

Appendix A

Transition Plan for Addressing the Revised Standards Relating to Teaching English Learners

The Transition Plan is due no later than July 31, 2013. All program modifications must be fully implemented no later than **January 31, 2015**.

| | |
|----------------------|---|
| Program Sponsor: | California State University, Fresno |
| Address: | 5005 N. Maple Avenue M/S ED2 Fresno, CA 93740-8025 |
| Indicate the program | X Preliminary MS O Preliminary Ed Sp (indicate specialty area below) O Preliminary SS O MM O MS O ECSE O DHH O VI O PHI |
| | O Gen Ed Induction O Gen Ed Clear O Clear Ed Sp Induction |
| Name of Program: | Multiple Subject Credential Program |
| Contact Person: | Dr. Lisa Nyberg |
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| Date: | July 24, 2013 |

Plan for Modifying Preparation Program (See following pages)

1. Describe the process in which your program engaged to identify the changes needed to align your program to the revised standards.
2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards, including the timeline for implementing the revised course(s) and field experience(s).

| Description of Course Changes | Timeline for Implementing | Date Program Narrative and Documentation Revised | Date Submitted to CTC?? |
|---|---------------------------|--|-------------------------|
| Standard 10: Increase opportunities for engagement with families communities. (LEE 172, EHD 174, EHD 170) | Fall 2014 | Jan-Mar 2014 | April 2014 |
| Standard 10: Examine | Fall 2014 | Jan-Mar 2014 | April 2014 |

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|---|-----------|--------------|------------|
| the appropriate use of interpreters. (SPED 179) | | | |
| Standard 11: Explore the reality and options of students' access to technology at home and school. (CI 175, EHD 178) | Fall 2014 | Jan-Mar 2014 | April 2014 |
| Standard 12: Examine the depth of coverage of planning for and use of instructional strategies with English learners. (all courses) | Fall 2014 | Jan-Mar 2014 | April 2014 |

Return this cover page and your EL Standards Transition Plan to accreditation@ctc.ca.gov

Plan for Modifying Preparation Program

1. The Multiple Subject Credential Program Review Committee meets monthly to review program implementation and changes. Committee members represent specific disciplines and courses, administrative responsibilities (e.g. department chairs), and student and community interests. Each representative has a responsibility to communicate to and work with course and/or discipline faculty related to program implementation. This committee will oversee the review of the changes to the standards by course and discipline experts. These course and discipline experts will propose changes to courses and syllabi, and the Multiple Subject Credential Program Review Committee will facilitate the process of adoption and implementation of the recommended changes.
2. STANDARD 6: The minor changes to Standard 6 are currently being addressed in LEE 172 – *Cultural and Language Contexts of the Classroom*, EHD 174 – *Field Study A* (which is connected to LEE 172), and EHD 170 – *Field Study C*. No changes are needed to the courses or program document.

STANDARD 7A: The minor changes related to writing and culturally responsive literature in Standard 7A are currently being addressed in LEE 177 – *Teaching Reading and the Arts in Grades K-3*, its accompanying field experience EHD 178 – *Field Study B*, and LEE 173 – *Teaching Reading and Social Studies in Grades 4-8*. No changes are needed to the courses or program document. The ELD component is addressed in LEE 172 - *Cultural and Language Contexts of the Classroom*.

STANDARD 9: The minor changes to Standard 9 are currently being addressed in LEE 172 – *Cultural and Language Contexts of the Classroom*, EHD 174 – *Field Study A* (which is connected to LEE 172), and EHD 170 – *Field Study C*. No changes are needed to the courses or program document.

STANDARD 10: The emphasis on family and communities and cultural differences in home-school relationships in Standard 10 are currently being addressed in LEE 172 – *Cultural and Language Contexts of the Classroom*, EHD 174 – *Field Study A* (which is connected to LEE 172), SPED 179 – *Differentiated Instruction and Classroom Management*, and EHD 170 – *Field Study C*. The use of interpreters is addressed in SPED 179, but is not evident in the syllabus. Review of assignments and syllabi in these courses should examine whether there is sufficient opportunity for teacher candidates to engage with family and communities, to examine cultural differences in home-school relationships, and to discuss the appropriate use of interpreters.

STANDARD 11: The use of technology with students in the classroom in Standard 11 is addressed primarily in CI 175 – *Science Instruction and Applied Technology* and its accompanying field experience EHD 178 – *Field Study B*. Review of course topics and assignments in these courses should determine whether there is sufficient emphasis on recognizing students’ range of knowledge related to technology and exploring options for students who do not have access to technology. One possibility for increasing awareness in this area is to expand the classroom context assignment in EHD 178 to include gathering data on students’ access to technology.

STANDARD 12: The assessment and instruction of English learners in Standard 12 is primarily addressed in LEE 172 – *Cultural and Language Contexts of the Classroom*, LEE 173 – *Teaching Reading and Social Studies in Grades 4-8*, LEE 177 – *Teaching Reading the and Arts in Grades K-3*, SPED 179 – *Differentiated Instruction and Classroom Management*, and implemented in the field experiences EHD 174 – *Field Study A*, EHD 178 – *Field Study B*, and EHD 170 – *Field Study C*. The other courses in the program, including CI 171 – *Understanding the Learner, Instructional Design, and Assessment*, CI 175 – *Science Instruction and Applied Technology*, and CI 176 – *Mathematics Instruction and Applied Assessment*, expand on and support the coverage of these topics. Review of all courses and assignments will be necessary to determine sufficient emphasis is placed on the new standards related to structured oral interaction, analyzing the language and literacy demands of instruction, and the variety of strategies now being specified in the standard.

STANDARD 13: The modest changes to the wording of Standard 13 are currently being addressed in SPED 179 – *Differentiated Instruction and Classroom Management* and EHD 170 – *Field Study C*. No changes are needed to courses or program documents.