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

U.S. Department of
Education,
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Disclaimer

CEEDAR CENTER

IDEAs that Work
U.S. Office of Special Education Programs

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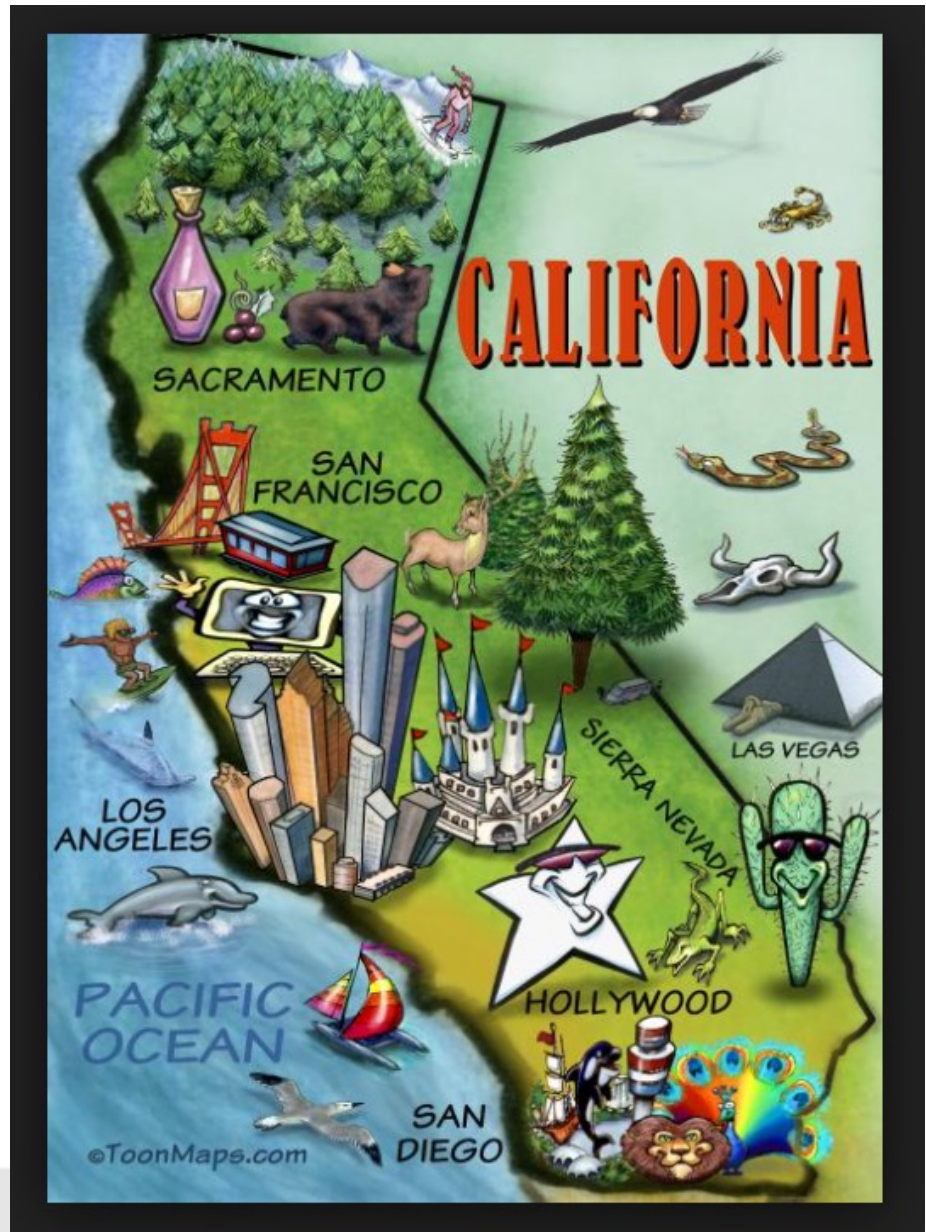
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CEEDAR Center

✧ 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
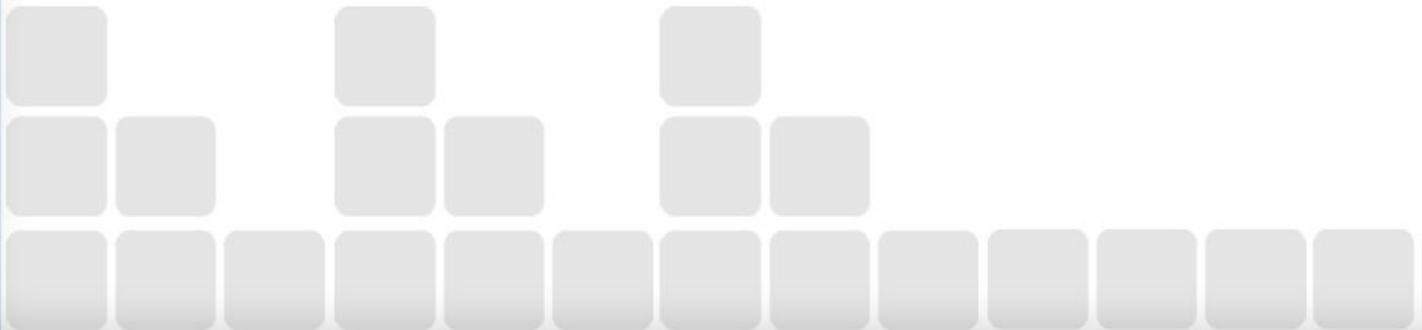
CA Context (cont.)

✧ 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

Cal State Long Beach

✧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- 4th and 5th 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

Semester	Semester 1	Semester 2	Semester 3	Semester 4
Course Work	• Inclusive Education • Literacy-Tier 1 • Positive Behavior Support • EL Language Development	• Assessment • Literacy- Tiers 2 & 3 • Equity, Access and Inclusion • Math – Tier 1	• Math- Tiers 2 & 3 • Art, Health, PE • History/SS	• Science • Teaching students with Mod/Severe Disabilities • Transition Services
Clinical Practice	**Clinical rounds 2 days a week** *Focus Tier 1 Literacy, Teach three lessons	**Clinical rounds 2 days a week** *Focus Tier 2/3 Literacy, Conduct K-2 intervention	**Student teaching 5 days a week** *Focus-meet student teaching competencies	**Student teaching 5 days a week** *Focus-meet student teaching competencies

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

Example

A. Lesson Planning

CHECK ONLY THOSE OBESERVED IN THIS LESSON	AS EVIDENCED BY… COMMENTS/QUESTIONS/SUGGESTIONS (AND DATE)
Written lesson plan is clear, complete, and standards-based (TPE 3.1)	
Lesson plan includes an appropriate objectives content, language, IEP, student friendly (TPE 4.1; 4.3)	
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)	
Lesson plan includes an appropriate task analysis (TPE 2.1)	
Includes plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3)	
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)	
Lesson plan includes opportunities for students to think critically and work collaboratively (TPE 1.5, 4.6)	
Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)	
Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)	

Standards Evaluated

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

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.			
1	**2**	**3**	**4**
Not a passing score	Not a passing score	Passing Score	Passing Score
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.			
1	**2**	**3**	**4**
Not a passing score	Not a passing score	Passing Score	Passing Score

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

Disclaimer

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