Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center

U.S. Department of Education, H325A120003
Disclaimer

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Dual Credential Preparation: California State University-Long Beach’s Vision for Equity and Excellence in Education

Paul Sindelar, UF and CEEDAR
Cara Richards-Tutor, CSULB
Shireen Pavri, CSULB
CEEDAR Center

- Funded by OSEP for five years (2013 to 2017)
- Cooperative Agreement with the University of Florida
- Mary Brownell, Center Director
- Intensive technical assistance to 20 states
- Collaboration with AIR, KU, and CCSSO
CEEDAR States
California
Teacher Preparation Reform in CA

✧ Applicant Agency: CA Commission on Teacher Credentialing
✧ Participating IHEs: Brandman U, Cal St Long Beach, Cal State LA, Fresno State, Loyola Marymount, and San Francisco State
✧ Concept: the “Big Trunk,” what every teacher needs to know
CA Context

- SET Shortages declining until recently
- Internship program: Most common entrée for SETs
- Teacher Education enrollments down sharply
Statewide SE Task Force: Educator Preparation Subcommittee
Recommendations:

- “Big Trunk”
- SE built on GE prep
- grants to support program re-design
- SETs eligible to teach in GE classrooms
Leaders
- Marquita Grenot-Scheyer, Dean
- Shireen Pavri, Associate Dean, CEEDAR Lead
- Cara Richards-Tutor and Leslie Reese, Faculty Leaders

Developed UDCP: Urban Dual Credential Prog
California State University, Long Beach: Urban Dual Credential Program
Urban Dual Credential Program

- Undergraduate- 4\textsuperscript{th} and 5\textsuperscript{th} year program
- Postbaccalaureate option
- Program guiding principles
  - Collaborative and inclusive models (UDL, MTSS)
  - Evidence based practice
  - Culturally responsive framework
  - Clinical model
Program Development

- Faculty team from general education and special education
- Components of an ideal inclusive preparation program
- State standards for MSCP and ESCP
- Administrative support from the College Dean and Department Chairs
- Support from CEEDAR Center
- District Partners
<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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</thead>
<tbody>
<tr>
<td>Course Work</td>
<td>• Inclusive Education</td>
<td>• Assessment</td>
<td>• Math- Tiers 2 &amp; 3</td>
<td>• Science</td>
</tr>
<tr>
<td></td>
<td>• Literacy-Tier 1</td>
<td>• Literacy- Tiers 2 &amp; 3</td>
<td>• Art, Health, PE</td>
<td>• Teaching students with Mod/Severe Disabilities</td>
</tr>
<tr>
<td></td>
<td>• Positive Behavior Support</td>
<td>• Equity, Access and Inclusion</td>
<td>• History/SS</td>
<td>• Transition Services</td>
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<tr>
<td></td>
<td>• EL Language Development</td>
<td>• Math – Tier 1</td>
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</tr>
<tr>
<td>Clinical</td>
<td><strong>Clinical rounds 2 days a week</strong></td>
<td><strong>Clinical rounds 2 days a week</strong></td>
<td><strong>Student teaching 5 days a week</strong></td>
<td><strong>Student teaching 5 days a week</strong></td>
</tr>
<tr>
<td>Practice</td>
<td>*Focus Tier 1 Literacy, Teach three lessons</td>
<td>*Focus Tier 2/3 Literacy, Conduct K-2 intervention</td>
<td>*Focus-meet student teaching competencies</td>
<td>*Focus-meet student teaching competencies</td>
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Cohorts

- Cohort 1 (10 students): Began Fall 2015, currently doing student teaching and year 2 coursework
- Cohort 2 (20 students): Began Fall 2016, in Year 1 Clinical placements and year 1 coursework
Clinical Experience Year 1

- Supervised
- Assigned to Mentor Teachers
- 4 hours per week, 2 hours 2 days a week
- Literacy Focus:
  - Semester 1: Teach 3 “Tier 1” Literacy Lesson
  - Semester 2: Conduct “Tier 2 or 3” Intervention, observed minimum of 2 times with intervention observation protocol.
- Shared Experiences: Field trips
Clinical Experience Year 2

- Traditional Student Teaching: One General Education setting, one special education setting
- Assigned Master Teachers
- 4-half days, 1 full day
- Coteaching requirements
- Observation and evaluation on both general education and special education standards
Observation of Essential Skills

Target Areas

- Lesson Planning
- Learning Environment
- Lesson Delivery
- Assessing Teacher Effectiveness
- Professionalism
### A. Lesson Planning

<table>
<thead>
<tr>
<th>CHECK ONLY THOSE OBSERVED IN THIS LESSON</th>
<th>AS EVIDENCED BY… COMMENTS/QUESTIONS/SUGGESTIONS (AND DATE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written lesson plan is clear, complete, and standards-based (TPE 3.1)</td>
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<tr>
<td>Lesson plan includes an appropriate objectives content, language, IEP, student friendly (TPE 4.1; 4.3)</td>
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<tr>
<td>Lesson plan includes a clear plan for formative and summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)</td>
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<td>Lesson plan includes an appropriate task analysis (TPE 2.1)</td>
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<td>Includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3)</td>
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<td>Lesson plan includes plan differentiated instruction/Universal Access for English Learners, students at-risk and students with disabilities (TPE 1.4, 1.6, 3.5, 3.6, 4.3, 4.4, 5.7, 5.8)</td>
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<tr>
<td>Lesson plan includes opportunities for students to think critically and work collaboratively (TPE 1.5, 4.6)</td>
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<tr>
<td>Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)</td>
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<tr>
<td>Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)</td>
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## Standards Evaluated

<table>
<thead>
<tr>
<th>CSTPs</th>
<th>CEC</th>
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<tbody>
<tr>
<td><em>California Standards for the Teaching Profession</em></td>
<td><em>Council for Exceptional Children</em></td>
</tr>
<tr>
<td>1. Engaging and Supporting All Students</td>
<td>1. Learner Development and Individual Learning Differences</td>
</tr>
<tr>
<td>2. Creating and Maintaining Effective Environments</td>
<td>2. Learning Environments</td>
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<tr>
<td>3. Understanding and Organizing Subject Matter Application of Content</td>
<td>3. Curricular Content Knowledge</td>
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<tr>
<td>4. Assessing Student Learning</td>
<td>4. Assessment</td>
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<td>5. Planning Instruction and Designing Learning Experiences Strategies</td>
<td>5. Instructional Planning and Strategies</td>
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<tr>
<td>6. Learning Developing as a Professional Educator</td>
<td>6. Professional Learning and Practice</td>
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<td>7. Collaboration</td>
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**Example**

**CSTP 1-Engaging and Supporting All Students:** Teachers know and care about their students in order to engage them in learning. They connect learning to students’ prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

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**CEC Standard 1-Learner Development and Individual Learning Differences:** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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**Comments:**
Reflections

Successes

- Robust clinical preparation
- Strong cohort community
- Cross disciplinary collaboration and faculty PD
- Growing partnerships with districts and schools
Challenges

- Inclusive clinical sites
- Opportunities for collaborative PD with district partners
- Logistics – calendar, schedule, placements
- Sustainability
- Scaling up
Lessons for Success

- Strong District Partnerships- COMMUNICATION!
- Faculty Commitment (including time and expertise)
- Flexibility of Students
- Co-teaching Model
- Year 1 supervised clinical experience
- Becoming part of the school community
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