Cal State East Bay
Commission on Teacher Credentialing (CTC)
Professional Education Unit

Research-Based Vision of Teaching and Learning

Description of the Research Base for Our Mission/Vision/Values

Our commitment to collaboration, social justice, and democracy has a research base with four categories of evidence:

(1) Research on the Efficacy of a Social Justice Orientation

An essential element of operationalizing social justice is Culturally Relevant Education (CRE), a synthesis of culturally responsive teaching and culturally relevant pedagogy (Gay, 2013; Ladson-Billings, 2014). Scholars have identified three concepts associated with CRE (Aronson & Laughter, 2016; Gay, 2010; Prier, 2012). Educators must improve students' long-term academic achievement, instead of preparing them for high-stakes standardized examinations (Aronson & Laughter, 2016). Educators must help students become culturally competent (Ladson-Billings, 2006). Schools must develop students' sociopolitical consciousness (Murray & Millner, 2015).

A recent research review showed the engagement of CRE across content areas increases K-12 students' (1) academic skills, (2) motivation to learn, and (3) engagement to understand and solve social and political problems (Aronson & Laughter, 2016; Castagno & Brayboy, 2010; Murray & Millner, 2015).

**** All Unit programs produce Completers who incorporate the principles of CRE in their professional practice.*

(2) Research on Adult Learning

Effective instructional practice with adults includes: (1) safe and supportive environment; (2) encouragement of experimentation and creativity; (3) treatment of adult learners as respected peers; (4) self-directed learning; (5) optimal pacing; (6) active learning, interaction, and dialogue; and (7) regular student-to-faculty feedback mechanisms (Billington, 1988). In addition, in his discussion of "andragogy," the adult version of pedagogy, Knowles (1984) states that adult learners: (a) need to know why they are learning something, (b) learn by doing, and (c) learn best when the subject is of immediate use.

**** Research on adult learning plays a significant role in how our candidates are taught.*

(3) Research from Our Professional Disciplines & Research Completed by Our Faculty

<u>Administrative Services Credential Programs</u>

* Dr. Kathryn Hayes studied inquiry based science education in high-poverty districts, examining key organizational drivers of teacher instructional reform, including district and state policies, the structure of professional learning, and opportunities for teacher leadership (Hayes, 2016; Hayes & Trexler, 2016; Lee Bae, et al., 2016; Lee Bae, et al., in press).

* Dr. Kathryn Strom employed critical and non-linear approaches to study how teachers learn about and enact socially just, culturally/linguistically responsive, and inquiry-based pedagogies in diverse urban settings (Martin & Strom, 2016, 2015; Strom 2015; Strom & Martin, 2016; Taylor, Klein, Onore, Strom, & Abrams, 2016).

Basic Credential Programs (Multiple Subject and Single Subject)

* A body of research identified best practices for the instruction of English Learners, which helps define the curriculum for our Basic Credential Programs ; for example, teaching reading (Goldenberg, 2011) and science (Buxton & Lee, 2014).

* Dr. Julie McNamara defined instructional practices that help all students develop a deep understanding of fraction foundations and master operations with fractions (McNamara, 2016; McNamara and Shaughnessy, 2015).

Pupil Personnel Services Credential Programs

* Completers of our Pupil Personnel Services programs engage in professional practices that promote Social Justice and create equitable learning outcomes for minoritized students and communities (Adams & Bell, 2016; Jones, 2009; Linton & Davis, 2013; Sensoy & DiAngelo, 2012; Tibbetts, 2013; Wright & McLeod, 2014).

Reading Credential Programs

* Dr. Shira Lubliner studied teaching vocabulary to English Learners, showing how cognates can increase the vocabulary of bilingual students (Lubliner & Hiebert, 2011).

Special Education Credential Programs

* The foundations of our programs are: (1) all individuals have the right to effective inclusive schooling that meets their individualized needs and leads to successful participation in the least restrictive environment, and (2) the purpose of education is to facilitate effective student participation, academic achievement, student competence, and self-determination (Cosier, Causton-Theoharis & Theoharris, 2013; Dessemont, Bless & Morin, 2012; Halvorsen & Neary,2009; Parrish, 2012).

* Dr. Ann Halvorsen was a member of the California Statewide Task Force on Special Education that proposed significant reforms; unifying general and special education, and modifying the preparation of special and general education teachers (California Department of Education, 2015; Darling-Hammond, 2011; Florian & Linklater, 2010).

* Dr. Linda Smetana is an active researcher in literacy, a key area in access and social justice for all students (Lenski et al., 2013; Smetana, 2012; Smetana & Grisham,2012; Wilson & Smetana,2011).

* Dr Jacki Anderson examined positive behavior systems that reduce: (1) the over identification of students of color within special education categories, and (2) excessive discipline referrals of general education students of color (Brown, Anderson & DePrey, 2015; Horner, Sugai, & Anderson, 2010; Sugai, O'Keeffe & Fallon, 2012; Waasdorp, Bradshaw & Leaf, 2012).

**** Research from the disciplines and our faculty shapes Unit operations and Program design, so that our Completers work collaboratively to create equitable environments and outcomes. Please note that the research cited here is a small part of the scholarship of Unit faculty – for a complete list see the Faculty Profiles.*

(4) Demographic and Achievement Data

Over one third of the K-12 students in California are either English Learners (ELs) or students with special needs. For 2015-2016, 22.3% of California's K-12 population were ELs. In Alameda County, 21.5% of K-12 students were ELs; in Contra Costa County, 17.7% (Data Quest – CDE, 2016). In 2015, 11.5% of California's K-12 students were enrolled in special education programs; in Alameda County, 10.6%; in Contra Costa County, 11.5% (KidsData, 2016).

The 2016 California Assessment of Student Performance and Progress (CAASPP) showed the achievement gap continues, with significantly lower scores among low income families, ELs, and students with disabilities. For example, in English Language Arts/Literacy, among Alameda County students with disabilities, only 12 % of eighth graders met standards. Among 11th grade ELs, only 13% met standards in mathematics (CAASPP, 2016).

**** Demographic and achievement data dictates that our Mission/ Vision/ Values be consistent with our diverse K-12 population.*

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