Minor in Teacher Education

Department Teacher Education

Number of students enrolled in the program in Fall, 2011 30 students (est.)

Faculty member completing template Sherrie Carinci Date 1/29/12

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead: what is the next likely step in developing a learning-outcomes organizational culture within the program?

Since 2006, undergraduate course offerings through the Department of Teacher Education and interest in the minor in Teacher Ed has grown significantly. Currently over 4,000 students a year take Teacher Education undergraduate courses and as more students are exposed to these undergraduate offerings, more students are becoming aware of the minor in Teacher Education. In 2009, the department of Teacher Education was given a faculty advising position in the university advising office. Several students became aware of the minor through the Teacher Education advisor. More and more students outside of the traditional teacher are interested in the minor in Teacher Education. Students understand that teaching strategies can be used in many other workplace setting like leading business meetings, giving a professional presentation, helping organize and manage large groups of people.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

a) Curriculum Competency – Students gain an understanding of core teaching strategies in numerous subject areas (i.e. reading, math, literature, diversity and equity awareness). Using content standards from the California Teaching Frameworks, students are able to demonstrate an understanding of state adopted materials. Students are able to effectively use materials, methods, and strategies for all students, including ELP, special needs, and gifted and talented. Students demonstrate the ability to select, administer, and interpret informal assessment tool(s) to understand students understanding of curriculum material. Students are assessed on their course competency through class discussion, exams, essays and oral presentations.
b) Cultural/Social Responsibility - Students demonstrate an understanding of socioeconomic and historical contexts that affect schooling and communities, principally in relation to issues of race, gender, and class, and the distribution of opportunity. Students demonstrate critical analysis, showing various perspectives, on controversial issues relating to education, including historical access to resources, gender-social and racial divisions, and efforts to reform schools. The curriculum in the minor requires students to participate in service learning activities with schools and other educational agencies which foster civic engagement and a connection to our local communities.

c) Analysis and Evaluation - All courses in the minor require proficiency in writing and analytical skills. With peer-review and faculty feedback, students develop critical analysis and writing using scholarly resources and academic research. Using Harvard Core Writing Performance criteria and CSUS General Education writing rubric, faculty provide systematic assessment of students’ written work. Journals, exams and oral presentations are also used to assess students’ course knowledge.

d) Learning and Engagement - Students demonstrate key understanding of the knowledge and skills needed in today’s schools. Students are exposed to the concepts of pacing, levels of student involvement, checking for understanding, active engagement, intrinsic motivation, and mastery versus performance learning. The minor integrates physiological, psychological, and social development in students learning. Learning and engagement are visible in how issues of race, ethnicity, language and culture are interwoven with relationship in schools, especially in terms of teacher-student interactions and issues of curriculum and instruction.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

Program Learning Outcomes - All of the courses required for the Minor in Teacher Education in some way meet the University Baccalaureate Learning Goals. The minor in Teacher Education consists of 12 units of upper division education courses. It may be particularly useful to students with undergraduate majors in; Organization Behavior, Communication Studies, Criminal Justice, Counseling, Family and Consumer Sciences, Nursing, Recreation Administration, Social Welfare, Speech Pathology and Audiology, and Vocational Education. This minor is also advantageous for those planning graduate study in these fields, not to mention those pursuing a teaching credential. Three of the courses offered for the minor (EDTE 121, EDTE 150, and EDTE 165) meet the Intensive Writing requirement, Race and Ethnicity requirement and general education area C2, D2, and E.

Courses in the Minor in Teacher Education:
1) EDTE 101A/B: Tutoring Children in Math; OR EDTE 103A/B: Tutoring Children in Reading
2) EDTE 120: Literature for Children; OR EDTE 121: Multicultural Children's Literature
I.W., Race/Ethnicity, Area C2
3) EDTE 150: Urban Education (I.W., Race/Ethnicity, Area D2)
4) EDTE 165: Sex Role Stereotyping in American Education (I.W., Race/Ethnicity, Area E)

Competence in the Discipline

Students’ demonstrate knowledge and competency in the discipline by:

a) Reflecting on their experiences in order to fully understand the influence education has in the process of lifelong learning.
b) Demonstrating an interest and understanding of the curriculum and how it shapes how students learn.
c) Understanding and use of effective instructional strategies designed to make grade appropriate curriculum comprehensible to all learners.

Knowledge of Human Cultures and the Physical and Natural World

a) Examining a range of quality curriculum which reflects the underrepresented ethnic/racial minority groups in the U.S.
b) Demonstrating critical analysis, showing various perspectives, on controversial issues relating to social and racial divisions as it pertains to education and our society.

Intellectual and Practical Skills

a) Demonstrating critical thinking and intellectual development in written assignments, exams, and oral presentations. (Oral class presentations on issues of diversity and social justice final assignment in EDTE 150 and EDTE 165.)
b) Writing scholarly research papers in the Intensive Writing courses which are required for the minor. In order to pass the EDTE 121, EDTE 150 and EDTE 165 students must display a proficient understanding of incorporating research into their writing and cite research using American Psychology Association (APA) 6th edition.

Personal and Social Responsibility

a) Observing and working with exemplary teachers and their students in schools (or other teaching/learning situations) in order to gain first-hand experience with course topics.
b) Exploring how schools as institutions have both reflected and reproduced inequalities of opportunity along race and class lines represented in their surrounding communities.
c) Examining historical and sociological analysis of factors such as the impact of de facto segregation, the roles of intelligence testing and student tracking, and disparities in resources available to schools.
d) Reflecting how the home-school connection, including how cultural and class differences between the home and school can potentially foment a mismatch between students and teachers. In particular, students examine the experiences of cultural minority
students, and especially girls, as they seek academic achievement in the school environment.

**Integrative Learning**

a) Reflecting on readings and films that highlight models of positive schooling in which educators utilize principles of parent engagement, multicultural education, and small school reform in order to create more responsive instruction, build community within schools, and narrow the achievement gap.

b) Supporting students from all disciplines and majors, acknowledging that “teaching” is universal in all areas of academics.

4. **For each desired outcome indicated in item 2 above, please:**

   a) **Describe the method(s) by which its ongoing pursuit is monitored and measured.**

   b) **Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.**

   c) **Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.**

   d) **Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.**

**Curriculum Competency**

In order to insure curriculum competency for each course offered in the minor, faculty who teach stated courses meet each semester review that course objectives are being met, and to discuss textbooks, videos and course assignments. Common writing rubrics and evaluation methods are similar in all sections of the various courses taught in the minor. Depending on the general education area C2, D2 or E and whether the course meets the Intensive Writing requirement and/or the Race and Ethnicity requirement, helps determine the curriculum content of the course and the learning outcome. Common to all courses offered in the minor is the focus on teaching and education.

**Cultural/Social Responsibility**

One example of a course meeting the minor learning outcome is an activity in EDTE 150 where students are required to participate in a service learning activity. *Service Learning* is an important component of this course. Students benefit from observing and working with exemplary teachers and their students in schools (or other teaching/learning situations) in order to gain first-hand experience with course topics. Students volunteer at least 20 hours of Service Learning at a service site and prepare and present a report on their experiences as a culminating project for the course.
Analysis and Evaluation

In all courses offered in the minor in Teacher Education students are assess on exams, journals writing, formal essays and oral presentations. One example of student assessment is based on the above service learning activity in EDTE 150. Students write a 1000-word essay analyzing their formal experience teaching and learning. They offer a critical analysis of the school’s socioeconomic context as it affects school (or other) organization, relationships between staff, students, and families, and curriculum and instruction. Students use at least three course readings, at least two other scholarly sources (from journals or books). Along with other information researched, students included census data and school site data from their service in an urban school to think critically about the challenges that schools (or other organizations serving youth) and families face in improving urban education (5 sources minimum). This assignment is worth 100 points of their final course grade. Students are graded on the Harvard Core Performance Criteria or CSUS General Education Writing rubric. APA 6th edition is required in all courses offered for the minor in Teacher Education writing assignments.

Learning and Engagement

All of the courses offered in the minor in Teacher Education in some ways foster students to understand the various ways to motivate and inspire students. EDTE 165 is designed to help students meet Standard 5(d) of the California State Standards of Quality and Effectiveness for the Professional Teacher Preparation Programs (2001). Standard 5(d) states that a course, such as EDTE 165, will provide ongoing opportunities for each student 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. The foundation for how EDTE 165 is taught supports and welcomes other discipline’s research practices and instructional pedagogy.

It is the goal of EDTE 165 to teach students to examine and create ways through the study of historic data and acquisition of skills that will enhance an understanding of gender bias and sex-role stereotyping. Students leave the course being able to recognize and critically examine the development of the individual as an integrated physiological, psychological, and social being in regards to gender development.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.
With the reorganization of the College of Education into three branches, the EDTE Minor will become part of the Undergraduate Branch. Assessment of programs which are part of the Undergraduate Branch is currently being discussed and will be implemented in fall 2013.

6. **Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.**

Data from alumni have not been sought at this point, however, with the reorganization of the College into three branches, this will become part of the priorities linked to assessment. Anecdotal data suggest that students who work on the minor in EDTE are more likely to consider a career in education. For some students this has been their first exposure to the field of education since there is not an education major. Furthermore, when the college is re-configured, the Minor in Teacher Education will be re-conceptualized with consideration to other aspects of the College’s shared vision of TEACHing for change, and linked to the many contexts that education addresses, specifically Advocacy and Social Justice, Early Childhood Education, and Special Education.

7. **Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?**

   **N.A.**

8. **Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?**

The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the
college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.