Cluster Improvement: Summary of Achievement

Cluster/Program: Teaching Credentials Cluster

Date: April 15, 2015

1. Objective Identified in Improvement Plan:

Teaching Credentials Cluster Objective 14.1 Develop and provide professional development for university supervisors so that they can support candidates in their field placements to, a) better identify EL and special needs students in their placements and b) provide candidates with a broader range of EL and special needs strategies. UAO Outcome 1: Equitable Learning Outcomes.

Changes implemented in response to Improvement Plan: The October 1, 2014 supervisor meeting included professional development with a focus on SDAIE strategies for EL students. The February 4, 2015 supervisor meeting included a report on support for candidates in working with special needs student and a session on the subject. An additional PD on special needs to which supervisors were invited was held on March 11, 2015.

Data Source: We will look at supervisor evaluations of student teachers on TPE 7 when they are finally tabulated in June, 2015.

Summary of Achievement: As a baseline the objectives were met.

Explanation/discussion: While the objective of providing professional development was met it demonstrated the importance of continuing this as on-going work.

Implications for future: In order to support candidates in understanding how to meet the needs of special needs students we are implementing changes that support PD for supervisors. These include a change in the system of staffing the Special Education courses in the multiple and single subject programs as well as a strengthening of the master course outline. They include the addition of curriculum on SPED in all single subject methods courses. There will also be future PD for supervisors and a SPED tenure track faculty hire has been identified for 2018.

2. Objective Identified in Improvement Plan:

Teaching Credentials Cluster Objective 14.2 Develop an online training module for Multiple and Single Subject Credential Candidates on successful collaborative relationships with other school personnel, to be included in Multiple Subject Course TED 5351. UAO 3: Working Collaboratively.

Changes implemented in response to Improvement Plan: Due to scheduling factors this training module was not developed in time for summer implementation. As a pilot, one lesson in one
section was devoted to focusing on collaboration. In addition, TED 5373 included a lesson on collaboration.

**Data Source:** We will look at supervisor evaluations of student teachers on TPE 11 when they are finally tabulated in June, 2015 and the CSU exit survey results when they are available.

**Summary of Achievement:** There is on-going work needed in this area in order to implement it across the program.

**Explanation/discussion:** As previously noted, scheduling factors prevented this from being fully implemented.

**Implications for future:** The take away from this is that TED 5373 is the best course for implementation of this training. That course includes a study of the Linked Learning Model, which will enable candidates to improve collaboration skills in context. TED 5373 is taken by both single and multiple subject candidates.

3. **Objective Identified in Improvement Plan:**

Teaching Credentials Cluster Objective 14.3 Develop an online training module for Multiple and Single Subject Credential Candidates on sound SDAIE strategies, to be included in Single Subject Course TED 5391. UAO Outcome 1: Equitable Learning Outcomes.

**Changes implemented in response to Improvement Plan:** All multiple and single subject candidates were given real time GLAD training during the summer of 2014.

**Data Source:** We will look at supervisor evaluations of student teachers on TPE 7 when they are finally tabulated in June, 2015.

**Summary of Achievement:** An online module was not developed, but this was because the opportunity to have GLAD trainers in classrooms presented itself. While GLAD and SDAIE are not the same the overlap is significant. The candidates found the workshops extremely valuable. The candidate responses from the workshops rated them on an average of 4.5 on a 5 point scale. A summary of their comments states:

1. The vast majority of the opinions indicated that the GLAD Strategies, as a whole, would benefit all students.
2. The visual aspects of the GLAD tools were unquestionably the most impressive aspect of the training.
3. It was noted that through the use of all the tools, an excellent flow of information and learning can be conducted. The only exception was for music studies; other than the chants, the responder saw little application of GLAD in a music classroom.
4. The specific tools most mentioned in the responses were the Graphic Organizer and Input Charts. The Inquiry Chart (KWL application) is thought to be an excellent tool for the teacher to understand the current state of classroom knowledge and can, therefore, better construct lesson plans for a specific class.
5. The majority of primary grade teachers and student teachers saw the value of the chants.
6. Many of the responses focused on how the GLAD components would help the teachers better understand the English Language Learners from the prospective of their cultural backgrounds as well as pertinent subject matter content.
7. It was also noted that the use of GLAD strategies would help hook the ELLs to participate and share their individual ideas.
8. Mentioned by several responders was that the use of GLAD tools would benefit the whole classroom, not just the ELLs. This is viewed as a real positive.
9. Also noteworthy is that the GLAD techniques are viewed by many as a classroom management tool to assure the teachers of a positive learning environment.

Explanation/discussion: The GLAD training sessions were able to reach candidates in both the multiple and single subject programs.

Implications for future: The usefulness of the training has led us to repeat it this upcoming year.