Implications of CSUteach on Teacher Education Throughout the College

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Introductions

• How the UTeach program at your location has impacted other programs, policies, etc. in your context
  • Think
  • Pair with another person
  • Share at your table
<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Applied for funding from UTeach Institute</td>
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<tr>
<td>2008</td>
<td>Continue discussion around adopting a UTeach model</td>
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<tr>
<td>2009</td>
<td>NSF Noyce Grant Awarded; continue planning for CSUteach (undergraduate &amp; post bac begins)</td>
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<td>2010</td>
<td>US Dept of Ed Teacher Quality Grant Awarded 1&lt;sup&gt;st&lt;/sup&gt; cohort of students begin CSUteach courses</td>
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<td>2011</td>
<td>COEHS Dean tasks a group of stakeholders to create model for reforming teacher education at CSU 2&lt;sup&gt;nd&lt;/sup&gt; Noyce Grant Awarded to reform graduate teacher education and align to UTeach</td>
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<tr>
<td>2012</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; CSUteach cohort graduates Work continues to reform all of teacher education</td>
</tr>
<tr>
<td>2013</td>
<td>New programs are submitted for nearly all teacher education programs</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Freshman students will be admitted reformed teacher preparation programs at CSU</td>
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</tbody>
</table>
• NCATE and TEAC consolidate to CAEP
• NSTA and NCTM write new standards for mathematics and science teacher preparation programs
• edTPA will be required of graduates from teacher preparation programs and will be externally scored
NCATE Timeline

• NSTA Standards changed in 2011 and NCTM changed in 2012
  • Mathematics program submitted SPA reports under the old standards (fall 2013)
    • Nationally recognized
    • Science revised all programs to integrated licenses (spring 2014)
    • Under review

• NCATE and TEAC consolidate to CAEP
Council for the Accreditation of Educator Preparation

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

http://caepnet.org/accreditation/standards/
During Spring 2013 the Board of Trustees voted to:
- Change the course model from predominantly 4 credit hour courses to predominantly 3 credit hour courses
- Cap programs of study to 120 credit hours
- Included designing and implementing a transition plan for current students
CSU College of Education and Human Services Teacher Licensure Programs

- Teacher licensure programs (BS in Education)
  - Early Childhood (preK–3)
  - Middle Childhood (gr. 4–9)
  - Special Education (K–12)
- Teacher licensure programs (BS in Content Area in addition to science and mathematics)
  - Language Arts (gr. 7–12)
  - Social Studies (gr. 7–12)
  - Foreign Language (gr. K–12)
Early Childhood (preK–3), Middle Childhood (gr. 4–9), and Special Education (K–12)

Task force called by the COEHS Dean
Curriculum Redesign Effort Advancing Teacher Education (CREATE)
Based on a professional, collaborative, integrative, clinical model for teacher preparation that will result in student-focused, teacher licensure programs.
Project CREATE: Purposes

- Tighten integration among courses and between course work and clinical work in schools
- Design extensive and intensively supervised clinical work integrated with course work
- Develop and nurture close, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching
- CREATE aims to close the gap between pedagogical theory and practice
CREATE
CURRICULUM REDESIGN EFFORT ADVANCING TEACHER EDUCATION

CREATE Clinical Components

**ROTATION & SEMINAR I: Setting the Context**
- Introduction to the Profession and Social foundations
- 22.5 Instructional hours + 15 Seminar hours + 45 Clinical hours

**ROTATION & SEMINAR II: Assessment & Instruction**
- Licensure specific assessment and methods courses
- 22.5 Instructional hours + 15 Seminar hours + 75 Clinical hours

**ROTATION & SEMINAR III: Students as Learners**
- Advance licensure and assessment course and Ed. Psych.
- 37.5 Instructional hours + 15 Seminar hours + 75 Clinical hours

**INTERNSHIP I: Practice & Professionalism**
- Practicing the profession with significant reflection
- 30 Instructional hours + 15 Seminar hours + 180 Clinical hours

**INTERNSHIP II: Teachers as Leaders**
- Refining the practice of the profession with significant reflection
- 37.5 Instructional hours + 22 Seminar hours + 405 Clinical hours

CREATE Terms

**PROFESSIONAL**
preparation of teachers is akin to that of physicians, lawyers, nurses, etc.

**COLLABORATIVE**
captures the relationship that exists between K-12 schools, teacher candidates, colleges of education, and faculty therefore meeting the needs of all relevant stakeholders.

**INTEGRATIVE**
bridges the gap between knowledge and skills and between theory and practice.

**CLINICAL**
is the immersion of candidates in K-12 schools early in their program of study.

**ROTATIONS**
are a period in which a prospective teacher candidate, in the clinical part of his/her education passes through various ‘working’ services in 16-week blocks. Students will experience integrated course content, engage in clinical field experiences and reflect on their novice and guided practice of teaching.

**SEMINARS**
comprise of a group of prospective teacher candidates engaged in the clinical practice of teaching under the guidance of a professor who meets regularly with them to discuss their clinical experiences and reflect on their practice.

**INTERNSHIPS**
prospective teacher candidate undergo supervised practical training and gaining supervised practical experience in teaching.

Prospective candidates will meet State licensure requirements upon completion of CREATE teacher licensure programs.

Project CREATE teacher licensure programs combine early clinical experiences with integration of subject matter and professional preparation.
### Project CREATE: Rotations & Internships

<table>
<thead>
<tr>
<th>Clinical work</th>
<th>Theme</th>
<th>Hours</th>
<th>Content</th>
<th>Student Credits</th>
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</thead>
<tbody>
<tr>
<td>Rotation &amp; Seminar One</td>
<td>Setting the context</td>
<td>45 hours in field &amp; 22.5 hours in classroom + 15 hours seminar</td>
<td>EDB 200 &amp; EDB 301</td>
<td>(3 +1 credits)</td>
</tr>
<tr>
<td>Rotation &amp; Seminar Two</td>
<td>Instruction &amp; assessment</td>
<td>75 hours in field &amp; 37.5 hours in classroom + 15 hours in seminar</td>
<td>Licensure specific methods &amp; assessment courses</td>
<td>(3+3 credits)</td>
</tr>
<tr>
<td>Rotation &amp; Seminar Three</td>
<td>Students as learners</td>
<td>75 hours in field &amp; 37.5 hours in classroom + 15 hours in seminar</td>
<td>EDB 302 &amp; advanced methods course</td>
<td>(3+3 credits)</td>
</tr>
<tr>
<td>Internship One</td>
<td>Practice &amp; Professionalism</td>
<td>180 hours in field &amp; 30 hours in classroom + 15 hours in seminar</td>
<td>Practicum with significant reflection</td>
<td>(9 credits)</td>
</tr>
<tr>
<td>Internship Two</td>
<td>Teachers as Leaders</td>
<td>405 hours in field &amp; 22.5 hours in seminar</td>
<td>Student teaching</td>
<td>(12 credits)</td>
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</table>
Project CREATE: Discussion

• Questions
• Comments
Teacher licensure programs (BS in Content Area in addition to science and mathematics)

- Language Arts (gr. 7–12)
- Social Studies (gr. 7–12)
- Foreign Language (gr. K–12)

- Curriculum plans submitted for social studies, language arts, and foreign language
- Incorporating the course structure, planning on going
• Working this summer to incorporate the “Essential Elements” of the Uteach model
• Syllabus development for Step 1 and Step 2, Knowing and Learning in the Humanities, Classroom Interactions, and Project-Based Instruction

• Agree the 5E model works for all subject areas
CSUteach Humanities

- Questions
- Comments
Other programs influenced by CSUteach

- Center for Innovation in STEMM Education
- Operation STEM
- CS Ed Ohio
http://www.csuohio.edu/cehs/departments/TE/stemm/stemm.html
• Inaugural STEMM Education Center Colloquium, May 13, 2014

CSUteach is the foundation for the STEMM center
Operation STEM

- NSF STEP Grant funded program
- Goal to increase the pass rates for precalculus, trigonometry, and calculus

- Two week summer institute
- Increase time in class
  - 2 hours of required STEM Peer Teacher (SPT) sessions
- Incorporating Project-Based Learning into precalculus and calculus are taught (3 math courses)
- After success in the mathematics courses students take Research Methods and engage in undergraduate research
Computing in Secondary Schools

• Provide support for teachers to teach Computer Science Principles
• 2 week summer institute and support throughout the academic year
• Creation of an online community of teachers, graduate students, and professors

• Working towards creating a computer science licensing track within CSUteach

http://selab.csuohio.edu/ciss