



SCPDS

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Message from the President

by Michael Cosenza, President, SCPDS

Greetings to our members, colleagues and supporters of high quality teacher education. Our California members are aware of the new credential standards that emphasize the importance of universities partnering with P-12 schools to prepare new teachers through collaboration. The expectation is for deliberate partnerships to be formed between universities and schools where both partners share the responsibility for teacher preparation. Placements are expected to be made with great care to insure the cooperating teacher is well experienced and prepared to mentor a candidate while striving to make compatible matches. This shift in the standards positions the PDS and residency models as the best choices to comply with the new standards and provide high quality fieldwork experiences for aspiring teachers.



SCPDS wants to be the primary resource of information and support for universities seeking to establish and sustain reciprocal partnerships in their teacher credential programs. Please join our organization and save the dates for our Sixth Annual Conference which will be on Feb. 10-11, 2017 at University Preparation Charter School at CSU Channel Islands. Day One will be an opportunity to network directly with teachers and candidates in the field and to see established partnerships in action at PDSs affiliated with CSU Channel Islands and Cal Lutheran Universities. Day Two will consist of panels and break-out sessions focusing on reciprocal professional development through shared teaching strategies, residency programs, and mentoring.

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Co-Learning: The Heart of Reciprocal Professional Development

by Keith A. Walters, California Baptist University

The Biola University, California Baptist University, and WanBang School (Harbin, China) partnership embraced the traditional definition of reciprocal professional development. Topics for annual workshops materialized as the U.S. professors and Chinese administrators collaboratively evaluated evidence, identified needs and facilitated teacher professional development sessions. The reciprocal relationship appeared to support a perfect co-learning environment. University professors benefited from the ability to engage in pragmatic, theory-to-practice research. School administrators enjoyed the opportunity of providing specialized coaching that focused on best practice pedagogy. Teachers appreciated examining learning strategies that had the potential of improving student achievement.



Co-Learners Keith Walters and Tina Kim

The ten-year partnership produced observational evidence that suggested workshop strategies were being successfully implemented. Increased use of action research, group work, multi-modality instruction, and active student engagement seemed to imply that WanBang was being transformed into a student-focused institution. Ironically, teacher participants increasingly noted discontent because the workshop strategies were not improving academic achievement.

Awareness of frustration pushed the professors to reexamine the underlying assumptions within the professional development process. The teachers' dichotomous view of activities and assessment emerged as the force that was stifling new strategy implementation practices. To illustrate, students in a language class were asked to create a skit that reinforced the lesson's vocabulary words. Throughout the lesson, students were behaved and on-task. Yet, careful observation revealed a disconcerting trend. Almost without fail, the two most capable students in each group wrote the script and dominated the class presentations. Meanwhile, the remaining three group members rarely did more than quietly watch and contributed little more than phrases during the class presentation.

Reflecting on the students' diverse learning experiences led to an analysis of the relationship between lesson activities and types of learning (e.g., declarative, conditional, etc.). Evidence seemed to support the notion that expertise in generating one type of learning did not automatically transfer to other lesson models (e.g., teaching researching skills versus practicing business negotiations). Ensuing dialog confirmed that each professor also had various levels of expertise related to implementing lesson actives, accommodations, and modifications.



Keith Walters teaching high school students

A hypothesis emerged that challenged the professional expert hierarchy. Modifying the definition of co-learning ensued. New training protocols now embrace an investigative cycle. Specifically, professors and teachers began to co-plan and co-teach lessons. Exit tickets were collected and used as a venue to evaluate the effectiveness of the instructional activity and gaps in student achievement. Professors and teachers also collaboratively used the

evidence to generate inquiry questions and follow-up implementation plans. Throughout the process, the professors willingly shared their uncertainties and quickly embraced teacher suggestions as a means of creating an atmosphere of equality.

The modified co-learning arrangement can be unnerving for those who like certainty. Time needed to fully engage in the process far exceeds what is needed for a workshop. Expanding the process from one-on-one tutoring to small group exploration is complex. We are just beginning to address the complexity. However, the potential to nurture each participant's growth mindset is making our efforts worthwhile.

Bridging English Learners with Community Partners: The Connecting Power of the Community Liaison

by Carrie Wall, Pepperdine University, and Bernadette Musetti, Loyola Marymount University



Carrie Wall

Like bridges, the task of Community Liaisons (CLs), like Ana Alvarez, is to connect organizations with the people they serve. Within schools, CLs foster connections among the *school*, home, and *community* to promote positive home-school relationships and student success. This article reports on the work of one such CL whose primary focus is to bridge English Learners (ELs) and their families with university partners, faith-based organizations, community members, and school support systems. These initiatives and their social, academic, and cultural impact are described below.

University Partnerships. The CL works closely with a local university's teacher preparation faculty and students to create programs that will benefit students and their families. One university professor teaches adult English as an Additional Language course for parents on a weekly basis and another oversees a service-learning project for teacher candidates at the school. The project helps build bridges of reciprocal understanding between teacher candidates and the students they serve.

Faith-Based Organization Partnerships. Parents report that one of the most valuable services offered is an academic tutoring program coordinated by a local faith-based organization whose volunteers tutor in math and reading once a week. This partnership is ongoing and reciprocally beneficial. The school benefits from school supply donations, campus beautification projects, free childcare during parenting programs, and food provided to families in need. The organization benefits from engaging in relationship-building and meaningful service.

Community Partnerships. The CL also organizes annual district-wide conferences for parents, replete with workshops, motivational guest speakers, cultural events, and networking opportunities. The most recent one entitled "De Colores" increased appreciation of the arts and featured cultural dancers, hands-on art workshops, lunch with a local superintendent who emphasized the



Bernadette Musetti

importance of education, entertainment by a harpist who narrated his program in Spanish, and information on acquiring instruments and receiving music lessons. Other conferences have focused on parenting skills, the Common Core State Standards, and cultivating a college-going mentality.



CL Ana Alvarez

School-based Efforts. Not only does the CL bridge relationships between the school and outside agencies, she oversees numerous programs within the school. Special transition programs are offered such as a three-week program for parents and children prior to the start of Kindergarten and a newcomers' program for students new to the country. In response to the "deep emotional hunger" the CL has observed, she created several relationship-building programs. One innovative program is the Mother-Daughter Bonding Clinic designed to create opportunities for healthy conversation and shared experiences to foster greater support of one another. Mothers and daughters meet regularly to participate in a collaborative activity, interact with a guest speaker, and discuss relevant topics such as struggles of acculturation. Another relationship-building program is the "Lunch Bunch" in which students join the CL for lunch and learn informally about science (her area of expertise). Lunch Bunch not only provides science instruction, but it provides students with affection,

attention and caring. CLs are vital bridge-makers connecting ELs and their families with community support systems, such that the power of partnerships can be harnessed for maximum benefit.

Let's Talk Teaching!

by Michelle C. Hughes, Westmont College

"It was all so fun and it made me really learn about becoming a teacher!" and, "The student teachers were inspiring and helpful!" are just two of the participant responses from Westmont College's *Let's Talk Teaching Conference 2015* in Santa Barbara, CA. Since 2011, Westmont College's Education Department has made an intentional commitment to promote the teaching profession with new and improved program activities. Westmont College's teacher candidates' cohort has collaborated with the community organization, Partners in Education, Westmont College Admissions, and Santa Barbara County high schools to develop and host *Let's Talk Teaching*. At each of three conferences held in 2011, 2013, and 2015, Westmont's teacher candidates designed and led workshops for an audience of eager high school students that had expressed a strong interest in the teaching profession. Since the first conference, *Let's Talk Teaching* has encouraged over 100 high school students to embrace teaching for their futures. Santa Barbara County Teachers of the Year attended in 2013 (Kelly Choi) and 2015 (Allison Heiduk); both educators highlighted personal stories and their love for the profession while inspiring the next generation of teachers.



Michelle Hughes

Let's Talk Teaching has made an impact not only on eager high school students, but also among Westmont College's teacher candidates; each has benefited from the rich experience of leading workshops and interacting with high school students. Teacher candidates were also able to add the professional development experience to their resume!



With today's complex educational climate, as well as a national teacher shortage, the burden to change the tone of the conversation about the teaching profession and K-12 education has become a greater and more significant responsibility of teacher education programs than ever before. Westmont College's Education Department believes that teacher empowerment is about all of us. If we don't make efforts to promote the profession and change the conversation, who will?

Join us at the SCPDS 2017 Conference on Friday and Saturday, February 10 – 11 2017, at University Preparation Charter School at CSU Channel Islands, 50 Temple Street, Camarillo, California. For more information about the conference and to register, go to <http://www.scpds.org/annual-conference-2017.html>.

Building Dual-Immersion Teacher Capacity: A Partnership Between Sonoma State University and Loma Vista Immersion Academy

by Rhianna Casesa, Sonoma State University



Rhianna Casesa and Jorge Arvisu

Sonoma State University (SSU) and Loma Vista Immersion Academy (LVIA) have formed a new partnership focusing upon the professional development of Spanish-English dual-immersion teachers in a transition kindergarten (TK) through grade 6 setting. This partnership aims to build both the capacity and number of Spanish-English dual-immersion educators addressing the growing need for well-qualified professionals throughout the North San Francisco Bay Area.

Sonoma State's Collaboration for the Renewal of Education (CORE) model of teacher preparation is focused upon and goes beyond traditional models of student teaching and professional development. Grounded in the vision of John Goodlad (1994), university and school faculties support each other in mutual and ongoing improvement in the service of the students we teach. Our CORE model offers rich experiences for our teacher candidates and mentor teachers by providing opportunities for clinical observation, co-teaching, peer coaching, and collaborative models of professional development.

Our CORE model ties education coursework with field experiences and requires intensive (approximately 600 hours) fieldwork from our Multiple Subject (i.e. elementary education) credential candidates. A critical mass of 5-10 student teachers spend an entire year at LVIA working alongside well-qualified mentor teachers to develop the knowledge, skills, and dispositions required of successful dual-immersion educators. Mentor teachers participate in on-site professional development workshops aimed at refining best practices which can then be articulated, modeled, and reinforced with teacher candidates. The university supervisor also enacts model lessons, providing additional opportunities for student and mentor teachers to study current research-based best practices for dual-immersion education. Teacher candidates, placed in collaborative near-peer pairs within the same classroom whenever possible, are not only observed by the mentor teacher and the supervisor, but by one another as well. Following these collaborative observations of teaching practice, the teacher candidate, peer observers, mentor teacher, and university supervisor debrief the lesson together, engaging in a protocol in which all participants reflect on teaching successes and next steps for improving practice. In addition to these comprehensive and rigorous opportunities for self-reflection, teacher candidates participate in small group on-site seminars that are co-taught by SSU faculty, mentor teachers, and other site professionals. The seminar incorporates theory and practice in general, with opportunities to drill down into specifics of dual-immersion pedagogy and to the particulars as they apply to LVIA.

Our CORE model effectively provides simultaneous pre- and in-service professional development and rich collaborative research opportunities, fulfilling our goal of preparing aspiring teachers to play a vital role in California public schools and for improving education for all children. The partnership between the SSU's Literacy Studies and Elementary Education Department and Loma Vista Immersion Academy provides those interested in pursuing careers as Spanish-English dual-immersion educators a powerful opportunity to be part of a vibrant relationship of caring and committed educators.

Reference

Goodlad, J. (1994). *Educational Renewal: Better Teachers, Better Schools*. San Francisco: Jossey-Bass Publishers.

Become a member of SCPDS! Individual, Retiree, Candidate and Institutional Memberships are available. For more information and to become a member, go to <http://www.scpds.org/membership-information.html>.

Head of the Class: A P-12 School-University Partnership to Prepare Special Education Teachers

by Peter Alter, Saint Mary's College of California and Leyla Benson, Mount Diablo Unified School District

Critical shortages of fully credentialed special education teachers (education specialist credential in California) are a well-documented national problem and this deficit has also impacted California severely. From 2011 to 2013, the number of education specialist credentials issued by the state of California decreased by 21%. Furthermore, in the 2013-2014 school year, 48% of California's education specialist teachers lacked full preparation for teaching (Darling-Hammond, Furger, Shields & Sutchter, Learning Policy Institute, Palo Alto, 2016). As the demand for education specialists increases, the consequence of this teacher shortage becomes even more problematic. Under-qualified teachers or a revolving door of substitute teachers are charged with teaching students with the greatest needs in both academic areas and other domains (e.g. communication, social/ behavioral, etc.).



Peter Alter

To address this shortfall, Saint Mary's College of California (SMC) has created a reciprocal partnership with Mount Diablo Unified School District (MDUSD). This program is designed for individuals who are currently acting as special education assistants in classrooms or serving individual students as one-on-one assistants. Co-directors of the Education Specialist program at SMC, David Krapf and Peter Alter; Director of Human Resources, Leyla Benson; and Director of Special Education, Wendi Aghily, collaboratively designed a program to fit the needs of special education assistants who would like to get their education specialist teaching credential.



Leyla Benson

There are three components of this initiative that set it apart from traditional teacher preparation programs. First, all classes are being held at MDUSD facilities to decrease travel time and increase convenience for the candidates. Second, by pooling resources, the district and the college are able to provide an increased amount of 'in classroom' support. In the first year of the two-year program, a group of district-funded coaches provide ongoing feedback, demonstration lessons, classroom resources, and support with classroom management. In the second year, candidates are moved to an intern credential that deems them to be highly qualified special education teachers. During this intern phase the district and college have developed a formal plan of support provided by both the college and district support personnel. It is estimated that the district will provide approximately 100 hours of support for each candidate over the academic year. Third, the program of study has been modified so that courses typically taught in multiple semesters have been condensed to allow multiple courses to be taught within each semester. Additionally, the program of

study that typically takes 18 months was spread out across two years. These modifications allow teacher candidates to only have to attend classes for two evenings of the week. In this inaugural year of the program, 12 individuals have begun the course of study. By this time next year, all candidates will be eligible to become the teacher of record in their classroom and in two years they will have completed their coursework and will be able to fill the need for education specialists at MDUSD and beyond. For SMC, the program is already looking for new district partners to meet the increasing need for fully credentialed special education teachers.

Reference

Linda Darling-Hammond, Roberta Furger, Patrick Shields, and Leib Sutchter, *Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions* (Palo Alto: Learning Policy Institute, 2016). This report can be found at www.learningpolicyinstitute.org/addressing-ca-teacher-shortage.

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