

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 Ave., Fresno, CA 93740
Indicate the program	X Preliminary MS X Preliminary Ed Sp (indicate specialty area below) X Preliminary SS X MM X MS <input type="radio"/> ECSE <input type="radio"/> DHH <input type="radio"/> VI <input type="radio"/> PHI
	<input type="radio"/> Gen Ed Induction <input type="radio"/> Gen Ed Clear <input type="radio"/> Clear Ed Sp Induction
Name of Program:	Teacher Internship Program
Contact Person:	Richard M. Firpo
Title:	Director, Teacher Internship Program
Phone:	559 278-0246
Email:	rfirpo@csufresno.edu
Date:	7/26/2013

Plan for Modifying Preparation Program (2-3 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??
See Attachments for MS, SS and Ed Sp	Fall 2014	Jan.–Mar. 2014	April 2014

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Plan for Modifying Preparation Program

The Teacher Internship Program Support Providers will meet monthly with the program director to review progress of each teacher intern, confirm ELA status of any new interns and discuss comments and observations of on site cooperating teachers (mentors) regarding the interns.

All of our teacher interns enter the classroom possessing an English Learner authorization. We will assure a minimum of 144 hours of support/mentoring and supervision be provided to each intern teacher per school year. This will be accomplished with the combined efforts of the site cooperating teacher (mentor), an assigned intern office support provider and the university supervisor. This will be confirmed by separate on site cooperating teacher (mentor) activity logs and by the intern office support provider activity logs. (The university supervisor also maintains logs, which are submitted to their respective curriculum offices).

Our Teacher Internship Office also provides monthly Friday evening seminars (5:00- 7:30 pm), which are mandatory for all interns. This includes an annual two weekend workshop, one weekend in September and one in October (18 hours) in classroom management.

All teacher interns must complete the CTC approved Fresno Assessment of Student Teachers (FAST). This includes, among other things, a Comprehensive Lesson Plan Project which assesses the intern's ability to analyze a lesson plan designed for all students in a classroom with a significant number of English Learners. The Teacher Performance Expectations (TPE's) are specifically evaluated on many TPE's, including TPE 7, *Teaching English Learners*. In this lesson plan project, interns discuss specific strategies to be used to help English Learners understand specific content information and also how to use additional or alternative teaching strategies in order to make the lesson's content more comprehensible for English Learners.

Intern candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners. They also know and apply pedagogical theories, principles and practices for the development of academic language comprehension.

Intern candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

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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
Title:	Multiple Subject Program Coordinator
Phone:	559-278-0236
Email:	lnyberg@csufresno.edu
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

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

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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.

Appendix A

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

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Program Sponsor:	California State University, Fresno
Address:	5005 N. Maple Avenue M/S ED2 Fresno, CA 93740-8025
Indicate the program	<input type="radio"/> Preliminary MS <input type="radio"/> Preliminary Ed Sp (indicate specialty area below) <input checked="" type="radio"/> Preliminary SS <input type="radio"/> MM <input type="radio"/> MS <input type="radio"/> ECSE <input type="radio"/> DHH <input type="radio"/> VI <input type="radio"/> PHI
	<input type="radio"/> Gen Ed Induction <input type="radio"/> Gen Ed Clear <input type="radio"/> Clear Ed Sp Induction
Name of Program:	Single Subject Credential Program
Contact Person:	Dr. Nancy Akhavan
Title:	Single Subject Program Coordinator
Phone:	559-278-0345
Email:	nakhavan@csufresno.edu
Date:	July 25, 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 7B: Systematic vocabulary development...use derivations from Greek, Latin, and Anglo-Saxon roots and affixed in reading	Fall 2014	Jan-March 2014	April 2014

assignments. (LEE 157, CI 159)			
Standard 7B: Academic Language...practice content-specific academic language with the support of oral and written scaffolding to facilitate initiating and participate in higher-level academic speaking and writing activities (CI 161, LEE 156)	Fall 2014	Jan-March 2014	April 2014
Standard 11: Explore the reality and options of students' access to technology at home and school. (CI 149, CI 159, EHD 155A, EHD 155B)	Fall 2014	Jan-Mar 2014	April 2014
Standard 12: Learn the purposes, goals and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement (CI 156, CI 157, CI 159)	Fall 2014	Jan-Mar 2014	April 2014
Standard 12: Understand and implement effective instructional practices for ELD and content instruction for English learners, including systematic ELD instruction. (CI 157)	Fall 2014	Jan-Mar 2014	April 2014

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Plan for Modifying Preparation Program

3. The Single Subject Credential Program Ad Hoc Committee was created in 2012 and designed a new Single Subject Credential Program that underwent University processes and standards. The program was approved and will be implemented in Fall 2013. This new program includes the addition of new courses. All of these new courses CI 149- *Curriculum, Instruction and Technology in Secondary Classrooms*, EHD 154A- *Seminar in Field Work*, EHD 154B- *Seminar in Field Work*, LEE156- *Content Area Literacy and Communication in Secondary Classrooms*, LEE 157-*Teaching English Learners in Secondary Classrooms*, and SPED 158- *Differentiated Instruction in Inclusive Secondary Classroom* meet the changes required in the revised English Learner standards.
4. A small Single Subject Credential Program committee was formed in Summer 2013 to review English Learner standards and review course syllabi.
5. The Single Subject Credential Program committee will be convened and expanded to include faculty from all involved departments and administration. The committee will meet monthly to review program implementation and needed changes. The committee has a responsibility to communicate to and work with course and/or discipline faculty related to program implementation. The committee will regularly review the implementation of the new courses in the new Single Subject Credential Program.
6. The Single Subject Credential Program 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 Single Subject Credential Program Review Committee will facilitate the process of adoption and implementation of the recommended changes. Areas for examination are noted above in the Plan to Modify Program chart.
7. The Single Subject Credential Program committee and coordinator will identify faculty of impacted courses and work with the faculty to make needed changes.
8. The syllabi revisions will be completed by December 2013 and the revised syllabi will be implemented in spring semester 2014

STANDARD 6: The change is currently being addressed in CI 151- *Social Context of Teaching*, CI 152- *Educational Psychology*, LEE 157- *Teaching English Learners in Secondary Classrooms*, EHD 155A - *Field Study* and EHD 155B – *Field Study* . No changes are needed to the courses or program document.

STANDARD 7B: The changes related to reading comprehension are currently being addressed in LEE 156- *Content Area Literacy and Communication in Secondary Classrooms*, and LEE 157- *Teaching English Learners in Secondary Classrooms*. The changes related to writing are currently being addressed in CI 161- *Methods and Materials in Secondary Classrooms* and LEE 156- *Content Area Literacy and Communication in Secondary Classrooms*. The other changes are outlined above.

STANDARD 8: The changes are currently being addressed in SPED 158-*Differentiated Instruction in Inclusive Secondary Classroom*, CI 152-*Educational Psychology*, and LEE 156 – *Content Area Literacy and Communication in Secondary Classrooms*. No changes are needed to the courses or program document.

STANDARD 9: The changes are currently being addressed in CI 152-*Educational Psychology*, LEE 156-*Content Area Literacy and Communication in Secondary Classrooms*, and LEE 157- *Teaching English Learners in Secondary Classrooms*. No changes are needed to the courses or program document.

STANDARD 10: The changes in the standard that are being addressed (not planned for review as outlined above) occur in the following courses in SPED 158- *Differentiated Instruction in Inclusive Secondary Classroom*, EHD 155A -*Field Study* and EHD 155B - *Field Study*. No changes are needed to the courses or program document.

STANDARD 11: The changes in the standard that are being addressed (not planned for review as outlined above) occur in the newly designed course melding together teaching methods and technology, CI 149- *Curriculum, Instruction and Technology in Secondary Classrooms*.

STANDARD 12: The changes in the standard that are being addressed (not planned for review as outlined above) occur as outlined below:

English Learner achievement:

- Knowledge of linguistic development LEE 157 -*Teaching English Learners in Secondary Classrooms*.
- Learning from current research LEE 157 -*Teaching English Learners in Secondary Classrooms*.
- Acquiring skills for managing and organizing classrooms CI 152--*Educational Psychology*.
- Collaborating with specialists and paraprofessionals EHD 155A -*Field Work* and EHD 155B-*Field Work*.
- Student and families cultural backgrounds LEE 157- *Teaching English Learners in Secondary Classrooms*.

Effective program design:

- Legal requirements LEE 157- *Teaching English Learners in Secondary Classrooms*.
- Two goals mandated by California LEE 157- *Teaching English Learners in Secondary Classrooms*.
- Organizational structures and resources LEE 157- *Teaching English Learners in Secondary Classrooms*.

STANDARD 13: The changes are currently being addressed in LEE 157-*Differentiated Instruction in Inclusive Secondary Classroom*, LEE 156- *Content Area Literacy and Communication in Secondary Classroom*, SPED - *Differentiated Instruction in Inclusive Secondary Classroom*, and CI 149- *Curriculum, Instruction and Technology in Secondary Classrooms*. No changes are needed to the courses or program document.

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Indicate the program	O Preliminary MS X Preliminary Ed Sp (indicate specialty area below) O Preliminary SS X MM X 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:	Special Education Credential Program
Contact Person:	Elisa M. Jamgochian, PhD
Title:	Assistant Professor/Program Coordinator
Phone:	559.278.4011
Email:	ejamgochian@csufresno.edu
Date:	7/24/2013

Plan for Modifying Preparation Program (2-3 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 9: Update language in program documents to reflect change in standard	Fall 2013/Spring 2014	Jan.-Mar. 2014	April 2014
Standard 10: Examine the depth of coverage of planning for and use of instructional strategies with English learners. (across courses)	Fall 2014	Jan.-Mar. 2014	April 2014
Standard 14: Review of assignments and syllabi in related courses	Fall 2014	Jan.-Mar. 2014	April 2014

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Plan for Modifying Preparation Program

9. The Special Education Faculty at Fresno State meets monthly to review program implementation and changes. In addition, two members of the Special Education faculty participate on the Multiple Subject Credential Program Review Committee, which also meets monthly. Since there is shared coursework in the Special Education and Multiple Subject programs, these meetings allow faculty to collaborate across programs. Each representative on the Multiple Subject Credential Program Review Committee has a responsibility to communicate to and work with course and/or discipline faculty related to program implementation. The Multiple Subject and Special Education faculty, together, 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 Special Education faculty and Multiple Subject Credential Program Review Committee will facilitate the process of adoption and implementation of the recommended changes.
10. **STANDARD 9:** The minor changes to Standard 9 are currently being addressed in **LEE 177: *Teaching Reading and the Arts in Grades K-3*** and **LEE 173: *Teaching Reading and Social Studies in Grades 4-8***, along with each course's accompanying field experiences. 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***. Differentiated instruction and interventions are also currently addressed in **SPED 136: *Assessment, Curriculum, & Instruction for Students with Mild/Moderate Disabilities***, **SPED 137: *Specialized Academic Instruction for Students with Mild/Moderate Disabilities***, and **SPED 146: *Assessment and Instruction for Students with Moderate-Severe Disabilities***. No changes are needed to the courses or program document, with the exception of updating standard language.

STANDARD 10: The assessment and instruction of English learners in Standard 10 is primarily addressed in **LEE 172: *Cultural and Language Contexts of the Classroom***, **LEE 173: *Teaching Reading and Social Studies in Grades 4-8***, and **LEE 177: *Teaching Reading the and Arts in Grades K-3***, **SPED 130: *Assessing Students with Special Needs*** and the core methods courses (SPED 136/137 [MM] and 146/147 [MS]) expand on and support the coverage of these topics with a focus on the design and delivery of accessible and effective assessment, curriculum, and instruction (including intervention) for students with diverse learning needs. Concurrent practicum experiences each semester of the credential program provide students with opportunities to implement and receive feedback on various instructional and assessment strategies learned through coursework. Review of all courses and assignments will be necessary to determine sufficient emphasis is placed on the strategies noted in the revisions to Standard 10.

STANDARD 14: The emphasis on family involvement and cultural differences in home-school relationships in Standard 14 are currently being addressed in **LEE 172: *Cultural and Language Contexts of the Classroom***. In addition, principles of establishing and maintaining active parent involvement are addressed in **LEE 173: *Teaching Reading and Social Studies in Grades 4-8*** and **LEE 177: *Teaching Reading and the Arts in Grades K-3***, as they relate to research on effective schools and the cooperation needed to foster maximum student achievement. In **SPED 219: *Effective Communication and Collaborative Partnerships***, family involvement is also a topic of emphasis. Each course

is paired with relevant field experiences. Students' practicum portfolios include a collection of references they develop containing site-based and community resources and agencies categorized, as appropriate, for teachers, parents, and students. Review of assignments and syllabi in these courses is necessary to examine whether there is sufficient opportunity for teacher candidates to engage with family and communities and to examine cultural differences in home-school relationships.

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	O Gen Ed Induction O Gen Ed Clear <input checked="" type="checkbox"/> Clear Ed Sp Induction
Name of Program:	Special Education Credential Program
Contact Person:	Elisa M. Jamgochian, PhD
Title:	Assistant Professor/Program Coordinator
Phone:	559.278.4011
Email:	ejamgochian@csufresno.edu
Date:	7/24/2013

Plan for Modifying Preparation Program (2-3 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??
Standards 5, 6a, and 6b: Revisions pending CTC review of program documents	Fall 2014	Jan.–Mar. 2014	April 2014

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Plan for Modifying Preparation Program

11. The Special Education Faculty at Fresno State meets monthly to review program implementation and changes. In addition, the university collaborates with the region's districts to provide the clear credential program as well as professional development opportunities to retain high quality teachers. The faculty also work closely with members of our advisory board. Advisory board meetings are held 1-2 times per year; at this time, input from various stakeholders regarding program implementation and changes are discussed. The Special Education faculty will facilitate the process of adoption and implementation of the recommended changes.
12. **STANDARD 5:** The minor changes to Standard 5 were incorporated into our recent Clear Credential Program submission to CTC. Program documents are current.

STANDARDS 6a and 6b: The revisions to Standards 6a and b have been addressed as part of our recent Clear Credential Program submission to CTC. Program documents reflect the current standard.

**Changes to Standards 5, 6a, and 6b will be made pending revisions required by CTC.*