Inclusive Teacher Preparation Practices

March 15, 2019

Find webinar resources at www.calstate.edu/teachered (Resources)
Welcome and Introduction

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Inclusive schools…

- Inclusion, or inclusive schools has been defined and conceived in many ways over the last several decades, but at the heart of all of these definitions is the idea of good schooling for all students, where each and every learner is valued and educated together and where their respective needs are met by teams of educators working alongside families.
Inclusive teacher preparation programs…

- Care about the “whole” student
- Know their content deeply
- Understand the complex ways their diverse students learn
- Develop and provide meaningful learning experiences
- Work together with other educators and families to best meet the needs of each and every learner
The purpose of this webinar is to…

- Share effective and emerging practices regarding inclusive schooling for all students in California
- Discuss how we might work across disciplines and across PK-12 and higher education to ensure high quality inclusive teacher preparation
Introduction of Webinar Speakers

- **Mary Vixie Sandy**, Executive Director, California Commission on Teacher Credentialing
- **Christine Olmstead**, Associate Superintendent, Orange County Department of Education
- **Mary Brownell**, Center Director of CEEDAR and Professor of Special Education, University of Florida
- **Shireen Pavri**, Dean and **Cara Richards**-Tutor and **Shelly Xu**, Faculty, CSU Long Beach
- **Diane Fazzi**, Associate Dean and **Andrea Zetlin**, Faculty, CSU Los Angeles
- **Kimberly Coy** and **Colleen Torgerson**, Faculty, CSU Fresno
- **Fred Uy**, Director of Educator Preparation and Public School Programs, CSU Chancellor’s Office
Recent Credential Changes to Support Good Schools for All Students

Mary Vixie Sandy
Executive Director
msandy@ctc.ca.gov
California Commission on Teacher Credentialing
Background

March 2015
Statewide Special Education Task Force Report published

June 2016
General Education TPEs adopted

June 2018
Commission adopts DHH, VI, ECSE TPEs and subject matter competency requirements for Ed Specialists

December 2015
General Education program standards adopted

February 2018
Commission adopts Ed Specialist credential structure with 5 preliminary credentials

August 2018
Commission adopts credential titles, program standards, and remaining TPEs
2016 General Education TPEs

Refer to “all” students
Incorporate Multi Tiered Systems of Support (TPE 1 & 4)
Incorporate Culturally Responsive Teaching (TPE 1, 2, 4 & 6)
Incorporate UDL and PBIS (TPE 1, 2 & 4)
Organization of Education Specialist TPEs

• Common TPEs for the Mild to Moderate and Extensive Support Needs credentials where specific knowledge, skills, and abilities overlap

• More specific language has been included in both credentials for OI, PHI, TBI, and language needs

• Autism and EL authorization continue to be embedded in all Preliminary credentials
Program Standards and Teaching Performance Expectations (TPEs)

Transition Date – anticipated Fall 2021

• Education Specialist Program Standards
  • One set of program standards for all 5 Preliminary credentials
  • Same domains as the General Education standards

• Education Specialist TPEs
  • Each of the five specialty areas has its own unique set of TPEs
  • MMSN and ESN teachers will also meet the ‘General Education’ TPEs in their preparation programs
Teaching Performance Assessment

• Governor Newsom’s proposed budget calls for development of a TPA for Education Specialists
• SPED TPA will likely follow the basic structure and blueprint of the CalTPA for General Education Teachers
• SPED TPA will be adapted to focus on the SPED TPEs and settings in which SPED candidates are completing clinical practice
• Work with an expert design team expected to begin in 2019-20, with a SPED TPA ready for implementation in 2022-23
Work in Progress – Credential Authorizations

• Credential Authorization statements reflect the scope of preparation a candidate receives

• The Commission will be considering and possibly adopting authorization statements for the MMSN, ESN and ECSE Credentials at their April meeting

• DHH and VI Credential Authorization statements will remain the same

• ECSE will authorize service birth-Kindergarten and include orthopedic impairment

• MMSN and ESN authorizations will focus on meeting individual student needs across disability categories and differ based on the intensity of student support needs
Work in Progress – Residency Programs

• State funded grants to support development of special education residency programs: $50 million
• Capacity Building Grants: 19 Special Education, 4 Special Education + Bilingual
• Expansion Grants: one special education grant awarded
• New Residency Grants: 26 Special Education, 2 Special Education + Bilingual
• Funds could support 600 +/- Special Education Residents in 2019-20
California’s Multi-Tiered System of Support (MTSS)
Laying the Foundation

Christine Olmstead, EdD
C.Olmstead@ocde.us
Orange County Department of Education
California Multi-Tiered System of Support (CAMTSS)

What is MTSS?

A comprehensive framework designed to provide effective technical assistance for districts and schools that supports them in addressing each and every student’s academic, behavioral and social-emotional needs in the most inclusive and equitable learning environment.
Multi-Tiered System of Support

**UNIVERSAL SUPPORT**
Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment.

**SUPPLEMENTAL SUPPORT**
Additional services provided for some students who require more academic, behavioral and social-emotional support.

**INTENSIFIED SUPPORT**
Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs.

**ALL STUDENTS**

**SOME STUDENTS**

**FEW STUDENTS**
Whole System Engagement

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[Diagram showing the interconnections between Student & Family, School, District, County Region, and State, indicating the purpose of our work, place of transformation, and point of intervention.]
**LCAP and MTSS Alignment**

<table>
<thead>
<tr>
<th>Conditions of Learning</th>
<th>Engagement</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.</td>
<td>Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.</td>
<td>Student achievement means improving outcomes for all students to ensure student success.</td>
</tr>
</tbody>
</table>

**Local Control Accountability Plan**

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

**Multi-Tiered System of Support**

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

Families and community members are partners where they have options for meaningful involvement in students’ education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.
“All Students” is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.
Resources

- http://ocde.us/mtss/
- Guide to Understanding CA MTSS
- CA MTSS Online Modules: https://oconline.ocde.us/implement/camtss
- Higher Ed Presentation for MTSS: https://docs.google.com/presentation/d/1In4Gm1JyKxU3rI6Xgr-liGmVIMyZy2NUk9EWhosiAGw/edit?usp=sharing
- MTSS IC Maps
  https://docs.google.com/document/d/1walRGRrsWF0qZFmHEzsoxpZrJa8QyrmB42hJ8dyc3eQ/edit?usp=sharing
Inclusive Teacher Preparation for Diversity: National Best Practices

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Center Director, Collaborative for Effective Educator Development, Accountability, and Reform (CEEDAR)
Professor of Special Education, University of Florida
INCLUSIVE TEACHER PREPARATION FOR DIVERSITY: NATIONAL BEST PRACTICES
MARY T. BROWNELL, DIRECTOR
WWW.CEEDAR.ORG
OUR MISSION STATEMENT

To create *aligned* professional learning systems that provide teachers and leaders effective *opportunities to learn* how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards.
ACCOMPLISHING THIS LOFTY GOAL
MUST CONSIDER THE TEACHERS AND LEADERS WE NEED

- Knowledge and skill for implementing research-based practices
- Provide appropriately rigorous content
- Support students’ individual instructional and emotional needs
- Problem solver
- Persistent
- Collaborator
- Understands how to address intersection of learning with culture, disability and language
EXPERTISE

• Experts have the critical knowledge, skills and persistence that allows them to problem solve effectively and persist.
DEVELOPMENT OF EXPERT PERFORMANCE
SYSTEMIC APPROACH IS THE GOAL!!
Similar to the approach CA is taking
TO DEVELOP INCLUSIVE PRACTICE, CEEDAR ADVOCATES FOR FIVE KEY INGREDIENTS
REQUIRES

• Learning opportunities focused on critical knowledge and skill that results in better student outcomes.

• Effective, collaborative learning opportunities for teachers that support acquisition of critical knowledge and skill over time.
REQUIRES

• Policies that support and align with critical content and learning opportunities
• Alignment of initiatives
• Collaboration within and across educational systems
CEEDAR TOOLS TO DEVELOP FOCUS

Innovation Configurations

Evidence-Based Practices for English Learners

High Leverage Practices

Cara Richards-Tutor
California State University, Long Beach

Terese Aceves
Loyola Marymount University

Leslie Reese
California State University, Long Beach

November 2016

ceedar.org
TOOLS TO ANALYZE AND IMPROVE PRACTICE OPPORTUNITIES
DISCLAIMER

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or polices of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.
Exemplary Campus Approaches: Long Beach

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Exemplary Campus Approaches: Collaboration and Partnerships

Shireen Pavri, Dean
Cara Richards-Tutor, Special Education Faculty
Shelley Xu, Teacher Education Faculty
Urban Dual Credential Program (UDCP)

- Provides candidates an opportunity to earn both Multiple Subject and Education Specialist Credential(s) in one streamlined program (ITEP and Post Bac)

- Key Elements: MTSS, Inclusive Education, Culturally Responsive Pedagogy

- 2 year residency-like clinical model, candidates complete over 1200 hours of clinical practice
Developing and Sustaining the Program: Cross-Department Collaboration

- Co-developed by faculty with expertise in multicultural education, teaching English Learners, literacy, collaboration, and special education.
- Faculty worked for a semester (with support from Dean) to develop program and courses
- Co-teaching of literacy courses
## Program Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Special Education Foundations: UDCP 400 (2 units) and UDCP 414 (1 unit)</td>
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</tr>
<tr>
<td>Teaching and Learning Reading and Language Arts, K-8: UDCP 410 (Tier 1; 4 units) and UDCP 411 (Tier 2 &amp; 3; 4 units)</td>
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<tr>
<td>Teaching and Learning Mathematics, K-8: EDEL 462 (Tier 1; 3 units) and UDCP 415 (Tier 2 &amp; 3, 2 units)</td>
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<tr>
<td>Diversity and Equity: UDCP 402 (3 units) and EDSP 454 (3 units)</td>
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<tr>
<td>Assessment of Students: EDSP 564 (3 units)</td>
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<tr>
<td>Managing the Teaching and Learning Environment: UDCP 401 (3 units)</td>
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<tr>
<td>Teaching and Learning History-Social Science, K-8: EDEL 472 (3 units)</td>
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<tr>
<td>Teaching and Learning Science, K-8: SCED 475 (3 units)</td>
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<tr>
<td>Artistic and Physical Education: Take UDCP 407 (2 units)</td>
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<tr>
<td>Methods for Students with Moderate/Severe Disabilities: EDSP 578 (3 units)</td>
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<tr>
<td>Student Teaching in General Education and Special Education: UDCP 420 (6 units) and UDCP 422/UDCP 423 (6 units)</td>
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</table>
Partnership Districts

- Long Beach Unified School District
- Little Lake City School District
- Garden Grove Unified School District
Key Roles in Partnership

University

- **University Administration**: regular check ins with superintendents
- **University Program Coordinator**: Meetings and updating of district admin and principals
- **University faculty/supervisors**: Checking in with teachers, trouble shooting, monitoring candidate progress
Key Roles in Partnership

District

- **District Administrators** - twice yearly meetings, selecting teachers and matching candidates

- **Principals** - regular check in regarding teachers/candidates, professional development needs, facilitating clinical practice opportunities with coordinator

- **Teachers** - attend 1 hour program training in year 1, provide informal support in year 1, allow candidates to complete clinical practice opportunities, 2 hour training in year 2, observe candidates with protocol, meet 3 times a semester with supervisor
Developing and Sustaining the Partnership: What Works

- Meeting with key personnel at district (2 times each year)
- Regular communication (3-4 times a semester) with principals
- Ongoing communication with teachers, regular check in when in classrooms
- Providing professional development to meet their needs
- Allowing candidates to help school/districts-sub, summer school, intervention teachers
- Coffee, bagels, lunches, thank you gifts😊
Exemplary Campus Approaches: Cal State LA

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Andrea Zetlin
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California State University, Los Angeles
Get both your B.A. and Teaching Credential

Take classes as part of a cohort of diverse peers

Join our Integrated Teacher Education Program

Learn more about the Urban Learning Major

CALSTATELA.EDU/CCOE
Urban Learning Major – 4 Options

• Option 1 – BA + Multiple Subjects Credential

• Option 2 – BA + Education Specialist Credential
  • Mild/Moderate Disabilities Credential
  • Moderate/Severe Disabilities – Intern eligible
  • Visual Impairment – Intern eligible

• Option 3 – BA + Accelerate Dual Credential
  • Mild/Moderate Disabilities and Multiple Subjects Credentials

• Option 4 – BA only - Teaching and Learning Coursework
# Current Program Roadmap for Accelerated Credential Option

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall: 16 Units</th>
<th>Spring: 16 Units</th>
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<tbody>
<tr>
<td><strong>ULRN Option 3</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer Sessions</strong></td>
</tr>
<tr>
<td>Comm 1100* (3) Intro to Oral Communication</td>
<td>Comm 1200* (3) Principles of Argumentation</td>
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<tr>
<td>ENG 1010* or ENG 1005* (3) College Writing</td>
<td>Hist 1010* (3) World History to 1500 CE</td>
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<tr>
<td>NATS 1010* (4) Physical Sciences</td>
<td>CCOE 1010 (3) Intro to Higher Education</td>
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<tr>
<td>CHDV 1400* (3) Development Across the Lifespan</td>
<td>Math 1100* (3) Real Number Systems for Elementary &amp; Middle School Teachers</td>
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<tr>
<td>POLS 1000* (4) Gov. &amp; American Society</td>
<td>Nats 1020* (4) Earth &amp; Space Science</td>
<td></td>
</tr>
<tr>
<td>Hist 2010* (3) United States History to 1877</td>
<td>HIST 1020* (3) World History since 1500 CE</td>
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<tr>
<td>LBS 2340 (3) Multicultural Arts - L.A. (re)</td>
<td>Math 2250* (3) Explorations in Geometry for Elementary &amp; Middle School Teachers</td>
<td></td>
</tr>
<tr>
<td>ENGL 2700* (3) Why Literature Matters</td>
<td>EDFN 2010 (3) L&amp;scapes of Urban Schooling</td>
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<tr>
<td>Math 1150* (3) Real Number Systems for Elem &amp; MS Teachers</td>
<td>EDCI 2020* (3) Visual &amp; Performing Arts for Elementary &amp; Middle School Teachers</td>
<td></td>
</tr>
<tr>
<td>BIOL 1030 (4) Life Science*</td>
<td>ULRN 2120 (3) Contemporary Issues in Culture &amp; Learning</td>
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<tr>
<td><strong>ULRN 3000 (2) College Success and Urban Teacher Preparation in ULRN</strong></td>
<td><strong>ULRN 4110 (3) Learning &amp; Critical Thinking</strong></td>
<td><strong>5 Week Session 1:</strong> EDFN 4130 (3) Psychological Foundations of Ed</td>
</tr>
<tr>
<td><strong>EDCI 4000 (3) Transformative Teaching in Diverse Urban Classrooms</strong></td>
<td><strong>ULRN 4130 (3) Literacy &amp; the Urban Community</strong></td>
<td><strong>5 Week Session 2:</strong> EDSF 4020 (3) Assessment &amp; Ed Planning for Students with Disabilities</td>
</tr>
<tr>
<td><em><em>EDCI 4010</em> or EDSF 4010</em> (3) Eng. Language Dev./Cognitive, Linguistic &amp; Literacy Processes in Individuals with Special Needs**</td>
<td><strong>ULRN 4140 (3) Integrated STEM Project-Based Learning in Urban Environments</strong></td>
<td><strong>10 Week Interim Session:</strong> EDSF 4030 (3) Behavior Supports, Social Skills, &amp; Classroom Management</td>
</tr>
<tr>
<td><strong>EDCI 4111 (3) Inclusive Curriculum &amp; Teaching of Integrated Literacy &amp; Comm</strong></td>
<td><strong>EDSF 4060 (3) Clinical Practicum in Inclusive Teaching: Mild/Moderate Disabilities</strong></td>
<td><strong>EDCI 4113 (3) Curriculum and Teaching of Inclusive Social Studies, Civic Learning &amp; Humanities</strong></td>
</tr>
<tr>
<td><em><em>EDSF 4000</em> (3) Foundations of Special Ed</em>*</td>
<td><strong>EdTPA Prep (2)</strong></td>
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<tr>
<td><strong>EDSF 3010 (2)</strong></td>
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<thead>
<tr>
<th>Year 2</th>
<th>Fall: 16 Units</th>
<th>Spring: 15 Units</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer Sessions</strong></td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall: 17 Units</th>
<th>Spring: 14 Units</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>5 Week Session 1:</strong> EDFN 4130 (3) Psychological Foundations of Ed</td>
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<tr>
<td><strong>5 Week Session 2:</strong> EDSF 4020 (3) Assessment &amp; Ed Planning for Students with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10 Week Interim Session:</strong> EDSF 4030 (3) Behavior Supports, Social Skills, &amp; Classroom Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDCI 4113 (3) Curriculum and Teaching of Inclusive Social Studies, Civic Learning &amp; Humanities</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall: 12 Units</th>
<th>Spring: 12 Units</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer Sessions</strong></td>
</tr>
<tr>
<td><strong>EDCI 4112 (3) Curriculum</strong></td>
<td><em><em>HIST 3480</em> (3) California</em>*</td>
<td><strong>Added Bilingual Authorization (Optional)</strong></td>
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<tr>
<td>EDSF 4253 (3) Instructional Planning &amp; Delivery for Students with Mild/Moderate Disabilities</td>
<td>ULRN 4190 (3) Senior Seminar in Urban Schooling: Reading, Writing, &amp; Reflection</td>
<td>EDCI 5560 (3) Bilingual 1</td>
</tr>
<tr>
<td>EDSF 4257 (3) Tier 2 &amp; 3 Study of Lit Problems &amp; Specialized Interventions for Students with Mild/ Moderate Disabilities</td>
<td>EDSF 4455 (3) Fieldwork in Residency: Mild/Moderate Disability</td>
<td>EDCI 5570 (3) Bilingual 2</td>
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<tr>
<td>EDEL 4455 (3) Fieldwork in Residency: Multiple Subjects</td>
<td>EdTPA Prep (3)</td>
<td>EDCI 5580 (3) Bilingual 3</td>
</tr>
</tbody>
</table>

**Note:** Courses required for ESM Waivers denoted with *.
Developing Clinical School Sites

Year One Activities

1. IHE met with local district special education administrators
   a. identified possible local elementary school sites
   b. established local district special education team to work in partnership

2. met with each principal accompanied by local district special education team

3. met with each school’s teaching faculty accompanied by district partners—conducted needs assessment

4. met with each school’s teaching faculty to share results of needs assessment and professional development (PD) priorities

5. identified dates for 4 PD workshops and focus groups (FG)

6. with district partners, developed and conducted 2 PD workshops in fall and FG; 2 PD workshops in spring and FG
<table>
<thead>
<tr>
<th></th>
<th>Elementary A K-5gr</th>
<th>Elementary B K-6gr</th>
<th>Elementary C K-5gr</th>
</tr>
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<tbody>
<tr>
<td><strong>N</strong></td>
<td>783</td>
<td>400</td>
<td>503</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>94.4%</td>
<td>80%</td>
<td>92.2%</td>
</tr>
<tr>
<td>English Learners – 49%</td>
<td></td>
<td>15.8%</td>
<td>40%</td>
</tr>
<tr>
<td>Foster Youth – 1.3%</td>
<td></td>
<td>0.8%</td>
<td>2%</td>
</tr>
<tr>
<td>Students with disabilities (SWDs) – 52</td>
<td></td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td><strong>Standardized Test Scores</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA</strong></td>
<td>Very low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWDs</td>
<td>Very low</td>
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<tr>
<td><strong>Math</strong></td>
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<tr>
<td>SWDs</td>
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<tr>
<td><strong>ELA</strong></td>
<td></td>
<td>High</td>
<td>Low</td>
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<tr>
<td><strong>Math</strong></td>
<td></td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td><strong>ELA</strong></td>
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<tr>
<td><strong>Math</strong></td>
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Developing Clinical School Sites

Year Two Planned Activities
1. with principal input, select pool of mentors at each school site based on skills, leadership, and interest displayed during PD workshops
2. continue PD with mentors to:
   a. develop knowledge of ADC residency program expectations and curriculum, required CTC assessments, and effective supervision/coaching approaches
   b. foster teaching practices that are aligned with state standards and promote inclusive and collaborative learning environments with effective instruction and assessment for all students
3. develop process for coordinating feedback between mentors and university supervisors

Year 3 Planned Activities
1. assign ADC candidates to mentors
2. establish regular meetings between mentors and university supervisors
3. conduct seminars at school site
Exemplary Campus Approaches: Fresno

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Colleen Torgeson
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California State University, Fresno
Fresno State
Kremen School of Education:
Inclusive Practices
Works in Progress
Basic Credential Programs

Core classes taught by faculty specialists to all candidates across departments with inclusive practices for all students (Emergent bilingual, accelerated, learning differences, experiencing trauma, at-risk/at-promise...)

MULTIPLE SUBJECT REDESIGN

• Inquiry at the core
  Cult Ling Sust Pedagogy
  Univ Design for Learning
  Devel Approp Practices
  Understand by Backward Design

Ed Leadership Program

Covered across courses in the program in assignments that require:

• Equity audit and student analysis/gaps
• Interview principal about inclusive practices
• Assess MTSS and develop action plans
Practice 2: Course Enhancements
Developing Fully Inclusive Mindsets

- CEEDAR/CCTE Mini-Grant Recipients
  - Collaboration between GE and SE faculty
- Revised a foundational, first phase course for the multiple subject credential
  - Focus on students with significant/severe disabilities
  - Videos and readings to highlight full inclusion
  - Guest lecture “Inclusive classroom environments for students with exceptional support needs”
  - Demonstrate Peer Support Arrangements
  - Assignment changes: Candidates are required to redesign or envision instructional environments or lessons to fully include students with severe disabilities
- Professional development for multiple subject program faculty and university coaches (supervisors)
Practice 3: Modeling and requiring UDL with district curriculum

TEAM TEACHING IN RESIDENCIES

JOINT TEACHING with Faculty and District colleagues empowers new candidates in inclusive practices:

- UDL emphasis
- Model Lessons with district curriculum employing UDL
- Establishing classroom cultures of acceptance
- Inclusivity of families
- Candidate placements in 2s & 3s at sites to be part of the change to more inclusivity
- Enhances both university perspective and district implementation
Practice 4: Residency with UDL lens

UDL and Teacher Residency

• Preparing teachers in a Residency where the school district focuses on UDL.
  – Sanger Unified School District, Central Valley rural school
  – 25 residents
  – 2 semester program
Universal Design for Learning

- Creating model classroom environments at the University so teacher candidates experience inclusive practices
Dr. Kimberly Coy, kcoy@csufresno.edu
Dr. Sara Juarez, swerner@csufresno.edu
Dr. Colleen Torgerson, colleent@csufresno.edu
Questions and Discussion: Attendees and Presenters

Fred Uy
fuy@calstate.edu
Director, Educator Preparation and Public School Programs
California State University, Office of the Chancellor
Remarks

• Thank you all for today’s presentation given by speakers.
• Now that we have heard from the presenters, it is now time to hear from the listeners. Questions to the presenters may be sent to us via the Question Box.
• I’ll try to get to all your questions, time-permitting.
• Let’s begin with the first question.
Next Presenter

• That was a very enriching and interactive discussion.
• Without any delay to give the closing remarks, here is Dr. Marquita Grenot-Scheyer, Assistant Vice-Chancellor of Educator Preparation for the CSU system.
Closing Remarks

Marquita Grenot-Scheyer
Assistant Vice Chancellor for Educator Preparation and Public School Programs
California State University, Office of the Chancellor
mgrenot-scheyer@calstate.edu
Closing Remarks

- I want to thank all of our outstanding presenters.
- We’ve seen today the way in which educators are working together to serve all children.
- We look forward to working with all of you in further advancing a shared vision of inclusive schooling.
Find webinar resources at www.calstate.edu/teachered (Resources)

Thank You!