>
<tr>
<td>May 5th, 6th, 7th</td>
<td><strong>ALL Teams and Individuals – Project Plans/Lessons are DUE</strong></td>
</tr>
<tr>
<td><strong>Team/Individual</strong></td>
<td><strong>present overview and demonstration of their Project</strong></td>
</tr>
<tr>
<td><strong>Class provides verbal and written feedback.</strong></td>
<td><strong>Presenter(s) analyzes/evaluates presentation, then writes summarization.</strong></td>
</tr>
<tr>
<td><strong>Session Fourteen</strong></td>
<td><strong>ON-Line Course Evaluation is DUE</strong></td>
</tr>
<tr>
<td>May 12th, 13th, 14th</td>
<td><strong>Previous Team(s) - Self-Reflection/member rubrics {in sealed envelope}</strong></td>
</tr>
<tr>
<td><strong>Team/Individual</strong></td>
<td><strong>present overview and demonstration of their Project</strong></td>
</tr>
<tr>
<td><strong>Class provides verbal and written feedback.</strong></td>
<td><strong>Presenter(s) analyzes/evaluates presentation, then writes summarization.</strong></td>
</tr>
<tr>
<td><strong>Session Fifteen</strong></td>
<td><strong>Previous Team(s) - Self-Reflection/member rubrics {in sealed envelope}</strong></td>
</tr>
<tr>
<td>May 19th, 20th, 21st</td>
<td><strong>Team/Individual</strong> <strong>present overview and demonstration of their Project</strong></td>
</tr>
<tr>
<td><strong>Class provides verbal and written feedback.</strong></td>
<td><strong>Presenter(s) analyzes/evaluates presentation, then writes summarization.</strong></td>
</tr>
</tbody>
</table>
EDUC 476  
TEACHING IN THE CONTENT AREA  
SINGLE SUBJECT CANDIDATES  
Fall 2008  

4 Units (includes 30 hour Practicum)

Instructor: Dr. Cleveland Hayes  
Office: Barkley 7  
Phone: 909-593-3511 Ext. 4694  
Email: Chayes5@ulv.edu  
Office Hours: By appointment  
Class Location: Leo Hall 120  
Class Time: Thursday 4:00 – 6:50 and 7:00 – 9:50

REQUIRED TEXT:


California Department of Education Subject Area Grade Level Content Standards.


COURSE DESCRIPTION

This course is designed to provide substantive instruction and supervised practice that effectively prepares each single subject candidate to plan, deliver, and assess content specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content areas, and (2) the basic principles and primary values of the underlying discipline. This course will include a 30 hour fieldwork practicum. Students will gain insight into the methods of teaching single subject content in grades 7 – 12 including selection, organization, presentation and assessment of content in accordance with State and National Standards.

GENERAL COURSE OBJECTIVES

Students who complete the course will:

1. The students will develop lessons (learned in 472) that express sensitivity to cultural diversity, adaptations for EL students (learned in 460, 470), adaptations of special needs students (to include Talented and Gifted, learned in 457), and content reading strategies (learned in 466).

2. Prepare and critique a variety of assessments that are effective at the secondary level while incorporating Task 3, Teacher Performance Assessments (TPA) protocol.

3. The students will plan, execute and assess one lesson related to their specific content area.

4. The students will write lessons plans, teach lessons, and evaluate lessons for that teaches inquiry.

5. Examine the use of inquiry and discovery in the middle school/high school classroom.

6. Develop, teach, and evaluate a cross-curriculum lesson.

7. Develop, practice, and reflect on teaching practices.

8. Demonstrate the understanding of the California Standards for the Teaching Profession.

9. Integrate technology into classroom instruction and assessment.

10. Know how to continue professional growth through the communication of professional responsibilities and self-development.

TOPICS TO BE COVERED:

I. Unit 1: School Climate –
A. Opening School
   (1). Getting ready for school.
       (a). Disclosure statement
       (b). Meeting the students and parents
       (c). Classroom set up
       (d). Districts/Sites/Departments

B. Behavior and Management
   (1). Assess the importance of planning for teaching and learning as it relates to classroom management.
   (2). Examine classroom procedures that optimize the learning environment
   (3). Identify teaching strategies that promote student engagement in learning.
   (4). Investigate various models of effective classroom management.

C. Inclusion
   (1). To enable regular classroom teachers to adapt and/or modify classroom environments and teaching techniques in order to meet the individual differences of students within the classroom.
   (2). Mainstreaming for success
   (3). Adapting instruction

II. Unit 2: Content Specific Strategies – Using some general strategies and methods students in each of their content areas these are the topics that will be covered.
   A. Reading across the curriculum
   B. Which ELD and ELA standard works best for the lesson objective
   C. Knowledge of how to establish curriculum goals, objectives, and appropriate learning strategies including
      1. planning learning opportunities appropriate for students leaning styles
      2. developmentally appropriate instruction for diverse learners
      3. a variety of strategies such as cooperative learning, discussion, inquiry, problem based learning, and direct instruction
   D. Using traditional print materials in the secondary classroom
   E. Using graphic organizers in the secondary classroom
   F. Using media in the secondary classroom
   G. Planning and evaluating instruction
   H. Project based learning
   I. Writing across the curriculum
   J. Teaching Vocabulary

III. Unit 3 Assessment

Unit Objectives:
   A. Distinguish between norm and criterion referenced test.
      1. STAR Testing
      2. CAHSEE
   B. Relate the types of evaluation to various types of instructional decisions and to the instructional process.
C. Plan and design valid and reliable teacher-made test for evaluating achievement of educational objectives.

D. Evaluate appropriate checklist and rating scales for evaluating student performances and products.

E. Effectively plan for and make decisions related to instructional and assessment accommodations necessary because of student exceptionality or diversity.

METHODS OF INSTRUCTION:

Methods of instruction will include lecture, demonstrations, presentations, hands-on activities, and projects. All students are responsible for material assigned. They will work together and individually to accomplish assigned tasks.

SUGGESTED STUDENT ACTIVITIES¹

1. 30 hour Practicum with an individual class including paper with observation notes and time log (1000 points)
   - See the attached practicum requirements
   - You must have a direct instruction day, a group investigation day, and a summative evaluation day.
   - Be sure you attach any handouts.

2. Micro-Teaching Lessons (200 points)
   You will need to prepare (ITB) lesson plan format a 45 – 50 minute lesson. On the day you teach be sure you have all required materials.

3. Turned in Task 3 (500 points)

4. Annotated Bibliography and Mid-Term Paper (500 points)
   - Annotated Bibliography (200 points) you will do a literature review of relevant research on your particular content area. See attached requirements
   - Mid-Term Paper (300 points)
   - A five- seven page paper on the topic of your choice as it relates to teaching.
   The paper should be typed, double space, APA format.
   - This is more than a summary of articles. You must take a stand on an issue and then use relevant literature to support your argument.
   - Submit a copy on Blackboard as well as bring me a hard copy to class the day that it is due.

5. Participation and Class Attendance (1400 points)
   100 points for each class meeting.

6. A list of 10 content specific websites (150 points)
   - Find ten content specific websites that you will be able to share with your colleagues. At the end of the term we will consolidate all of the websites. This is due when you turn in your field practicum notebook.

¹ These are subject to change depending upon the atmosphere of the class. Flexibility is the key.
7. Technology Activities 500 Points Each (3000 Points)
   - I will give you the specifics on this in class.

8. Final Exam. (1500 Points)
   See attached hand-outs.

11. Weekly Reading Responses/Discussion Board on Blackboard. (300 points)
   I will post a question that will start the discussion for the week. These are usually free responses. You just need to read them, process them and respond to them. Be sure you respond to 2 of your classmates. In order to get full credit, you need to have 3 responses a week.

12. Lesson Plans. (100 points a week x 10 = 1000 Points)
   You do not write these lesson plans. You need to go onto the Internet and find 2 lesson plans in your content and one outside of you content, cut and paste into Micro-so- word and then post them onto Blackboard. The idea here is for you all to share ideas and what you all find. As first year teachers the more you have to pull from, the easier it will be for you to lesson plan.

13. 460 and 470 Night Projects. (750 Each 1500 Points)

14. Content Strategies Notebook. (500 Points)

15. Good Guy Points (TBD).

16. Grading

Field Work Note Book 30%
In-class and homework Assignments 50 %
Class attendance and participation 20 %

17. Grade Scale

93 – 100 = A
85 – 92 =  B
75 – 84 =  C
Below  75 = F

Note: If you do not submit Task 3 by the time it is due you will receive an Incomplete (I) until you correctly submit it. If you wait to late and the Inc, because and F you will have to repeat EDUC 476.

18. Late Assignments: Late assignments are not accepted. An A student does not turn assignments in late. If a crisis arises please let me know. Do not get behind! However: as a general rule I will accept late assignments until I grade them. Once I close the
assignment on Blackboard then it’s late. You will need to make an appointment with me to discuss any issues you may have. Let’s be proactive! Blackboard will close on Sunday at 11:59 p.m. for the week. Please have all lesson plans posted as well as your responses to the discussion board questions.

19. Submitting Assignments: Unless otherwise instructed, please submit assignments in the assignments folder on Blackboard. If I want a hard copy, I will let you know.

20. Attendance and Participation. You can not learn if you are not here. I understand that events happen and if they do please let me know, but you still lose the points for the class you missed. I will give you class time credit for the assignments you will have to complete outside of class.

21. Posting on Blackboard. This counts as some of your seat time. We are supposed to meet 45 hours during the semester. You will probably spend an hour or so a week outside of class posting onto Blackboard, finding the lesson plans, etc.

22. Americans With Disabilities Act. University policies and procedures concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 4441).

23. Academic Honesty. Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

1. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

2. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.

3. Deliberately supplying material to a student for purposes of plagiarism is also culpable. When academic honesty is in question, the following may occur:
<table>
<thead>
<tr>
<th>Session Number</th>
<th>Topics of Discussion</th>
<th>Assignments Due</th>
<th>MicroTeaching</th>
</tr>
</thead>
</table>
| 1 Thursday September 4 | Class Introductions  
Class Procedures  
Using Blackboard  
Class Assignments  
Practicum  
Required Text  
Task 3- Assessing Learning  
Discussion Board Questions  
3 Lesson Plans a Week | Readings: *Your first year as a high school teacher*  
Parts 1, 2, 4, and 7  
*Teaching Strategies* Chapter 6  
Assignments Due: | |
| 2 Thursday September 11 | So You Want to Be A Teacher  
- Setting up your classroom  
- Classroom management  
- Odds and Ends  
Writing a Research Paper | Readings: *Your first year as a high school teacher*  
Part 3  
*Teaching Strategies* Chapter 4  
Assignments Due: Advanced Office Document—News Letter | |
| 3 Thursday September 18 | Instructional Design  
Lesson Planning  
Instructional Design | Readings: *First year as a high school teacher*. Part 6  
*Teaching Strategies* Chapter 7  
Articles:  
- Conducting research  
- From Topics to Questions | |
| Sunday September 21 | Blackboard Submissions Due  
Lesson Plans and Discussion  
Board Questions |
|---------------------|-----------------------------------------------------|
| 4 Thursday September 25 | Assessment/Evaluating Instruction  
Alternative Assesments for each Single Subject Area  
Assessment/Evaluating Instruction  
Standardize Test Assessment/Evaluating Instruction  
Task 3 Discussion Writing a Research Paper |
| 5 Thursday October 2 | Social Justice and the Single Subject Teacher |
| Sunday October 5 | Blackboard Submissions Due  
Lesson Plans and Discussion  
Board Questions |
| 6 Thursday October 9 | Creating a Web Quest Web Quest Scavenger Hunt |
| Sunday October 12 | Blackboard Submissions Due  
Lesson Plans and Discussion  
Board Questions |
| 7 Thursday October 16 | History and Learning Theories in Education |
| | Articles  
- White privilege: Unpacking the invisible knapsack  
- Secrets to success  
- It’s not the culture of poverty, it’s the poverty of culture  
- Pre-service teacher inquiry  
Is the team all Right? |
| | Assignments Due: History through a different set of eyes project due: |
| | Readings: Articles  
- Reflections on History and Quality Education  
- John Dewey’s Contributions  
- The Shame of American education  
- Literature Review |
| | Assignment Due: Web Quest October 9 |
| | Readings: Articles  
- Teaching ELL Students in Regular Classrooms at the Secondary Level |
<table>
<thead>
<tr>
<th>Sunday  October 19</th>
<th>Assignment Due: Mid-term Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday  October 26</td>
<td>Blackboard Submissions Due Lesson Plans and Discussion Board Questions</td>
</tr>
<tr>
<td>Thursday  October 30</td>
<td>Inquiry Teaching and Higher-Level Thinking - Helping Students Become Better Thinkers - Inquiry Teaching - Methods for Developing Higher Level Thinking Skills</td>
</tr>
<tr>
<td>Sunday  November 2</td>
<td>Blackboard Submissions Due Lesson Plans and Discussion Board Questions</td>
</tr>
</tbody>
</table>

- Bilingual Education in Secondary Settings
- Raise a Child, not a test score
- Building ESL Linguistic and Academic literacy through content-based

Assignment Due: Mid-term Paper

Sunday October 19

EDUC 470 Night: Language and the Secondary Classroom

Readings: Teaching Strategies

Chapter 9

Assignment Due: Language in the content project due: October 30

Sunday October 26

Blackboard Submissions Due Lesson Plans and Discussion Board Questions

Readings: Making Sense of Multiple Literacies

Conductors of the digitized underground railroad.

Technology in the classroom: The role of dispositions in teacher gatekeeping

Assignment Due: Publisher Project

Sunday November 2
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Readings</th>
<th>Assignments Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Thursday</td>
<td>Technology is the new language of power.</td>
<td><em>Learning Mathematical Symbolism</em></td>
<td>Advanced Power Point.</td>
</tr>
<tr>
<td>November 6</td>
<td></td>
<td><em>Cultural schemata and reading comprehension</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Developing metacognitive awareness</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Conceptual learning</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Direct instruction</em></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Blackboard Submissions Due <em>Lesson Plans and Discussion Board Questions</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Thursday</td>
<td>EDUC 466 Night Reading in the content Academic language</td>
<td><em>Teaching Strategies</em></td>
<td>Advanced Power Point Continued</td>
</tr>
<tr>
<td>November 13</td>
<td></td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Blackboard Submissions Due <em>Lesson Plans and Discussion Board Questions</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>TPA 3 Assessing Learning Due on Blackboard by 4 p.m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Thursday</td>
<td>Small Group Discussion - Organizing Discussion Groups - Six Basic Small Group Discussion Types - Cooperative Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Thursday</td>
<td>Web page Scavenger Hunt</td>
<td></td>
<td>Creating a Web page Due December 11</td>
</tr>
<tr>
<td>December 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Assignments Due: Content Specific Web Page</td>
<td>Assignments Due: Field Practicum Notebook 476 Notebook Due (Strategies Book)</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday December 11</td>
<td>Final Exam—Cross Curriculum Planning</td>
<td></td>
<td>Assignments Due: Content Specific Web Page Assignments Due: Field Practicum Notebook 476 Notebook Due (Strategies Book)</td>
</tr>
<tr>
<td>Tuesday December 16</td>
<td>Final Exam Due</td>
<td></td>
<td>Final Exam Due by 5pm Technology CD Due</td>
</tr>
</tbody>
</table>
INSTRUCTOR: Dr. Robert Wakeling

OFFICE HOURS: Daily after 3:00 p.m.
No appointment necessary

OFFICE PHONE: 909-593-3511 X4622

HOME PHONE: 626-449-9538

CELL PHONE: 626-533-5069

E-MAIL: wakeling@ulv.edu

COURSE TITLE: ED 478: Advanced Supervised Teaching

COURSE UNITS: 6 Units

COURSE REQUIREMENTS

1. Verification of CBEST
2. Verification of Certificate of Clearance
3. Verification of subject matter competency
4. Verification of TB Clearance
5. Verification of U.S. Constitution
6. Pass RICA for Multiple Subject candidates
7. Complete all course work including speech
   SPED 457 may be completed concurrently with ED 478
8. Pass CalTPA #4: Culminating Teaching Experience

COURSE GOALS: Each intern and traditional student teacher will complete ten weeks of advanced supervised teaching during the last semester in a classroom or classrooms within their credential area under the supervision of a University supervisor and a school-site supervisor and pass CalTPA #4: Culminating Teaching Experience.

COURSE OBJECTIVES: Each intern and traditional student teacher will:
1. Teach lessons daily within their credential area
2. Prepare complete lesson plans, according to the University’s approved format
3. Prepare lessons based on the CSTP and TPE requirements
4. All prepared lessons must be based on the Content Standards and ELD Standards
5. Complete a reflective evaluation after each formal lesson taught
6. Be completely prepared for each University supervisor’s and school-site supervisor’s observations
7. Complete an individual Portfolio under the direction of the University supervisor
8. Complete a Reflective Journal
9. Attend the University supervisor’s seminars
10. Attend the University seminars for CalTPA #4: Culminating Teaching Experience preparation
11. Attend the Classroom Management Part II Seminar
12. Attend the Student Teacher Retreat
13. Complete a self-assessment of ED 478: Advanced Supervised Teaching
14. Pass CalTPA #4: Culminating Teaching Experience

COURSE REQUIREMENTS

LESSON PLANS
1. Complete lesson plans must be prepared for each formal observation by the University supervisor and the school-site supervisor.
2. Daily lesson plans must be completed for all subjects taught.
3. These lesson plans are to become part of the student’s Portfolio.
4. Complete lesson plans must be available for each University supervisor and school-site supervisor’s observation.
5. Lesson plans must follow the University’s format.
6. All lesson plans are to be based on the CSTP and TPE requirements and the Content Standards and ELD Standards.
7. Complete a reflective evaluation after each formal lesson.

LESSON OBSERVATIONS
1. Each student will be observed weekly by the University supervisor and four times by the school-site supervisor for traditional supervised teachers and four times during the semester for intern teachers.
2. Each observation will last for the entire period or scheduled lesson.
3. Each observation will be evaluated on the CSTP and TPE requirements and the selected Content Standard and ELD Standard.
4. For traditional supervised teachers, University supervisors will schedule all observations to meet the requirements of the school-site supervisor and the class.
5. Intern teachers will provide the University supervisor with a current teaching schedule of all classes.

ATTENDANCE
1. All students are to be in attendance at their assigned schools and classrooms for the full length of the professional day.
2. All students are to attend faculty meetings, department meetings, planning meetings, parent meetings, and any other meetings held at the school site that are attended by the school-site supervisor.
3. Students are expected to be at their assigned schools and classrooms every day. Three unexcused absences will result in possible extension of the supervised teaching experience. Please contact the school and the University supervisor if you are going to be absent.

SEMINARS
1. Seminars are an important part of the supervised teaching experience.
2. Seminars will be scheduled by the University supervisor and will be held at various locations.
3. Seminars are to be attended by all students and absences will effect the final supervised teaching grade.
4. The Portfolio and the Reflective Journal will be a part of the final grade.
5. Special University seminars will be held during the first two weeks of the course for CalTPA #4: Culminating Teaching Experience preparation and are to be attended as part of the seminar requirements.

ASSESSMENT
1. All students will be assessed based on their successful following and completion of the Supervised Teaching requirements and their successful demonstration of the required Content Standards and ELD Standards and teaching strategies, Teaching Performance Expectations, and the California Standards for the Teaching Profession. The University of La Verne’s Dispositions will also be a factor in assigning the final grade.
2. This assessment will be an ongoing process based on the weekly observations performed and written by the University supervisor and the observations performed by the school-site supervisor.
3. Each observation will be for a full academic period or for a complete lesson.
4. Attendance at every University seminar and university supervisor seminar is a requirement for an A grade
5. Completion of the Portfolio and the Daily Reflective Journal is a requirement for an A grade
6. Pass CalTPA #4: Culminating Teaching Experience
7. The final grade will be the decision of the University supervisor, based on a collaborative evaluation of the University supervisor and the school-site supervisor, and a self-evaluation by the student.
8. The minimum score for passing ED 478: Advanced Supervised Teaching will be a minimum of 112 points out of a total of 140 points. This passing 112 points out of a total of 140 points will be based on the CSTP and TPE requirements as well as the University of La Verne’s Dispositions.
GRADING POLICY

Supervised Teaching is graded on an A, B policy.

A: Exceptional

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, clear, and detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The assessment appropriately supported the objective.

Attendance at all University seminars
Attendance at all CalTPA #4: Culminating Teaching Experience seminars
Completion of Portfolio and Daily Reflective Journal

B: Competent

The candidate’s planning and teaching abilities were appropriate, relevant, or accurate. The planning and teaching were connected to the content standard and the objective and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. The assessment supported the objective.

Attendance at all University seminars
Attendance at all CalTPA #4: Culminating Teaching Experience seminars
Completion of Portfolio and Daily Reflective Journal

Any grade below a B will result in repeating Supervised Teaching

CSTP: TPE: DISPOSITIONS

Supervised teaching candidates completing ED 478: Advanced Supervised Teaching must demonstrate proficiency in the following CSTP and TPE standards and expectations as well as the following dispositions in order to receive a passing grade.

The demonstrated level of achievement for each standard, expectation, and disposition is determined through the use of a four-scale rubric, as evaluated by the University supervisor and the school-site supervisor, through observation of the supervised teacher candidate as he/she relates to students.

Rubric Scale:
1. Not Present
2. Emerging
3. Competent
4. Exceptional
ED 478: Advanced Supervised Teaching candidates must pass the CSTP Standards and the TPE Expectations with a minimum score of 63/84.

The University’s Dispositions will be scored as a Pass or Fail. Any Disposition receiving a Fail grade will require an assessment meeting with the Teacher Education Department before a credential will be granted.

**EVALUATION RUBRIC SUMMARY**

Students completing ED 478: Advanced Supervised Teaching will be scored using the following rubric score.

Each student will be scored on their successful completion of each of the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the University of La Verne, College of Education and Organizational Leadership Dispositions using a four-point rubric score.

The score value for the rubric is based on the scoring rubric used for the Teaching Performance Assessments.

**SCORE LEVEL 1: NOT PRESENT**

The candidate’s planning and teaching abilities were **inappropriate, irrelevant, or missing**. The planning and teaching were extremely weakly connected to the content standard or missing, and the objective and the content standard were minimally reinforced or ignored. The teaching strategies used were extremely weak or did not support the objective. **The lesson was unconnected across the response.**

**SCORE LEVEL 2: EMERGING**

The candidate’s planning and teaching abilities were **minimal, limited, cursory, inconsistent and/or ambiguous**. The planning and teaching were weakly connected to the content standard and the objective, and the content standard was minimally reinforced throughout the lesson. The teaching strategies used were weak and minimally supported the objective. **The lesson was weakly connected across response and may be inconsistent.**

**SCORE LEVEL 3: COMPETENT**

The candidate’s planning and teaching abilities were **appropriate, relevant, or accurate**. The planning and teaching were connected to the content standard and the objective, and the content standard was reinforced throughout the lesson. The teaching strategies used were appropriate and supported the objective. **The lesson was connected across the response.**
SCORE LEVEL 4: EXCEPTIONAL

The candidate’s planning and teaching abilities were appropriate, relevant, accurate, and clear or detailed. The planning and teaching were purposefully connected to the content standard and the objective and the content standard was strongly reinforced throughout the lesson. The teaching strategies used were appropriate and accurately supported the objective. The lesson was purposefully connected and reinforced across the response.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
TEACHING PERFORMANCE EXPECTATIONS

CSTP 1: Engaging and Supporting All Students in Learning
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Practices
TPE 7: Teaching English Learners

CSTP 2: Creating and Maintaining Effective Environments for Student Learning
TPE 10: Instructional Time
TPE 11: Social Environment

CSTP 3: Understanding and Organizing Subject Matter for Student Learners
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 8: Learning About Students
TPE 9: Instructional Planning

CSTP 5: Assessing Student Learning
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

CSTP 6: Developing as a Professional Educator
TPE 12: Taking Responsibility for Student Academic Learning
TPE 13: Using Reflection and Feedback to Formulate Goals to Increase Teaching Effectiveness

TEACHER EDUCATION CANDIDATE DISPOSITIONS

DISPOSITIONS OF CHARACTER

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Ethical Behavior</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>Integrity</td>
<td>Self-control</td>
</tr>
<tr>
<td>Dependability</td>
<td>Honesty</td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Confidentiality</td>
<td>Self-acceptance</td>
</tr>
<tr>
<td></td>
<td>Fairness</td>
<td>Self-reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emotional maturity</td>
</tr>
</tbody>
</table>
**DISPOSITIONS OF INTELLECT**

**Commitment to Professional Development**
- Commitment to students
- Commitment to the profession
- Responsive to feedback
- Commitment to remaining current in the field

**Intellectual Commitment**
- Spirit of inquiry
- Applies theory to practice
- Commitment to lifelong learning
- Objectivity
- Openness to alternative viewpoints

**DISPOSITIONS OF CARING**

**Empathy**
- Concern for others
- Acceptance of others
- Belief that all children can learn

**Advocacy**
- For students, parents, faculty, staff, and the profession

**Respectfulness**
- Civility
- Sensitivity
- Social awareness

**Socio-Cultural Competence**
- Comfort and ease in all social and cultural situations

**REQUIRED TEXTS AND MATERIALS**

- Supervised Teaching Handbook
- CalTPA #4: Culminating Teaching Experience Handbook

**REQUIRED MEETINGS**

- Classroom Management Part II Seminar
- Student Teaching Seminars
- CalTPA #4: Culminating Teaching Experience Seminars
- Student Teaching Retreat

**ACADEMIC HONESTY**

University policy is as follows:
- All tests, papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of exact wording requires a “quotation” format.
- Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.
- A faculty member who has proof that academic honesty has been violated will take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, additional and/or revised work from the student may be required. Faculty members shall bring all violations of academic honesty to the attention of the appropriate Dean, who may in turn place on probation, suspend, or expel the student.
MISSION STATEMENT OF THE UNIVERSITY (paraphrased)
Values Orientation: a philosophy of life that actively supports the health of the planet and its people.
Community and Diversity: understand and appreciate the diversity of cultures that exist, and appreciate bio-diversity by understanding the impact/dependence of humans on the environment.
Lifelong Learning: learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth.
Community Service: service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community.

STUDENTS WITH DISABILITIES
University policies concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 441) or through www.ulv.edu/dss/. Students may speak privately to the instructor for assistance in contacting the Director of Student Disabilities Services.

SUPERVISED TEACHING SUCCESS
- Plan careful and thoughtful lessons
- Develop thorough lesson plans
- Base all lessons on CSTP and TPE requirements, Content Standards, ELD Standards
- University of La Verne’s Dispositions
- Complete a reflective evaluation of the lesson taught
- Plan for the student diversity in your class
- Plan with your University supervisor and school-site supervisor
- Attend all University supervisor seminars
- Attend the CalTPA #4: Culminating Teaching Experience seminars
- Pass CalTPA #4: Culminating Teaching Experience
- Portfolio
- Reflective Journal
Motto: All Learners are the responsibility of all Teachers

Semester ____________

LaVerne Campus

Thursday 4:00-6:50          Monday 4:00-6:50          Tuesday 4:00-6:50          Wed. 7:00-9:50
Room:                      Room:                      Room:                      Room:
Patricia Taylor, Ph.D.    Linda Bryant, MA    Mary Collins, MA    Julie Thompson, MA
(909)593-3511 x4626*      (909)                        (909)                        (909)
Taylorp@ulv.edu           ljbryant@                  mcollins@                  jthompson@

Course Description:

A. Prerequisite: NA

B. Course Description: This course is designed to assist the candidate in understanding the needs of Exceptional learners in K-12 educational settings. Readings, class activities and assignments center on individual similarities, differences, mainstreaming, current legislation, trends, practices and techniques regarding Exceptional Learners.

Learner Outcomes:

This course is designed to enable students to:

1. Learn the laws related to special education and expectation for all stakeholders

2. Survey all IDEA disability categories and services and best practice

3. Survey special education assessments and teacher observations systems

4. Learn accommodation techniques for exceptional learners

5. Learn elements of positive behavior support and brief form: Functional Analysis
6. **Develop** an understanding about key issues in Collaboration

7. **Participate** with special needs learners and their professional supporters

Professional Standards:

CCTC: Mild Moderate Educationalist Specialist Standards:
- 10, 11, 12, 13, 15, 16, 19, 20

CEC Standards:
- CC 1, 2, 4, 5, 7. GC 1

CCTC: Teacher Education Standards: 14

Required Texts:


Course Requirements, Performance –Based Assessment, Evaluation Criteria:

A. **Course Requirements:**

TOTAL POINTS: **380**

1. **Attendance** each session and for the full session
   (note: student can not earn an A if more than one session is missed) **150**

2. **Participation**: includes completion of homework, preparation for each session (readings, homework, topics, special tasks, etc) **10**

3. **Examinations**: of key concepts in course **40**

4. **Visitations**: to two different service deliveries and written analysis **40**
5. Positive Behavior Support Analysis (A-B-C) and Plan

6. Culminating Activities:

   Part A: Professional reflection on key elements of course

   Part B: Annotated strategies/techniques list

   Part C: A written enhancement plan for a lesson or unit meant to be delivered in a typical classroom setting that include special needs learners as assigned by instructor

   Part D: A written peer critique of the enhanced lesson in Part C

B. Performance-Based Assessment:

   1. Active Participation in sessions

   2. Journaling

   3. Examinations

   4. Visitations to service deliveries

   5. Positive Behavior Support analysis and planning

   6. Demonstration of knowledge of key concepts through application

C. Criteria for Evaluation/Rubric

   Points for requirements #3 through #6 are based upon a 4 point rubric

D. Rationale for Final Grade

   A to A- 380 - 360 points

   (note: the course is interactive and overall success is achieved by student participation therefore a student can miss no more than two session to get an A or be more than ten(10) minutes late two(2) times during the semester. With or without a valid reason. An A- may be considered with a valid reason.(birth,death,medical) outstanding-
performance on performance based assessment and participation.

B+ to B points 350-310 All assignments must be turned in to receive B grade

* Graduate course are not credited below a B-. Students earning below a B- must retake the course.
<table>
<thead>
<tr>
<th>DATE</th>
<th>Standard</th>
<th>PROGRAM MODIFICATION</th>
<th>RATIONALE</th>
<th>BASED ON</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>3</td>
<td>Placed Education for Linguistically diverse course earlier in the sequence of courses.</td>
<td>Better prepare candidates to participate in early field experiences and intern positions</td>
<td>Input from school district personnel and ULV faculty</td>
</tr>
<tr>
<td>2003</td>
<td>12</td>
<td>Implemented a Student Success Team (SST) program</td>
<td>Provide assistance for struggling candidates</td>
<td>Faculty and field supervisors recommendation</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2</td>
<td>Faculty participation in BTSA/Induction Program Steering Committees</td>
<td>Participation in pre-service/in-service articulation activities</td>
<td>Faculty recommendation and district personnel invitations</td>
</tr>
<tr>
<td>Winter 2005</td>
<td>6</td>
<td>Implemented state-wide Annual Teacher Education meeting for full-time faculty and adjuncts</td>
<td>Ensure consistency between main campus and regional campuses curriculum and instruction</td>
<td>Faculty recommendation and requests of adjuncts teaching in regional campus teacher education programs</td>
</tr>
<tr>
<td>Spring 2004 – Summer 2008</td>
<td>19-21</td>
<td>Implementation of TPA Program</td>
<td>Participate as an Early Adopter and comply with SB 1209</td>
<td>Faculty recommendation</td>
</tr>
<tr>
<td>2004 – 2008</td>
<td>3</td>
<td>Restructured courses to address align with TPA</td>
<td>Better prepare candidates for TPA</td>
<td>Faculty recommendation</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>12</td>
<td>Implemented a writing competency assessment with seven-week Writers Workshop for candidates who don’t pass</td>
<td>Improve candidate writing skills to a professional level</td>
<td>Faculty evaluation of candidate’s writing</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>8B</td>
<td>Hired full-time faculty to serve as Lead Instructor for Educ 476: Teaching in the Content Areas: Single Subject</td>
<td>Strengthen Single Subject methodology coursework</td>
<td>Input from Center on Teacher Quality evaluation of recent graduates</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>12</td>
<td>Aligned Personal Characteristics Necessary for Teaching with CEOL dispositions as described in the Conceptual Framework</td>
<td>Strengthen SST program and align with NCATE Standards</td>
<td>CEOL Faculty and Administration</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>2</td>
<td>Planned and implemented Professional Development School partnership with Hesperia Unified School District Charter School: Laverne Elementary Preparatory Academy (LEPA)</td>
<td>Provide lab school pre-service experiences for candidates and extend services to K – 12 public sector</td>
<td>Hesperia Unified School District and LEPA administration, faculty and Board of Education invitation</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>19-21</td>
<td>Moved TPA Assessing Learning (AL) to Educ 468: Introduction to Student Teaching; Educ 468 moved to third semester/term of program</td>
<td>CCTC mandate to place TPA:AL in supervised student teaching</td>
<td>Input from CCTC</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>19-21</td>
<td>Implemented TaskStream</td>
<td>Improve program ability to input and retrieve data-based reports; shorten time needed to return TPA scores to candidates</td>
<td>Faculty, TPA administration, and candidate requests</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2</td>
<td>Partnership with Pomona Unified School District: Montvue Elementary School</td>
<td>Provide highly qualified site supervisors for teacher candidates in supervised field experiences</td>
<td>Administration, Student Teaching Coordinator, Pomona Unified School District and Montvue School administration</td>
</tr>
</tbody>
</table>
## Scoring Rubric for the Designing Instruction Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic Statement</strong></td>
<td>The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that clearly demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that partially demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</td>
</tr>
</tbody>
</table>
## Scoring Rubric for the Designing Instruction Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 8, 9</strong></td>
<td><strong>Planning Instruction</strong></td>
<td><strong>Designing Learning Experiences</strong></td>
<td><strong>for Students</strong></td>
</tr>
<tr>
<td><strong>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</strong></td>
<td><strong>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</strong></td>
<td><strong>The candidate minimally learns about her or his students and uses this information to plan instruction, as evidenced by:</strong></td>
<td><strong>The candidate insufficiently learns about her or his students and uses this information to plan instruction, as evidenced by:</strong></td>
</tr>
<tr>
<td>- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>- establishing some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students or framework</td>
<td>- establishing inappropriate or no goals for student learning that may not be based on state-adopted academic content standards for students or framework</td>
</tr>
<tr>
<td>- using relevant and appropriate methods to obtain information about selected students that may influence instruction</td>
<td>- using appropriate methods to obtain information about selected students that may influence instruction</td>
<td>- using limited methods to obtain information about selected students that may influence instruction</td>
<td>- using inappropriate or no methods to obtain information about selected students that may influence instruction</td>
</tr>
<tr>
<td>- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>- obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>- obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
</tr>
<tr>
<td>- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or that is not in accordance with state-adopted academic content standards for students or state-adopted framework</td>
</tr>
<tr>
<td>- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students’ needs</td>
<td>- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students’ needs</td>
<td>- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students’ needs</td>
<td>- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students’ needs</td>
</tr>
</tbody>
</table>
### Scoring Rubric for the Designing Instruction Task

<table>
<thead>
<tr>
<th>TPE 4, 6, 7 Engaging and Supporting Students in Learning</th>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate uses and adapts strategies and activities for instructional planning, as evidenced by:</td>
<td>• using relevant and developmentally-appropriate strategies and activities according to purpose and lesson content</td>
<td>• using developmentally-appropriate strategies and activities according to purpose and lesson content</td>
<td>• using ambiguous or inconsistent strategies and activities according to purpose and lesson content</td>
<td>• using developmentally-inappropriate or no strategies and activities according to purpose and lesson content</td>
</tr>
<tr>
<td>• making relevant and appropriate plans for students who have special needs or abilities</td>
<td>• making appropriate plans for students who have special needs or abilities</td>
<td>• making inconsistent or minimal plans for students who have special needs or abilities</td>
<td>• making inappropriate or no plans for students who have special needs or abilities</td>
<td></td>
</tr>
<tr>
<td>• drawing upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language</td>
<td>• drawing upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language</td>
<td></td>
</tr>
<tr>
<td>• knowing and applying relevant and appropriate instructional practices for English Language Development</td>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying limited knowledge and/or ambiguous application of instructional practices for English Language Development</td>
<td>• knowing and applying inappropriate or no instructional practices for English Language Development</td>
<td></td>
</tr>
</tbody>
</table>

2008 by the California Commission on Teacher Credentialing. All rights reserved.
### Scoring Rubric for the Designing Instruction Task

<table>
<thead>
<tr>
<th>TPE 1</th>
<th>Making Subject Matter Comprehensible to Students</th>
</tr>
</thead>
</table>
| **Score Level 4** | The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:  
• demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students |
| **Score Level 3** | The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:  
• demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students |
| **Score Level 2** | The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:  
• demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students |
| **Score Level 1** | The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:  
• demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards or state-adopted framework to students |

<table>
<thead>
<tr>
<th>TPE 13</th>
<th>Developing as a Professional Educator</th>
</tr>
</thead>
</table>
| **Score Level 4** | The candidate reflects on connecting learning about students to instructional planning, as evidenced by:  
• providing detailed and relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness |
| **Score Level 3** | The candidate reflects on connecting learning about students to instructional planning, as evidenced by:  
• providing relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness |
| **Score Level 2** | The candidate minimally reflects on connecting learning about students to instructional planning, as evidenced by:  
• providing cursory or limited reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness |
| **Score Level 1** | The candidate insufficiently reflects on connecting learning about students to instructional planning, as evidenced by:  
• providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness |
# Scoring Rubric for the Assessing Learning Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic Statement</strong></td>
<td>The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that clearly demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that partially demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</td>
</tr>
</tbody>
</table>

2008 by the California Commission on Teacher Credentialing. All rights reserved.

1/4
<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate learns about her or his students and uses this information to</td>
<td>The candidate learns about her or his students and uses this information to</td>
<td>The candidate minimally learns about her or his students and uses this</td>
<td>The candidate insufficiently learns about her or his students and uses this</td>
</tr>
<tr>
<td>plan instruction, as evidenced by:</td>
<td>plan instruction, as evidenced by:</td>
<td>information to plan assessment, as evidenced by:</td>
<td>information to plan assessment, as evidenced by:</td>
</tr>
<tr>
<td>• establishing clear and appropriate goals for student learning, based</td>
<td>• establishing appropriate goals for student learning, based on state-</td>
<td>• establishing some appropriate and some inappropriate goals for student</td>
<td>• establishing inappropriate or no goals for student learning, based on</td>
</tr>
<tr>
<td>on state-adopted academic content standards for students or state-adopted</td>
<td>adopted academic content standards for students or state-adopted framework</td>
<td>learning, based vaguely on state-adopted academic content standards for</td>
<td>state-adopted academic content standards for students or state-adopted</td>
</tr>
<tr>
<td>framework</td>
<td>• obtaining relevant information about selected students such as</td>
<td>students or state-adopted framework</td>
<td>framework</td>
</tr>
<tr>
<td>• obtaining detailed and relevant information about selected students such</td>
<td>linguistic background; academic language abilities; content knowledge and</td>
<td>• obtaining cursory information about selected students such as linguistic</td>
<td>• obtaining irrelevant or no information about selected students such as</td>
</tr>
<tr>
<td>as linguistic background; academic language abilities; content knowledge and</td>
<td>skills; physical, social, and emotional development; cultural and health</td>
<td>background; academic language abilities; academic language abilities;</td>
<td>linguistic background; academic language abilities content knowledge and</td>
</tr>
<tr>
<td>skills; physical, social, and emotional development; cultural and health</td>
<td>considerations; and interests</td>
<td>content knowledge and skills; physical, social, and emotional development;</td>
<td>skills; physical, social, and emotional development; cultural and health</td>
</tr>
<tr>
<td>considerations; and interests</td>
<td>• planning an appropriate assessment in relation to the content area and</td>
<td>cultural and health considerations; and interests</td>
<td>considerations; and interests</td>
</tr>
<tr>
<td>• planning a relevant and appropriate assessment in relation to the content</td>
<td>subject matter to be taught and in accordance with state-adopted academic</td>
<td>• planning assessment that is not clearly or coherently related to the</td>
<td>• planning inappropriate or no assessment related to the content area and</td>
</tr>
<tr>
<td>area and subject matter to be taught and in accordance with state-adopted</td>
<td>content standards for students or state-adopted framework</td>
<td>content area and subject matter to be taught and/or assessment that is not</td>
<td>subject matter to be taught and/or assessment that is not in accordance with</td>
</tr>
<tr>
<td>academic content standards for students or state-adopted framework</td>
<td>• appropriately adapting the selected assessment to assist students to</td>
<td>in accordance with state-adopted academic content standards for students or</td>
<td>state-adopted academic content standards for students or state-adopted</td>
</tr>
<tr>
<td>• appropriately adapting the selected assessment to assist students to</td>
<td>achieve learning goals and meet students’ needs</td>
<td>state-adopted framework</td>
<td>framework</td>
</tr>
<tr>
<td>achieve learning goals and meet all students’ needs</td>
<td></td>
<td></td>
<td>• inappropriately adapting, or not adapting, the selected assessment to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>assist students to achieve learning goals, or using an adaptation that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>inconsistently meets students’ needs</td>
</tr>
</tbody>
</table>

Scoring Rubric for the Assessing Learning Task
### Scoring Rubric for the Assessing Learning Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 6, 7 Engaging and Supporting Students in Learning</strong></td>
<td><strong>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</strong></td>
<td><strong>The candidate minimally uses and adapts strategies for assessment, as evidenced by:</strong></td>
<td><strong>The candidate insufficiently uses and adapts strategies for assessment, as evidenced by:</strong></td>
</tr>
<tr>
<td></td>
<td>• using relevant and developmentally-appropriate assessment practices</td>
<td>• using developmentally-appropriate assessment practices</td>
<td>• using developmentally-inappropriate or no assessment practices</td>
</tr>
<tr>
<td></td>
<td>• making relevant and appropriate plans for students who have special needs or abilities</td>
<td>• making appropriate plans for students who have special needs or abilities</td>
<td>• making inconsistent or minimal plans for students who have special needs or abilities</td>
</tr>
<tr>
<td></td>
<td>• drawing upon relevant and developmentally-appropriate assessment practices</td>
<td>• drawing upon relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language</td>
</tr>
<tr>
<td></td>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying inappropriate or no instructional practices for English Language Development</td>
</tr>
<tr>
<td></td>
<td>• knowing and applying relevant and appropriate instructional practices for English Language Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Scoring Rubric for the Assessing Learning Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 3 Assessing Student Learning</strong></td>
<td><strong>TPE 3 Assessing Student Learning</strong></td>
<td><strong>TPE 3 Assessing Student Learning</strong></td>
<td><strong>TPE 3 Assessing Student Learning</strong></td>
</tr>
</tbody>
</table>
| The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:  
  • using assessment results accurately and appropriately to determine student progress and to plan instruction  
  • providing detailed and accurate feedback, to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals | The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:  
  • using assessment results appropriately to determine student progress and to plan instruction  
  • providing accurate feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals | The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:  
  • using assessment results sometimes appropriately and sometimes inappropriately to determine student progress and to plan instruction  
  • providing minimal or limited feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals | The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:  
  • using assessment results inappropriately or not at all to determine student progress and to plan instruction  
  • providing inaccurate or no feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals |
| **TPE 13 Developing as a Professional Educator**                              | **TPE 13 Developing as a Professional Educator**                              | **TPE 13 Developing as a Professional Educator**                              | **TPE 13 Developing as a Professional Educator**                              |
| The candidate reflects on connecting learning about students to instructional planning, as evidenced by:  
  • providing detailed and relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness | The candidate reflects on the assessment experience and student learning, as evidenced by:  
  • providing relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness | The candidate minimally reflects on the assessment experience and student learning, as evidenced by:  
  • providing cursory or limited reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness | The candidate insufficiently reflects on the assessment experience and student learning, as evidenced by:  
  • providing irrelevant or no reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness |
## Scoring Rubric for the Culminating Teaching Experience Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic Statement</strong></td>
<td>The response provides written and video evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides written and video evidence that clearly demonstrates the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.</td>
<td>The response provides written and video evidence that partially demonstrates the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</td>
</tr>
<tr>
<td>Score Level 4</td>
<td>Score Level 3</td>
<td>Score Level 2</td>
<td>Score Level 1</td>
</tr>
<tr>
<td><strong>Holistic Statement</strong></td>
<td>The response provides written and video evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.</td>
<td>The response provides written and video evidence that does little or nothing to demonstrate the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</td>
<td>The response provides written and video evidence that does little or nothing to demonstrate the teacher candidate’s ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.</td>
</tr>
</tbody>
</table>

---

2008 by the California Commission on Teacher Credentialing. All rights reserved.

1/6
### Scoring Rubric for the Culminating Teaching Experience Task

<table>
<thead>
<tr>
<th>TPE 8, 9 Planning Instruction and Designing Learning Experiences for Students</th>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</td>
<td>The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</td>
<td>The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</td>
<td>The candidate insufficiently learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</td>
<td></td>
</tr>
<tr>
<td>• establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>• establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>• establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>• establishing inappropriate or no goals for student learning based on state-adopted academic content standards for students or state-adopted framework</td>
<td></td>
</tr>
<tr>
<td>• obtaining detailed and relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>• obtaining relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>• obtaining cursory information about the class as a whole and about selected students, such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>• obtaining irrelevant or no information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td></td>
</tr>
<tr>
<td>• planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>• planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>• planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>• planning inappropriate or no instruction related to the content area and subject matter to be taught and/or instruction not in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td></td>
</tr>
<tr>
<td>• selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students’ needs</td>
<td>• selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students’ needs</td>
<td>• selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students’ needs</td>
<td>• selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students’ needs</td>
<td></td>
</tr>
<tr>
<td><strong>TPE 10, 11</strong></td>
<td><strong>Creating and Maintaining Effective Environments for Student Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Score Level 4** | The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:  
  • allocating instructional time appropriately  
  • establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time  
  • developing and maintaining clear and appropriate expectations for academic and social behavior  
  • creating and maintaining a positive climate for learning |
| **Score Level 3** | The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:  
  • allocating instructional time appropriately  
  • establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time  
  • developing and maintaining appropriate expectations for academic and social behavior  
  • creating and maintaining a positive climate for learning |
| **Score Level 2** | The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:  
  • sometimes appropriately and sometimes inappropriately allocating instructional time  
  • establishing inconsistent or minimal procedures for routine tasks and management of transitions  
  • developing and maintaining ambiguous or inconsistent expectations for academic and social behavior  
  • creating a climate that is sometimes appropriate for learning |
| **Score Level 1** | The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:  
  • allocating instructional time inappropriately  
  • establishing inappropriate or no procedures for routine tasks and management of transitions  
  • developing and maintaining inappropriate or no expectations for academic and social behavior  
  • creating a climate that is inappropriate for learning |
### Scoring Rubric for the Culminating Teaching Experience Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 4, 5, 6, 7 Engaging and Supporting Students in Learning</strong></td>
<td>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</td>
<td>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</td>
<td>The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:</td>
</tr>
<tr>
<td>• using relevant and developmentally-appropriate instructional strategies and activities according to purpose and lesson content</td>
<td>• using relevant and developmentally-appropriate instructional strategies and activities according to purpose and lesson content</td>
<td>• using ambiguous or inconsistent strategies and activities according to purpose and lesson content</td>
<td>• using developmentally-inappropriate or no instructional strategies and activities according to purpose and lesson content</td>
</tr>
<tr>
<td>• making relevant and appropriate plans for students who have special needs or abilities</td>
<td>• making appropriate plans for students who have special needs or abilities</td>
<td>• making inconsistent or minimal plans for students who have special needs or abilities</td>
<td>• making inappropriate or no plans for students who have special needs or abilities</td>
</tr>
<tr>
<td>• drawing upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language</td>
<td>• drawing upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language</td>
</tr>
<tr>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying inappropriate or no instructional practices for English Language Development</td>
</tr>
<tr>
<td>• ensuring the active and equitable participation of all students</td>
<td>• ensuring the active and equitable participation of all students</td>
<td>• ensuring the active and equitable participation of all students</td>
<td>• ensuring the active and equitable participation of all students</td>
</tr>
</tbody>
</table>

---

*Note: CATPA 2008 by the California Commission on Teacher Credentialing. All rights reserved.*
# Scoring Rubric for the Culminating Teaching Experience Task

## TPE 1: Making Subject Matter Comprehensible to Students

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</strong></td>
<td><strong>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</strong></td>
<td><strong>The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</strong></td>
<td><strong>The candidate insufficiently knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</strong></td>
</tr>
<tr>
<td>• demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to all students</td>
<td>• demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to all students</td>
<td>• demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to students</td>
<td>• demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students</td>
</tr>
</tbody>
</table>

## TPE 2, 3: Assessing Student Learning

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</strong></td>
<td><strong>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</strong></td>
<td><strong>The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</strong></td>
<td><strong>The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</strong></td>
</tr>
<tr>
<td>• using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students</td>
<td>• using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students</td>
<td>• using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students</td>
<td>• using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students</td>
</tr>
<tr>
<td>• using classroom assessments appropriately and analyzing student work accurately</td>
<td>• using classroom assessments and analyzing student work accurately</td>
<td>• using ambiguous classroom assessments and cursory or inconsistent analysis of student work</td>
<td>• using inappropriate or no classroom assessments and inaccurate or no analysis of student work</td>
</tr>
</tbody>
</table>
## Scoring Rubric for the Culminating Teaching Experience Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 13</strong>&lt;br&gt;Developing as a Professional Educator</td>
<td>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:&lt;br&gt;• providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness</td>
<td>The candidate reflects on the instructional experience and student learning, as evidenced by:&lt;br&gt;• providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness</td>
<td>The candidate minimally reflects on the instructional experience and student learning, as evidenced by:&lt;br&gt;• providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness</td>
</tr>
</tbody>
</table>
**Scoring Rubric for the Designing Instruction Task**

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic Statement</strong></td>
<td>The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that clearly demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.</td>
<td>The response provides evidence that partially demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</td>
</tr>
<tr>
<td>Score Level 4</td>
<td>Score Level 3</td>
<td>Score Level 2</td>
<td>Score Level 1</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</td>
<td>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</td>
<td>The candidate minimally learns about her or his students and uses this information to plan instruction, as evidenced by:</td>
<td>The candidate insufficiently learns about her or his students and uses this information to plan instruction, as evidenced by:</td>
</tr>
<tr>
<td>• establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>• establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework</td>
<td>• establishing some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students or framework</td>
<td>• establishing inappropriate or no goals for student learning that may not be based on state-adopted academic content standards for students or framework</td>
</tr>
<tr>
<td>• using relevant and appropriate methods to obtain information about selected students that may influence instruction</td>
<td>• using appropriate methods to obtain information about selected students that may influence instruction</td>
<td>• using limited methods to obtain information about selected students that may influence instruction</td>
<td>• using inappropriate or no methods to obtain information about selected students that may influence instruction</td>
</tr>
<tr>
<td>• obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>• obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>• obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
<td>• obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests</td>
</tr>
<tr>
<td>• planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>• planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>• planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework</td>
<td>• planning inappropriate or no instruction related to the content area and subject matter to be taught and/or that is not in accordance with state-adopted academic content standards for students or state-adopted framework</td>
</tr>
<tr>
<td>• selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students’ needs</td>
<td>• selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students’ needs</td>
<td>• selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students’ needs</td>
<td>• selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students’ needs</td>
</tr>
</tbody>
</table>
### Scoring Rubric for the Designing Instruction Task

<table>
<thead>
<tr>
<th>TPE 4, 6, 7 Engaging and Supporting Students in Learning</th>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate uses and adapts strategies and activities for instructional planning, as evidenced by:</td>
<td>The candidate uses and adapts strategies and activities for instructional planning as, evidenced by:</td>
<td>The candidate minimally uses and adapts strategies and activities for instructional planning as, evidenced by:</td>
<td>The candidate insufficiently uses and adapts strategies and activities for instructional planning, as evidenced by:</td>
<td></td>
</tr>
<tr>
<td>• using relevant and developmentally-appropriate strategies and activities according to purpose and lesson content</td>
<td>• using developmentally-appropriate strategies and activities according to purpose and lesson content</td>
<td>• using ambiguous or inconsistent strategies and activities according to purpose and lesson content</td>
<td>• using developmentally-inappropriate or no strategies and activities according to purpose and lesson content</td>
<td></td>
</tr>
<tr>
<td>• making relevant and appropriate plans for students who have special needs or abilities</td>
<td>• making appropriate plans for students who have special needs or abilities</td>
<td>• making inconsistent or minimal plans for students who have special needs or abilities</td>
<td>• making inappropriate or no plans for students who have special needs or abilities</td>
<td></td>
</tr>
<tr>
<td>• drawing upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language</td>
<td>• drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language</td>
<td>• drawing upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language</td>
<td></td>
</tr>
<tr>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying appropriate instructional practices for English Language Development</td>
<td>• knowing and applying limited knowledge and/or ambiguous application of instructional practices for English Language Development</td>
<td>• knowing and applying inappropriate or no instructional practices for English Language Development</td>
<td></td>
</tr>
</tbody>
</table>
# Scoring Rubric for the Designing Instruction Task

<table>
<thead>
<tr>
<th>TPE 1 Making Subject Matter Comprehensible to Students</th>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</td>
<td>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</td>
<td>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</td>
<td>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</td>
<td>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</td>
</tr>
<tr>
<td>• demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students</td>
<td>• demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students</td>
<td>• demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students</td>
<td>• demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards or state-adopted framework to students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 13 Developing as a Professional Educator</th>
<th>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</th>
<th>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</th>
<th>The candidate minimally reflects on connecting learning about students to instructional planning, as evidenced by:</th>
<th>The candidate insufficiently reflects on connecting learning about students to instructional planning, as evidenced by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• providing detailed and relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness</td>
<td>• providing relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness</td>
<td>• providing cursory or limited reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness</td>
<td>• providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness</td>
<td></td>
</tr>
<tr>
<td>Score Level 4</td>
<td>Score Level 3</td>
<td>Score Level 2</td>
<td>Score Level 1</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Statement</strong></td>
<td>The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that clearly demonstrates the teacher candidate’s ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</td>
<td>The response provides evidence that partially demonstrates the teacher candidate’s ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</td>
<td>The response provides evidence that does little or nothing to demonstrate the teacher candidate’s ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students’ progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.</td>
</tr>
</tbody>
</table>
## Scoring Rubric for the Subject-Specific Pedagogy Task

<table>
<thead>
<tr>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 4, 6, 7 Engaging and Supporting Students in Learning</strong></td>
<td><strong>TPE 1 Making Subject Matter Comprehensible to Students</strong></td>
<td><strong>Score Level 2</strong></td>
<td><strong>Score Level 1</strong></td>
</tr>
<tr>
<td>- The candidate uses and adapts strategies and activities for instruction, as evidenced by:</td>
<td>- The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</td>
<td>- The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</td>
<td>- The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:</td>
</tr>
<tr>
<td>- incorporating relevant subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s)</td>
<td>- demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to all students</td>
<td>- demonstrating accurate understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards for students or state-adopted framework(s) to all students</td>
<td>- incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s)</td>
</tr>
<tr>
<td>- knowing and applying relevant and appropriate instructional practices for English Language Development</td>
<td>- demonstrating accurate understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards for students or state-adopted framework(s) to all students</td>
<td>- demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to students</td>
<td>- knowing and applying inappropriate or no instructional practices for English Language Development</td>
</tr>
<tr>
<td>- adapting relevant and appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students</td>
<td>- demonstrating accurate understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards for students or state-adopted framework(s) to all students</td>
<td>- demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to students</td>
<td>- adapting inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s)</td>
</tr>
</tbody>
</table>

**Score Level 4**
- The candidate uses and adapts strategies and activities for instruction, as evidenced by:
  - incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s)
  - knowing and applying appropriate instructional practices for English Language Development
  - adapting appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students

**Score Level 3**
- The candidate uses and adapts strategies and activities for instruction, as evidenced by:
  - incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s)
  - knowing and applying appropriate instructional practices for English Language Development
  - adapting appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students

**Score Level 2**
- The candidate minimally uses and adapts strategies and activities for instruction as, evidenced by:
  - incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or minimal manner
  - a limited knowledge and/or ambiguous application of instructional practices for English Language Development
  - adapting instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or inconsistent manner

**Score Level 1**
- The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:
  - incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s)
  - knowing and applying inappropriate or no instructional practices for English Language Development
  - adapting inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s)
### Scoring Rubric for the Subject-Specific Pedagogy Task

<table>
<thead>
<tr>
<th>TPE 3 Assessing Student Learning</th>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:</td>
<td>The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:</td>
<td>The candidate minimally uses assessment to inform instruction and feedback strategies, as evidenced by:</td>
<td>The candidate insufficiently uses assessment to inform instruction and feedback strategies as evidenced by:</td>
<td></td>
</tr>
<tr>
<td>- understanding clearly and accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction</td>
<td>- understanding accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction</td>
<td>- a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction</td>
<td>- understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction</td>
<td></td>
</tr>
<tr>
<td>- demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students’ knowledge, skills, and behaviors</td>
<td>- demonstrating a relevant understanding of multiple measures that can be used to assess students’ knowledge, skills, and behaviors</td>
<td>- demonstrating a cursory or limited understanding of multiple measures that can be used to assess students’ knowledge, skills, and behaviors</td>
<td>- demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students’ knowledge, skills, and behaviors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TPE 9 Planning Instruction and Designing Learning Experiences for Students</th>
<th>Score Level 4</th>
<th>Score Level 3</th>
<th>Score Level 2</th>
<th>Score Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate uses student information to plan instruction, as evidenced by:</td>
<td>The candidate uses student information to plan instruction, as evidenced by:</td>
<td>The candidate minimally uses student information to plan instruction, as evidenced by:</td>
<td>The candidate insufficiently uses student information to plan instruction as evidenced by:</td>
<td></td>
</tr>
<tr>
<td>- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s)</td>
<td>- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s)</td>
<td>- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework(s)</td>
<td>- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards for students or state-adopted framework(s)</td>
<td></td>
</tr>
<tr>
<td>- selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students’ needs</td>
<td>- selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students’ needs</td>
<td>- selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students’ needs</td>
<td>- selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students’ needs</td>
<td></td>
</tr>
</tbody>
</table>
## TEACHER EDUCATION PROGRAM
### KEY PROGRAM ASSESSMENTS

<table>
<thead>
<tr>
<th>TRANSITION POINTS</th>
<th>NCATE STANDARDS THAT MUST BE EMBEDDED IN EACH PROGRAM</th>
<th>CCTC STANDARDS</th>
<th>TEACHER EDUCATION PROGRAM COURSEWORK</th>
<th>TEACHING PERFORMANCE EXPECTATIONS</th>
<th>KEY ASSESSMENT</th>
<th>DESCRIPTION</th>
<th>4 Point Rubric</th>
</tr>
</thead>
</table>
| TRANSITION POINT 1: PROGRAM ADMISSION | Multiple & Single Subject Candidates | | | • Application  
• Statement of Purpose  
• Two Letters of Recommendation  
• GPA (Min. 2.75 or conditional acceptance)  
• Dispositions-based Interview  
• Dispositions Agreement  
• Writing Sample  
• CBEST | Assesses applicants’ qualifications to enter the Teacher Education Program | CBEST: The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator; the test is not designed to measure the ability to teach those skills. |
<table>
<thead>
<tr>
<th>TRANSITION POINTS</th>
<th>NCATE STANDARDS THAT MUST BE EMBEDDED IN EACH PROGRAM</th>
<th>CCTC STANDARDS</th>
<th>TEACHER EDUCATION PROGRAM COURSEWORK</th>
<th>TEACHING PERFORMANCE EXPECTATIONS</th>
<th>KEY ASSESSMENT</th>
<th>DESCRIPTION</th>
<th>4 POINT RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSITION POINT 2: FIELDWORK READY (TP 2 occurs upon admission, throughout coursework and before entry to fieldwork in CEOL programs.)</td>
<td>• KNOWLEDGE • PLANNING • USE OF ASSESSMENTS • DIVERSITY • TECHNOLOGY</td>
<td>• KNOWLEDGE • PLANNING • USE OF ASSESSMENTS • DIVERSITY • TECHNOLOGY</td>
<td>Educ 460 Educ 470* * TPA Designated Course</td>
<td>* TPE s 1: Specific Pedagogical Skills for Subject Matter Instruction 3: Interpretation and Use of Assessments 4: Making content Accessible 6: Developmentally Appropriate Teaching Practices 7: Teaching English Learners 9: Instructional Planning</td>
<td>TPA: SUBJECT-SPECIFIC PEDAGOGY</td>
<td>This task requires candidates to use information provided within the prompt about particular students to identify appropriate subject-specific instruction and assessment plans, and to adopt this information for these students. This task is based on written scenarios provided to the candidate that describe students in hypothetical classrooms.</td>
<td>4-POINT RUBRIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DOMAIN I: Planning and Organizing Reading Instruction Based on Ongoing Assessment (RICA)</td>
<td>The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; that reflects knowledge of state and local reading standards for different grade levels; that represents a balanced, comprehensive reading curriculum; and that is sensitive to the needs of all students. The purpose of the RICA is to ensure that California-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (special education) possess the knowledge and skills important for the provision of effective reading instruction to students.</td>
<td>RICA RUBRICS: 3-POINT &amp; 4-POINT, &amp; MULTIPLE CHOICE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DOMAIN II: Developing Phonological and Other Linguistic Processes Related to Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DOMAIN III: Developing Reading Comprehension and Promoting Independent Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DOMAIN IV: Supporting Reading Through Oral and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DOMAINS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflected in the RICA and described in the RICA Content Specifications are organized into the four domains.

**RICA RUBRICS: 3-POINT & 4-POINT, & MULTIPLE CHOICE**

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>NCATE Standards That Must be Embedded in Each Program</th>
<th>CCTC Standards</th>
<th>Teacher Education Program Coursework</th>
<th>Teaching Performance Expectations</th>
<th>Key Assessment</th>
<th>Description</th>
<th>4-Point Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM COMPLETION</strong></td>
<td><strong>FIELDWORK</strong></td>
<td><strong>TPA DESIGNATED COURSE</strong></td>
<td><strong>TPA: ASSESSING LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>--------------------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>TPA Designated Course</em></td>
<td>6: Developmentally Appropriate Teaching Practices</td>
<td><strong>STUDENT TEACHER EVALUATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7: Teaching English Learners</td>
<td>TECHNOLOGY ASSESSMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8: Learning About Students</td>
<td><strong>STANDARD</strong> 18: Pedagogical Assignments and Formative Assessments During the Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9: Instructional Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13: Professional Growth</td>
<td>In this task, the candidate designs a standards-based lesson for a class of students and teaches that lesson to actual K-12 students within the classroom setting, while making appropriate use of class time and instructional resources, meeting the differing needs of individual students within the class, managing instruction and interactions with and between students, and assessing student learning. Following the lesson, the candidate demonstrates the ability to analyze the strengths and weaknesses of the lesson. To ensure equity to all candidates in the scoring of the task, a videotape of the lesson is collected and reviewed as evidence during the scoring process. The candidate response provides evidence that demonstrates the teacher candidate’s ability to learn about students, describe the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                        | Edu 478* | **TPA: CULMINATING TEACHING EXPERIENCE** |
|                        | *TPA Designated Course* | **STUDENT TEACHER EVALUATION** |
|                        | *TPEs* | TECHNOLOGY ASSESSMENT |
|                        | 1: Specific Pedagogical Skills for Subject Matter | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |
|                        | 2: Monitoring Student Learning During Instruction | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 3: Interpretation and Use of Assessments | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 4: Making Content Accessible |                      |
|                        | 5: Student Engagement | In this task, the candidate designs a standards-based lesson for the whole class and adapted for an English learner and a student with special needs. In addition, candidates demonstrate their ability to conduct assessment activities appropriately to assess student learning and to diagnose student instructional needs based on the results of the assessment(s). |

|                        | 6: Developmentally Appropriate Teaching Practices | **STANDARD** 19: Assessment Administered for Validity, Accuracy and Fairness |
|                        | 7: Teaching English Learners | **STANDARD** 20: Assessor Qualifications and Training |
|                        | 8: Learning About Students | **STANDARD** 21: Assessment Administration, Resources and Reporting |
|                        | 9: Instructional Planning | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |

|                        | 13: Professional Growth | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |

|                        | Edu 407 |                      |
|                        | *TPA Designated Course* | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | *TPEs* |                      |
|                        | 1: Specific Pedagogical Skills for Subject Matter | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 2: Monitoring Student Learning During Instruction | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 3: Interpretation and Use of Assessments | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 4: Making Content Accessible | **STANDARD** 19: Assessment Administered for Validity, Accuracy and Fairness |
|                        | 5: Student Engagement | **STANDARD** 20: Assessor Qualifications and Training |
|                        | 6: Developmentally Appropriate Teaching Practices | **STANDARD** 21: Assessment Administration, Resources and Reporting |
|                        | 7: Teaching English Learners | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 8: Learning About Students | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 9: Instructional Planning | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |

|                        | 13: Professional Growth | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |

|                        | Edu 478* | **TPA: CULMINATING TEACHING EXPERIENCE** |
|                        | *TPA Designated Course* | **STUDENT TEACHER EVALUATION** |
|                        | *TPEs* | TECHNOLOGY ASSESSMENT |
|                        | 1: Specific Pedagogical Skills for Subject Matter | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |
|                        | 2: Monitoring Student Learning During Instruction | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 3: Interpretation and Use of Assessments | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 4: Making Content Accessible | **STANDARD** 19: Assessment Administered for Validity, Accuracy and Fairness |
|                        | 5: Student Engagement | **STANDARD** 20: Assessor Qualifications and Training |
|                        | 6: Developmentally Appropriate Teaching Practices | **STANDARD** 21: Assessment Administration, Resources and Reporting |
|                        | 7: Teaching English Learners | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 8: Learning About Students | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 9: Instructional Planning | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |

|                        | 13: Professional Growth | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |

|                        | Edu 407 | **TPA: ASSESSING LEARNING** |
|                        | *TPA Designated Course* | **STUDENT TEACHER EVALUATION** |
|                        | *TPEs* | TECHNOLOGY ASSESSMENT |
|                        | 1: Specific Pedagogical Skills for Subject Matter | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |
|                        | 2: Monitoring Student Learning During Instruction | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 3: Interpretation and Use of Assessments | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 4: Making Content Accessible | **STANDARD** 19: Assessment Administered for Validity, Accuracy and Fairness |
|                        | 5: Student Engagement | **STANDARD** 20: Assessor Qualifications and Training |
|                        | 6: Developmentally Appropriate Teaching Practices | **STANDARD** 21: Assessment Administration, Resources and Reporting |
|                        | 7: Teaching English Learners | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 8: Learning About Students | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 9: Instructional Planning | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |

|                        | 13: Professional Growth | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |

|                        | Edu 478* | **TPA: CULMINATING TEACHING EXPERIENCE** |
|                        | *TPA Designated Course* | **STUDENT TEACHER EVALUATION** |
|                        | *TPEs* | TECHNOLOGY ASSESSMENT |
|                        | 1: Specific Pedagogical Skills for Subject Matter | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |
|                        | 2: Monitoring Student Learning During Instruction | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 3: Interpretation and Use of Assessments | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 4: Making Content Accessible | **STANDARD** 19: Assessment Administered for Validity, Accuracy and Fairness |
|                        | 5: Student Engagement | **STANDARD** 20: Assessor Qualifications and Training |
|                        | 6: Developmentally Appropriate Teaching Practices | **STANDARD** 21: Assessment Administration, Resources and Reporting |
|                        | 7: Teaching English Learners | **STANDARD** 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |
|                        | 8: Learning About Students | **STANDARD** 18: Pedagogical Assignments and Formative Assessments During the Program |
|                        | 9: Instructional Planning | **STANDARD** 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors |

<p>|                        | 13: Professional Growth | <strong>STANDARD</strong> 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence |</p>
<table>
<thead>
<tr>
<th>TRANSITION POINTS</th>
<th>NCATE STANDARDS THAT MUST BE EMBEDDED IN EACH PROGRAM.</th>
<th>CCTC STANDARDS</th>
<th>TEACHER EDUCATION PROGRAM COURSEWORK</th>
<th>TEACHING PERFORMANCE EXPECTATIONS</th>
<th>KEY ASSESSMENT</th>
<th>DESCRIPTION</th>
<th>4 POINT RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSITION POINT 4: POST PROGRAM COMPLETION</td>
<td>Multiple Subject &amp; Single Subject</td>
<td></td>
<td></td>
<td></td>
<td>CTQ: COMPREHENSIVE EVALUATION OF TEACHER PREPARATION:</td>
<td>Assess program quality relative to subject matter preparation, teacher education preparation, intern experiences, employment experiences prior to current teaching position, graduates’ overall teaching experiences</td>
<td>5-POINT SCALE</td>
</tr>
<tr>
<td>(TP 4 occurs after program completion or graduation.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Alumni Follow Up Survey • Employer Follow Up Survey</td>
<td>UNIT ASSESSMENT: TBD</td>
<td>4-POINT RUBRIC: TBD</td>
</tr>
</tbody>
</table>
Fieldwork Readiness

ED 468: Introductory Supervised Teaching

Key Assessments

- ED 468: Introductory Supervised Teaching
  - Five-week introductory supervised teaching experience
  - Completed in the third semester on main campus and third term in off-campus programs
  - Prerequisite course work completed:
    - ED 460: Diversity, Interaction, and the Learning Process
    - ED 470: Theories and Methods of Education for Linguistically Diverse Students
    - ED 472: Teaching Strategies
    - ED 462: Literacy Methodology for Multiple Subject Candidates: taken concurrently with ED 468 or
    - ED 466: Introduction to the Teaching of Reading for Single Subject Candidates: taken concurrently with ED 468
    - CalTPA #1: Subject Specific Pedagogy and #2: Designing Instruction: submitted and accepted
    - Minimum 3.0 GPA required
  - CBEST Passed
  - TB clearance verified
  - Certificate of Clearance
  - CalTPA #3: completed and submitted at the end of ED 468

Fieldwork Success

Key Assessments

- Weekly formal observations by University supervisor
- Minimum two formal observations by school-site supervisor
- Each observation is numerically scored using a four-point rubric scale of: 1. Not Present; 2. Emerging; 3. Competent; 4. Exceptional
- Each observation is scored using the CSTP Standards, TPE’s, and the University’s Dispositions
- The final evaluation of the candidate is based on the four-point rubric used during the formal observations and is based on the CSTP Standards, TPE’s, and the University’s Dispositions
- In order to receive a passing grade of Credit, the candidate must receive a minimum score of 63 points, Competent, out of a total of 84 points, Exceptional, and pass all Dispositions
- Candidates not receiving a passing Credit grade will either repeat the course or will complete additional weeks in order to receive a passing grade
- A failed Disposition will result in the candidate attending an SST meeting to discuss remediation. Gross Disposition failures could result in the candidate being removed from the program.
Changes to ED 468: Introductory Supervised Teaching

- ED 468 was moved from the second to the third semester or term in order for the candidates to complete CalTPA #3: Assessing Learning in a fieldwork setting where they are in a classroom full-time
- In order for this change to be successful, ED 472: Teaching Strategies was made a prerequisite course requirement
- This change also necessitated that ED 468 is to be taken either concurrently with or after completion of ED 474: Teaching in the Content Areas: Multiple Subject or ED 476: Teaching in the Content Areas: Single Subject in order for the candidates to receive additional classroom instruction in assessment strategies
- ED 462 for multiple subject candidates or ED 466 for single subject candidates is required to be taken concurrently with ED 468
- New final evaluation forms for ED 468 were put into place on main campus this fall based on the new rubric scoring using the CSTP Standards, the TPE’s, and the University’s Dispositions
- These new forms will be taken off-campus starting January, 2009

ED 478: Advanced Supervised Teaching

Key Assessments

- ED 478: Advanced Supervised Teaching
  - Ten-week advanced supervised teaching experience
  - Completed in the fourth or final semester on main campus or the fourth and final term in off-campus programs
  - Prerequisite coursework completed:
    - All coursework required for ED 468: Introductory Supervised Teaching
    - Multiple Subject
      - ED 462: Literacy Methodology for Multiple subject Candidates
      - ED 464: Introduction to the Teaching of Reading for Multiple Subject Candidates
      - ED 474: Teaching in the Content Areas: Multiple Subject
    - Single Subject
      - ED 466: Introduction to the Teaching of Reading for Single Subject Candidates
      - ED 476: Teaching in the Content Areas: Single Subjects
  - Coursework completed either prior to or concurrently with ED 478:
    - SPED 457: Introduction to Exceptional Individuals and Their Families
    - Additional requirements completed: computers level I course, health course, U.S. Constitution, speech requirement
    - Minimum 3.0 GPA required
    - CSET passed or approved single subject equivalency from an approved university
    - RICA passed for multiple subject candidates
    - CalTPA #3: Assessing Learning submitted and accepted
    - CalTPA #4: Culminating Teaching Experience: completed, submitted, accepted, and passed in ED 478

Fieldwork Success

Key Assessments

- Weekly formal observations by University supervisor
- Minimum four formal observations by school-site supervisor
• Each observation is numerically scored using a four-point rubric scale of: 1. Not Present; 2. Emerging; 3. Competent; 4. Exceptional
• Each observation is scored using the CSTP Standards, TPE’s, and the University’s Dispositions
• The final evaluation of the candidate is based on the four-point rubric used during the formal observations and is based on the CSTP Standards, TPE’s, and the University’s Dispositions
• In order to receive a passing grade of A or B, the candidate must receive a minimum of 63 points, Competent, out of a total of 84 points, Exceptional, and pass all Dispositions
• Candidates not receiving a passing A or B grade will either repeat the course or will complete additional weeks in order to receive a passing grade
• A failed Disposition will result in the candidate attending an SST meeting to discuss remediation. Gross Disposition failures could result in the candidate being removed from the program.
• All CalTPA’s must be successfully passed

Changes to ED 478: Advanced Supervised Teaching

• The only changes made to ED 478: Advanced Supervised Teaching were related to CalTPA #4: Culminating Teaching Experience.
• ED 478’s start date was moved permanently to the third week of the semester on main campus and remained starting on the first week in all off-campus programs
• CalTPA#4 is always completed during the fourth week of ED 478 in both main campus and of-campus programs
• The completed CalTPA #4 is always submitted for scoring on the Monday of the fifth week
• New final evaluation forms for ED 478 were put into place on-campus this fall based on the new rubric scoring using the CSTP Standards, the TPE’s, and the University’s Dispositions
• These new forms will be taken off-campus starting January, 2009

Candidate Recommendation for Credential

• Candidates are recommended for a preliminary credential at the completion of ED 478: Advanced Supervised Teaching
• All coursework must be completed with an overall GPA of 3.0
• All CalTPA’s must be passed with a minimum score of 3
• All prerequisite requirements must be verified as complete

Common Considerations

• Rubrics
  o A common rubric is used to observe and evaluate candidates in the Teacher Education Program’s two supervised teaching courses: ED 468: Introductory Supervised Teaching and ED 478: Advanced Supervised Teaching
  o The rubric is a four-point rubric with evaluations from 1-4:
    ▪ 1. Not Present
    ▪ 2. Emerging
    ▪ 3. Competent
    ▪ 4. Exceptional
  o 1 or 2 is not passing; 3 or 4 is passing
  o All observations are evaluated using this rubric and the CSTP Standards and the equivalent TPE’s along with the University’s Dispositions
  o The rubric is also used for the final evaluation as it applies to the CSTP Standards, the equivalent TPE’s, and the University’s Dispositions
• Training Information
  o All University supervisors attend training orientation sessions at the beginning of each semester
  o At these orientation sessions, any changes to the supervised teaching program are discussed, and input is received from the supervisors regarding the program
  o Each University supervisor receives a University Supervisor Handbook binder which contains an explanation of every aspect of the supervised teaching program
  o Training is done using this binder
  o Once a year the Coordinator of Fieldwork Experience travels to each off-campus site to train the off-campus University supervisors and review with them the current program and any changes that may occur.
  o The Coordinator of Fieldwork Experience meets each month with the off-campus Directors of the program to discuss and review with them the requirements of the program and receive their input
  o The important factor is assuring that all off-campus supervised teaching programs are following the direction from main campus

• Calibration Activities
  o All University supervisors, both on main campus and off-campus, have been trained and calibrated to score CalTPA #4: Culminating Teaching Experience
  o This is a requirement to be a University supervisor with the University of La Verne
  o All University supervisors need to be knowledgeable in understanding what the candidates must accomplish to pass CalTPA #4
  o All University supervisors are encouraged to be trained and calibrated in scoring all of the CalTPA’s
  o Each scoring supervisor of CalTPA #4 scores candidates’ responses other than their own to prevent favoritism and to keep the scoring calibration untainted
  o Each University supervisor, both on main campus and off-campus, is calibrated each semester in scoring the candidates’ observations using the established four-point rubric based on the CSTP Standards, the equivalent TPE’s, and the University’s Dispositions
  o This calibration also applies to the final evaluation process
  o It is the responsibility of the off-campus University supervisors to train and calibrate the school-site supervisors in observation scoring and evaluation
  o Main campus training and calibration of school-site supervisors is conducted at a Saturday morning orientation held on the first Saturday of ED 468 and ED 478 and conducted by the Coordinator of Fieldwork Experience
  o School-site supervisors unable to attend this Saturday morning orientation are trained and calibrated by the University supervisor assigned to their supervised teacher candidate

Assessment of Data for Program Improvement

• At the end of each semester on main campus, or term off-campus, a complete evaluation process is conducted
• At the end of ED 468: Introductory Supervised Teaching, the following evaluations are completed and returned to the University:
  o School-site supervisor evaluation by both the candidate and the University supervisor
  o University supervisor evaluation by both the candidate and the school-site supervisor
  o Professional evaluation of the school-site supervisor by the University supervisor
  o Professional school-site evaluation by the University supervisor
  o These evaluations are used to assess the strengths and weaknesses of the individual school-sites and supervisors for future supervision
• At the end of ED 478: Advanced Supervised Teaching, the following evaluations are completed and returned to the University:
  o Program evaluation by the site administrator, the school-site supervisor, the University supervisor
  o School-site supervisor evaluation by both the candidate and the University supervisor
  o University supervisor evaluation by both the candidate and the school-site supervisor
  o Professional evaluation of the school-site supervisor by the University supervisor
  o Professional school-site evaluation by the University supervisor
These evaluations are used to assess the strengths and weaknesses of the University’s program, the individual school-sites and supervisors for future supervision.

The University’s Program Evaluation is used to assess the strengths and weaknesses of the program as it applies to how well the University prepares candidates to teach:

- Each semester on-campus, or term off-campus, the University scores in the high four’s out of a possible five
- All suggestions are reviewed and changes are made if it is determined that the suggestions will indeed improve the program and can feasibly be enacted.
# Technology Skills Rubric

Originally created by Nori Murphy; adapted by John Bartelt, Sept. 2009

<table>
<thead>
<tr>
<th>Unaware</th>
<th>Aware</th>
<th>Personal Proficiency</th>
<th>Curriculum Integration/Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Software Use</strong></td>
<td>Does not use instructional software as a part of an instructional program. Unaware of any software which might help students meet learning goals.</td>
<td>Uses a limited number of instructional software programs as an instructional supplement, as a reward, or with special needs children.</td>
<td>Uses several assigned programs (such as drill and practice, simulations, and tutorials) to help students meet specific learning objectives and/or reinforce concepts.</td>
</tr>
<tr>
<td><strong>Instructional Delivery Modification</strong></td>
<td>Has one or two effective methods of delivering content or teaching skills to students, but does not use technology which requires a adaptation of instructional methodology.</td>
<td>Has organized units or projects that are student-directed, that use small groups, and/or that are highly individualized, but primarily uses teacher-directed, whole group instruction.</td>
<td>Uses a variety of instructional delivery methods and student grouping strategies routinely throughout the year. Varies lesson delivery to fit the needs of students and their learning styles. Integrates technology into practice when appropriate.</td>
</tr>
<tr>
<td><strong>Information Literacy Skills</strong></td>
<td>Cannot articulate why information literacy skills are important.</td>
<td>Supports the information literacy skills taught by media specialists. Is aware that there are electronic resources available to students.</td>
<td>Writes curricula to include an information literacy component. Uses electronic information sources. Guides students in accessing, evaluating, and using information from the Internet.</td>
</tr>
<tr>
<td><strong>Ethical Issues</strong></td>
<td>Cannot articulate any ethical issues related to computer use.</td>
<td>Is aware that some copyright restrictions apply to computer software.</td>
<td>Clearly understands the difference between freeware, shareware, and commercial software, and the fees</td>
</tr>
<tr>
<td>Terminology</td>
<td>Is familiar with the basic names and terminology relating to generic software and hardware.</td>
<td>Can accurately refer to some parts of the computer and some categories of software.</td>
<td>Can fluently discuss hardware and software issues using appropriate terminology.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Operation</td>
<td>Does not use a computer.</td>
<td>Uses a computer to run a few specific, preloaded programs that have minimal impact on work or home life.</td>
<td>Sets up computer and peripheral devices, loads software, prints, and uses most of the operating system tools (e.g. scrapbook, clock, note pad, find command, recycling bin, etc.). Can format a data disk.</td>
</tr>
<tr>
<td>Care</td>
<td>Is not aware of any maintenance processes for computers.</td>
<td>Is aware of some techniques to care for a computer, but feels more comfortable having someone else perform such tasks.</td>
<td>Is able to operate and care for a computer, including backing up data, defragmenting a hard drive, removing spyware, and administrative diagnostics.</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>Is not aware of any troubleshooting techniques.</td>
<td>Knows there are troubleshooting techniques, and is able to perform a few of them.</td>
<td>Is able to follow a series of troubleshooting steps to locate and/or rule out problems. Can articulate problems to tech support staff and explain troubleshooting actions performed.</td>
</tr>
<tr>
<td>File Management</td>
<td>Does not save any documents created using the computer.</td>
<td>Saves documents that have been created, but cannot choose where they are saved. Does not routinely backup files.</td>
<td>Has a filing system for organizing files. Can locate files efficiently from multiple locations. Can backup selected files to appropriate media.</td>
</tr>
<tr>
<td><strong>Word Processing Use</strong></td>
<td>Does not use a word processor. Cannot identify any uses or features of a word processor that might benefit working or teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the word processor for most written professional work (memos, tests, worksheets, presentations, and communications). Can edit, spell check, change the format of a document, paginate, preview, and print.</td>
<td>Demonstrates the ability to integrate word processing into curricula. Can teach word processing skills to staff and students. Expects students to create grade-appropriate documents using a word processor. Demonstrates the ability to mail merge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spreadsheet Use</strong></td>
<td>Does not use a spreadsheet. Cannot identify any uses or features of a spreadsheet which might benefit working or teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the use of a spreadsheet, and can navigate within one. Can create a simple spreadsheet which adds a column of numbers.</td>
<td>Uses a spreadsheet for several applications, using labels, formulas, and cell references. Can change cell formats, column widths, and text styles. Can use the spreadsheet to make a simple graph or chart. Demonstrates the ability to integrate spreadsheet software into curricula to help students improve their own data tracking and analysis skills. Can teach spreadsheet creation and application to staff and students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Database Use</strong></td>
<td>Does not use a database. Cannot identify any uses or features of a database which might benefit working or teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands how to use a database, and locate specific information within one which has been pre-made. Can add or delete data in a database.</td>
<td>Uses a database to find, sort, and print information in layouts which are clear and useful. Can create an original database, defining fields and creating layouts. Can use formulas within a database to create summaries of numerical data. Demonstrates the ability to integrate databases into curricula for student analysis as part of their learning process. Can use a database with students to help them improve their own data keeping and analysis skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graphics Use</strong></td>
<td>Does not use graphics in documents or presentations. Cannot identify any uses or features of a graphics program which might benefit working or teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can find clip art in software programs. Opens clip art files and imports them into documents. Can open and create simple pictures with a painting or drawing program.</td>
<td>Uses both pre-made clip art and simple original graphics in documents and presentations. Can edit clip art, change its size, and place it on a page. Can purposefully use most of the drawing tools, and can group and un-group objects. Can use the clipboard to take graphics from one application for use in another. Demonstrates the ability to integrate graphics into curricula. Expects students to use graphics to improve their publications and assignments. Can use graphics within documents to create professional-looking handouts, newsletters, and other publications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Use</strong></td>
<td>Does not use presentation programs. Cannot identify any uses or features of a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigates through pre-made presentations. Is comfortable teaching with pre-made</td>
<td>Creates original presentations to present information. Applies navigation buttons, Demonstrates the ability to help students use presentation software to make their own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Program which Might Benefit Working or Teaching</td>
<td>Presentations (e.g., PowerPoint)</td>
<td>Sounds, Transitions, Graphics, and Text Fields. Uses a projection device to display the presentation to a class.</td>
<td>Shows and Present Information. Creates presentations to convey ideas and information to students and other staff members.</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Network Use</td>
<td>Does not use available network resources. Cannot identify any uses or features of a network which might benefit working or teaching.</td>
<td>Understands that there is a large amount of information available through networks. Can access or save some resources on a network.</td>
<td>Uses a network to access and store information, including electronic files. Saves work to a network location. Downloads and opens electronic documents saved on a network. Demonstrates the ability to integrate network use into a curriculum, and expect students to access information in that way. Actively participates in on-line discussions, and can access files and programs from networked computers.</td>
</tr>
<tr>
<td>E-mail</td>
<td>Does not use e-mail.</td>
<td>Understands the concept of e-mail, and can explain some administrative and educational uses for it.</td>
<td>Uses e-mail services consistently. Can build mailing lists, and can send and receive file attachments. Can send group mailings, and administer an electronic mailing list. Uses activities which require e-mail in teaching. Can locate lists of subject-oriented mailing lists. Can subscribe and unsubscribe from electronic mailing lists, and understands the professional uses of them.</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>Does not use the computer for student assessment.</td>
<td>Understands that there are ways to keep track of student progress using the computer. Keeps some student-produced materials on the computer, and writes evaluations of student work and notes to parents with a word processor.</td>
<td>Effectively uses an electronic gradebook to keep track of student data. Keeps portfolios of student produced materials on the computer. Uses electronic data for parent/teacher conferences. Demonstrates the ability to keep track of student outcomes and objectives on the computer. Can use that information in determining assignments, teaching strategies, and groupings.</td>
</tr>
</tbody>
</table>