



Teachers for a New Era Year Two Work Plan

Introduction

The year two work plan for the Teachers for a New Era (TNE) initiative at California State University, Northridge describes in detail the vision, goals, and specific activities that will drive our efforts during the second year of our work on this important endeavor. The document is divided into three sections: a broad vision statement about teacher education at CSUN, the key goals for year two, and a detailed description of the activities and tasks we will accomplish to reach these goals. The purpose of the work plan is twofold. First, it is intended to act as a roadmap to the many persons, on and off campus, directly involved in accomplishing the goals of year two. Second, it is a public record of CSUN's approach to meeting the complex challenges inherent in a project of the size and significance of TNE.

Shared Vision Statement

The work of CSUN during year two of the TNE initiative is initially guided by a shared vision of teacher education at our institution and the unique opportunity provided by TNE to actualize this vision.

It is the vision at California State University, Northridge to prepare dynamic teachers who nurture learning for pupils of every ability. Therefore, a teacher prepared at California State University is a teacher who:

- Assists and addresses the learning needs of every pupil inclusive of cultural, social or linguistic differences
- Understands and works effectively in urban schools to ensure that all pupils learn and meet or exceed established standards
- Exudes high professional energy and enthusiasm for teaching
- Cares about learning and pursues professional growth
- Serves as an intellectual leader in both the school and the community

The TNE initiative will assist CSUN in advancing this vision as our P-14 colleagues and we develop an innovative and even more effective model of teacher preparation, from pre-service to residency to ongoing professional practice. The model will be based upon the following replicable principles:

- A. Decisions Driven by Evidence
- B. Engagement with the Arts and Sciences
- C. Teaching as an Academically Taught Clinical Practice Profession

The TNE model at CSUN will provide our diverse teacher candidates with effective multiple pathways to the credential, all of which will prepare them in carefully selected clinical settings. The model will systematically and regularly assess candidate

performance based upon K-12 learning and use this evidence to drive program development. Working together, K-14 faculty and faculty from higher education will make a difference in the preparation of all school personnel.

Key CSUN Goals for 2003-2004

The following key goals for year two of CSUN's TNE initiative are based on the progress made during the first year of the project. The purpose of setting out these goals is to maintain our focus on the most relevant and timely aspects of CSUN's progress toward the long-term goal of fully institutionalizing the TNE concept into the teacher education mission of CSUN.

1. Start a discussion between CSUN and K-14 partners around what constitutes a clinical site, leading to the selection of 3 clinical sites (1 elementary school, 1 middle school, 1 high school).

- 2a. With LAUSD identify skills and knowledge currently used to assess K-12 pupil learning, leading to the establishment of baseline pilot data collection projects.

- 2b. With LAUSD and community college partners identify skills and knowledge currently used to assess CSUN credential candidates.

- 2c. Conduct a correlation analysis of current assessment of K-12 pupils and CSUN credential candidates, leading to baseline data collection to determine the value added instruction.

3. Engage CSUN faculty and K-14 faculty from Arts and Sciences and Education in dialogue concerning the working conceptualization of excellence in teaching, pedagogical content knowledge, pedagogy, and pre-service clinical practice that were developed in Year One, leading to consensus on what constitutes initial best practices to guide CSUN's teacher education program.

4. Conceptualize a pilot residency program and develop one component of the program. Conceptualize an integrated residency/master's program(s).

Work Plan Outline

To accomplish the above key goals, we have developed a work plan divided into three objective groups that correspond to the three TNE design principles. We have further subdivided each objective group into specific tasks and activities intended to achieve our key goals. By the end of year two, CSUN expects to engage hundreds of persons, on and off campus, in the tasks and activities listed below. This following outline is an overview of the specific activities and tasks we will undertake during year two and are discussed in greater detail in the subsequent pages.

Objective 1

Build a working conceptualization of teaching as a clinical practice

- A. Reach consensus on and disseminate the conceptualization of excellent teaching and attributes of schools as clinical sites
- B. Establish pilot clinic partnerships
- C. Clarify role and responsibilities of K-14 teachers on faculty appointment
- D. Prepare Arts & Sciences faculty for clinical supervision
- E. Plan initial curricula for ninth and tenth grades for joint Academy High School
- F. Design pilot residency program
- G. Create professional development opportunities for educators

Objective 2

Build a culture of evidence

- A. Establish assessment practices of good teaching as a clinical practice

- B. Initiate technologically-based data tracking system of applicants, teacher candidates, and program graduates
- C. Establish assessment practices of K-12 pupil learning

Objective 3

Build subject matter expertise of teacher candidates through engagement with Arts and Sciences faculty from CSUN and K-14

- A. Reach consensus on desired subject matter expertise of teacher candidates
- B. Investigate ways to increase the depth of understanding of subject matter in select disciplines for teacher candidates
- C. Implement teaching of in-depth subject matter understanding in CSUN General Education courses for teacher candidates
- D. Revise CSUN tenure and promotion criteria to strengthen faculty contributions to teacher preparation

Objectives	Activities	Benchmarks	Timeline	Responsible Party
<p>O1A Consensus and dissemination of:</p> <ul style="list-style-type: none"> (a) the working conceptualization of excellent teaching as a clinical practice; (b) the attributes of schools as clinical sites 	<p>A1 Steering committee reviews:</p> <ul style="list-style-type: none"> (a) working conceptualization of excellent teaching as a clinical practice (See Team C Year 1, <i>Teaching as an Academically Taught Clinical Practice</i>) Team A and Team C working conceptualization on teaching excellence; (b) and attributes of schools as clinical sites (See Team C-3, Year 1) <p>A2 Hold meeting of CSUN Deans and other selected Academic Affairs Staff & P-14 superintendents and leaders to review and discuss working conceptualization and attributes.</p>	<p>Steering Committee agrees on working conceptualization of excellent teaching as a clinical practice and attributes of schools as clinical sites, and working papers to be distributed internally and externally.</p> <p>General agreement reached by all partners on working paper.</p>	<p>September – November 2003</p> <p>November – December 2003</p>	<p>Phyllis Gudoski</p> <p>Phyllis Gudoski</p>

	A3 Hold meetings of CSUN and P-14 faculty to review working conceptualizations and attributes.	General agreement reached by all partners on working paper.	November – December 2003	Phyllis Gudoski
O1B Establish pilot clinical partnerships.	A1 Meet with LAUSD representatives to discuss partnership possibilities, including roles for site faculty and CSUN faculty, and establish format for partnership agreement with core elements as well as elements unique to each school site.	Meeting completed with LAUSD and agreement on initial identified role descriptions.	January 2004 – March 2004	Nancy Prosenjak and Dean of Education
	A2 Define process for jointly selecting partnership sites.	Process for school site selection agreed upon.	January 2004 – March 2004	Nancy Prosenjak and Dean of Education
	A3 Hold professional development seminars for school administrators and faculty.	Seminars completed.	March – April 2004	Nancy Prosenjak and Dean of Education
	A4 Select with LAUSD representatives three clinical sites.	Three clinical sites selected.	May 2004	Nancy Prosenjak and Dean of Education

<p>O1C Review and clarification of P-14 Teachers on Faculty Appointments.</p>	<p>A1 A team of CSUN and P-14 faculty and CSUN administrators (site team) meet throughout the year to clarify the title, role and responsibilities of teachers on faculty appointments.</p>	<p>Meetings held. A final document produced.</p>	<p>September 2003 – August 2004</p>	<p>Philip Rusche and Site Team</p>
<p>O1D Arts & Sciences faculty prepare for clinical supervision of student teaching assignments.</p>	<p>A1 CSUN faculty and P-14 partners review work on clinical model produced under O1A-O1C and locate and study effective orientation programs for clinical supervisors of student teaching, especially by Arts & Sciences faculty, and decide on essential features for CSUN program.</p>	<p>Document delineating essential features of an Arts & Sciences clinical supervision orientation program is presented to the Provost, Deans of Arts & Sciences, and Education.</p>	<p>June – September 2004</p>	<p>Theresa Montañó</p>

<p>O1E Plan initial curricula and pedagogy for ninth and tenth grade in cooperation with LAUSD.</p>	<p>A1 LAUSD and CSUN joint committee on the Academy High School.</p>	<p>Curriculum in place. Instruction begins.</p>	<p>Fall 2004</p>	<p>Bonnie Ericson in consultation with Project Director, Provost, and District Superintendents.</p>
<p>O1F Design a pilot residency program.</p>	<p>A1 Making use of the review of residency/induction literature and the findings from focus group meetings conducted in Year 1, develop a protocol and use it to conduct focus group meetings with various constituencies (education faculty; arts and sciences faculty; K-12 educators including beginning teachers, candidates, National Board Certified teachers, and Beginning Teacher Support and Assessment (BTSA) representatives; representatives from professional organizations) regarding the development of a two-year residency/induction program that includes:</p> <p>1. Conferencing/mentoring the beginning teacher</p>	<p>Protocol developed and focus group sessions conducted.</p> <p>1. Conferencing/mentoring the beginning teacher</p>	<p>October – November 2003</p>	<p>Arlinda Eaton</p>

	<p>on a regular basis – <u>for example:</u></p> <p>a) developing a Help Line through the use of chat rooms or asynchronous online threaded discussion (beginning teachers talking with education faculty, arts and sciences faculty, and veteran K-12 practitioners)</p> <p>2. Observing/supervising the beginning teacher’s clinical practice – <u>for example:</u></p> <p>a) developing/adopting a formative assessment and support system for monitoring CSUN teacher education graduates’ practice.</p>	<p>on a regular basis – <u>for example:</u></p> <p>a) Make available to CSUN teacher education graduates regularly scheduled grade-level specific/subject-specific chat rooms or asynchronous online threaded discussion (beginning teachers talking with education faculty, arts and sciences faculty, and veteran K-12 practitioners)</p> <p>2. Observing/supervising the beginning teacher’s clinical practice – <u>for example:</u></p> <p>a) Each semester each CSUN teacher education graduate submits a videotaped lesson that he/she</p>		
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	<p>The Individual Learning Plan that each graduate leaves CSUN with becomes a foundational piece of the system and forming triads of educators (one education faculty, one arts and sciences faculty, one K-12 educator) to coach each CSUN teacher education graduate throughout the two-year residency per the formative assessment and support system developed/adopted</p> <p>3. Guiding/assisting the beginning teacher to improve his/her practice – <u>for example:</u></p> <p>a) identifying the induction activities that should be developed with the thought that they could be applied</p>	<p>developed and taught, along with a reflective analysis of the lesson, which includes a discussion of pupil achievement. The triad of educators views the lesson, discusses the teacher’s reflective analysis, and provides guidance to the teacher (face-to-face, telephone conference call, email, chat room, etc.)</p> <p>3. Guiding/assisting the beginning teacher to improve his/her practice – <u>for example:</u></p> <p>a) Consult with CSUN departments about specific induction activities that could be applied towards a certificate and/or</p>		
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	<p>towards a master's degree.</p> <p>b) developing a "toolkit" website.</p> <p>c) developing a Peer Support System through the use of chat rooms or asynchronous online threaded discussion (beginning teachers talking with beginning teachers)</p> <p>d) conducting a survey of credentialed first year teachers to ascertain professional growth needs,</p>	<p>master's degree.</p> <p>b) Make pilot website available and continue to build the video library of best practices and the collections of education resources, standards-based lesson plans, assessment tools, etc.</p> <p>c) Make available to CSUN teacher education graduates regularly scheduled grade-level specific/subject – specific chat rooms or asynchronous online threaded discussion.</p> <p>d) Offer grade-level specific, two-week, on-line modules throughout the year in one subject area</p>		
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	<p>including needs regarding pedagogical content knowledge, and developing a series of grade-level specific, two-week, on-line modules in one subject area coordinated with the K-12 academic content standards (subject area mentioned most frequently in survey).</p> <p>e) developing a Summer Institute for the summer following the first year of teaching (content to include assessment; results of survey considered).</p> <p>f) developing a master's degree program linked to induction work.</p> <p>g) developing a blended master's degree program (subject</p>	<p>coordinated with the K-12 academic content standards (three additional subject areas will be developed in Year 3).</p> <p>e) Offer the first Summer Institute.</p> <p>f) Complete the design of a master's degree program linked to induction work.</p> <p>g) Complete the design of a blended master's degree</p>		
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	<p>matter and pedagogy) linked to induction work.</p> <p>4. Impacting pupil achievement – <u>for example:</u></p> <p>a) developing a plan for CSUN teacher education graduates to monitor the impact their teaching has on K-12 pupil learning.</p> <p>Develop a plan for a two-year CSUN residency/induction program.</p>	<p>program (subject matter and pedagogy) linked to induction work.</p> <p>4. Impacting pupil achievement – <u>for example:</u></p> <p>a) CSUN teacher education graduates analyze their pupils' results of assessments in order to: (1) identify skills that need to be further developed, and (2) develop an instructional plan to address these skills during the upcoming academic year (one component of Summer Institute).</p> <p>A plan for a two-year residency/induction program conceptualized: components implementation</p>	<p>December 2003 – January 2004</p>	<p>Arlinda Eaton</p>
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	Develop one aspect of the CSUN residency/induction program.	One aspect of the CSUN residency/induction program developed.	February – May 2004	Arlinda Eaton
O1G Develop valuable opportunities for the ongoing professional development of educators.	Consult with CSUN departments about ways to link induction work and National Board activities to current master’s degree programs as well as to newly developed blended (subject matter and pedagogy) master’s degree programs.	Consultation with CSUN departments regarding master’s degree programs completed.	October – December 2003	Sandra Chong

Objectives	Activities	Benchmarks	Timeline	Responsible Party
O2A Establish practices for assessing good teaching in a clinical practice profession.	A1 Identification and consensus on initial data needs to document good teaching.	Steering Committee adopts and disseminates on web a summary document of data needs identified in year one.	September – November 2003	Project Director, Dean of Social and Behavioral Sciences, Lynne Cook and Objective 2 Coordinators
	A2 Using the initial operational definition of good teaching, articulate a framework for assessing teaching by candidates and teachers and adopt plan for	Steering Committee adopts the assessment framework, finalizes plan for measure selection, and disseminates summary report on web.	September 2003 - January 2004	Project Director, Dean of Social and Behavioral Sciences, Lynne Cook and Objective 2 Coordinators

	<p>selecting initial measures for pilot investigations of good teaching.</p> <p>A3 Conduct a pilot study to assess the utility of selected measures and methodologies in investigating good teaching as reflected in P-12 pupil learning that occurs under the instruction of CSUN program completers.</p> <p>A4 Identify additional measures needed to more fully assess candidate and teacher quality.</p> <p>A5 Develop plan for assessing impact of teacher preparation and teacher performance on pupil learning.</p>	<p>Pilot investigation associating selected state and district measures of pupil learning with CSUN teachers from at least two preparation pathways completed and disseminated to Steering Committee for review.</p> <p>Plan for developing and applying additional measures in year three completed and adopted by Steering Committee.</p> <p>Analysis of results of Objective 2 activities conducted and plan for integrating components for more comprehensive analysis of the impact of teacher preparation and teacher performance on pupil learning in year</p>	<p>November 2003 – May 2004</p> <p>May – July 2004</p> <p>July – August 2004</p>	<p>Lynne Cook and Objective 2 Coordinators</p> <p>Lynne Cook and Objective 2 Coordinators</p> <p>Lynne Cook and Objective 2 Coordinators</p>
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O2B Begin development of a technologically-based tracking and assessment system to provide data for analysis of the qualifications and performance of applicants, candidates, and program completers.	A1 Identification and consensus on initial data needs for documenting candidate progress toward becoming good clinical teachers.	Steering Committee adopts and disseminates on web summary document.	September 2003 – March 2004	Fran Horvath and Objective 2 Coordinators
	A2 Review and evaluate existing technologically-based systems and existing means of determining and tracking candidate performance by CSUN faculty, staff and partners.	Summary document of existing systems and CSUN practices. Summary document of means.	November 2003 – March 2004	Fran Horvath and Objective 2 Coordinators
	A3 Propose and conduct a feasibility analysis of a prototype for a technologically- based tracking and assessment system.	Results of prototype feasibility assessment critiqued by Steering Committee.	February – May 2004	Fran Horvath and Objective 2 Coordinators
	A4 Identify additional measures and revised measures or procedures needed in an effective technologically-based tracking and assessment system.	Plan for further development and initial testing in year three of prototype design agreed to by Steering Committee and pertinent staff.	May – July 2004	Fran Horvath and Objective 2 Coordinators

O2C. Establish practices for assessing P-12 pupil learning.	A1 Identification and consensus on initial data needs to document pupil learning.	Steering Committee adopts and disseminates on web a summary document of data needs identified in year one.	September – November 2003	Michael Spagna and Objective 2 Coordinators
	A2 Using the initial operational definition of pupil learning, articulate a framework for assessing learning and adopt plan for selecting initial measures for assessing pupil learning in target grades and subject areas.	Steering Committee adopts the assessment framework, finalizes plan for measure selection and disseminates summary report on web.	September – December 2003	Michael Spagna and Objective 2 Coordinators
	A3 Select or develop initial measures of P-12 pupil learning for target grade levels and subject areas.	CSUN-TNE proposed initial measures for assessing P-12 pupil learning and supporting narrative available on the website.	January – April 2004	Michael Spagna and Objective 2 Coordinators
	A4 Pilot individual measures in select grades and subjects to assess their utility in measuring K-12 pupil learning.	Pilot administration of measures of pupil learning in target grades and subject areas completed and disseminated to Steering Committee for review.	April – June 2004	Michael Spagna and Objective 2 Coordinators

	A5 Identify additional measures needed to more fully assess pupil learning in a broader range of grade levels and subject areas.	Plan for developing and applying additional measures in year three completed and adopted by Steering Committee.	May – July 2004	Michael Spagna and Objective 2 Coordinators
O3A Through examples of selected disciplines (mathematics, social sciences, science and English) begin to reach consensus on desired subject matter expertise of teacher candidates.	A1 TNE Faculty and P-14 partners use established criteria for visiting other institutions to examine effective integration of pedagogical content knowledge, application of technology, writing competencies, attention to disciplines, and context for P-14 teaching.	TNE Faculty and K-12 partners prepare written descriptions of model teacher preparation programs in mathematics, social sciences, science, and English.	June – September 2003	Hillary Hertzog and Sandra DaLie
	A2 TNE collaborates with Center on Excellence in Learning and Teaching to offer mini-grants to faculty to implement and assess use of PCK in courses.	Mini-grant protocols conceived and offered to faculty. Mini-grants implemented by faculty.	September – November 2003 February – May 2004	Hillary Hertzog and Sandra DaLie
	A3 TNE collaborates with Faculty Retreat committee to design a	PCK Faculty Retreat sessions offered at Faculty Retreat.	September 2003 – January 2004	Hillary Hertzog and Sandra DaLie

	<p>session for Faculty Retreat that supports dissemination of investigative efforts behind PCK and faculty can share examples of PCK based activities in courses.</p> <p>A4 TNE faculty and P-14 partners investigate use of PCK, writing requirements, and use of technology in subject matter/discipline specific gateway and capstone courses taken by teacher education candidates.</p> <p>A5 Faculty and community college partners construct alignment matrices for student performance objectives in mathematics and social sciences and create model articulation agreement.</p>	<p>Report of findings.</p> <p>Continue to monitor and modify as available. Alignment documents and model articulation agreement are submitted for review by faculty in affected departments and administrators at CSUN and 3 participating community colleges.</p>	<p>February – May 2004</p> <p>February – May 2004</p>	<p>Hillary Hertzog and Sandra DaLie</p> <p>Hillary Hertzog and Sandra DaLie</p>
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<p>O3B In selected disciplines (mathematics, history, science, and English) investigate increasing depth of understanding in subject matter.</p>	<p>A1 TNE faculty and P-14 partners establish study groups in mathematics, history, science, and English that will continue to investigate how to increase depth of understanding in subject matter, including PCK, in discipline strands experienced by teacher education candidates (include review of the literature).</p>	<p>Study groups created.</p>	<p>September 2003 – May 2004</p>	<p>Joel Zeitlin</p>
	<p>A2 Implement a pilot study for increasing general education level math knowledge/numeracy through the use of a computer based program connected to the lower division liberal studies math curriculum for multiple subject candidates.</p>	<p>Pilot created.</p>	<p>September 2003 – May 2004</p>	<p>Joel Zeitlin</p>
<p>O3C Investigation and implementing subject matter understanding in</p>	<p>A1 Investigate how teacher education candidates are currently</p>	<p>Report of findings.</p>	<p>September 2003 – March 2004</p>	<p>Matthew Cahn</p>

<p>General Education Courses taken by teacher education candidates.</p>	<p>prepared in writing and how that skill is assessed in their program of study. Include investigation of programs at feeder community colleges.</p> <p>A2 Investigate how teacher education candidates are currently prepared for subject matter study in the disciplines of mathematics, social science, science, and English at the general education level. Include investigation of programs at feeder community colleges.</p>	<p>Report of findings.</p>	<p>September 2003 – May 2004</p>	<p>Matthew Cahn</p>
<p>O3D Revision of University-level tenure and promotion criteria to strengthen rewards for faculty contributions in area of subject matter expertise in teacher preparation.</p>	<p>A1 Faculty develops recommendations of revision of tenure and promotion criteria to strengthen rewards for faculty contributions in area of subject matter expertise in teacher preparation.</p>	<p>Recommendations submitted for university-wide consultation.</p>	<p>September 2003 – May 2004</p>	<p>Objective 3 Coordinator</p>