

Multiple Subject Program Review Committee  
Minutes 02/15/11

Members Present: L. Alamillo, I. Basurto, J. Behrend, T. Huerta, L. Hauser, J. Lomeli, S. Macy, J. McKay, J. Moosoolian, L. Nyberg, J. Quisenberry, J. Tatsumura, C. Torgerson  
Guests Present: J. Benninga, G. DeVoogd  
Members Absent: P. Christensen, K. Garlick, J. Marshall, D. Powell

**Approval of Agenda and Minutes**

Laura Alamillo called the meeting to order at 10:10. The agenda for 02/15/11 was approved, with an addition by Glenn DeVoogd to discuss a combination master's and credential program. The minutes of 11/01/10 were approved.

**Announcements:**

Program documents sent to CCTC last semester.

- Thanks to Lisa Nyberg for making it a democratic process.

Co-teaching model- Jose Lomeli & Lisa Nyberg & Janine Quisenberry

- **Handouts** of the models of co-teaching were distributed at the meeting.
- The **2-day workshop on co-teaching in January**, presented by Nancy Bacharach and Teresa Washut Heck of St. Cloud State, was well-attended and well-received by both CSUF faculty and supervisors and district teams from Clovis, Fresno, and Sanger.
- **Pilot for this semester:** Janine Quisenberry (EHD 174) and Jose Lomeli (CI 171) are collaborating to incorporate several co-teaching models with their on-campus cohort. The following models are being taught and used: *One Teach, One Observe* and *One Teach, One Assist* for some EHD 174 placement activities, and *Station Teaching* for implementing the required social studies unit.
- **Other implementation**, that builds on what we are already doing: (a) Jane Moosoolian met with master teachers and student teachers together in Sanger to discuss the co-teaching model. (b) Kien Pham has been asked to provide an inservice to a Clovis elementary school about co-teaching. All teachers will be there, as well as student teachers at that site.
- Janine Quisenberry is planning **seminars** to introduce the co-teaching models. Lisa Nyberg suggested the following plan to cover the different models: EHD 174 – One Teach, One Observe; One teach, One Assist; Station Teaching. EHD 178 – Parallel Teaching; Supplemental. EHD 170 – Alternative (Differentiated) and Team Teaching.
- **Issues:** (a) How are supervisors being encouraged to talk with school site partners and master teachers about the different models? What should be the common message? (b) How are we dealing with the 2-week take over by student teacher? What should/could the master teacher be doing so the student teacher is the lead and can feel the weight of the whole class? (c) To facilitate this model, is it possible to have teams of instructors that continue to work together and regular school sites we use? (d) What are the plans to continue communication with the district teams that attended the co-teaching workshop? What are the plans to inform districts that did not have teams attending the co-teaching workshop? (e) What connections are being made to induction programs, such as BTSA? (f) How can we create a forum for on-going discussions with university supervisors and faculty so co-teaching becomes part of all courses and field work?
- **Recommended steps:** (a) Jose, Jane, Janine meet to discuss more formal implementation. Bring proposal to next meeting. (b) Develop a co-teaching break out session for the Chavez conference. (c) Offer a session for the character education conference. (d) Encourage doctoral candidates or faculty to undertake a replication study of the St. Cloud State University research.

## Universal Design for Learning (UDL) – Lisa Nyberg

- February 11 workshop on UDL, presented by Brett Christie of Sonoma State, addressed ways to make learning accessible to all students in the classroom. The focus was more about university teaching than K-12, but the basic principles can be easily applied.
- UDL is an asset model of planning, rather than a deficit model; it's not about accommodating for special needs, but recognizing what all students bring to the classroom and how they can show what they know.
- Conceptual framework of UDL focuses on: REPRESENTATION, ENGAGEMENT, and EXPRESSION. UDL looks at learning styles, how to present content, how to assess content, using technology (e.g. closed captioning, inspiration), etc.
- For the Multiple Subject Credential Program we need to look at both how we are teaching and how we can introduce UDL to our students.
- How are we presenting course content? Good strategies for English learners are good strategies for most students, e.g. visuals, technology, graphic organizers. What else?
- How can we provide multiple pathways for assignments and assessment? For example, setting criteria for assignments/assessment that can be met in different ways, and allowing students to make choices about how they want to show what they know.

## **Budget Cuts and Multiple Subject Program – Lisa Nyberg**

Charge: Look at program and find ways to cut costs.

Proposal: Have CI 100 as a prerequisite or co-requisite for the multiple subject program.

- Reasons for doing this: (a) CI 100, intro to technology, is a required course for Liberal Studies majors, an elective for other students. (b) Great variations exist in the level of technology knowledge of students in our Multiple Subject program. (c) Enrollment in electives for technology are all full this semester. (d) As a co-requisite, it increases the possibility for units for phase 1, as well as levels the playing field for technology skills.
- MOTION: Make CI 100 a prerequisite or co-requisite for the Multiple Subject Program. (Lisa moved; Janell seconded). Approved unanimously.
- NEXT STEPS: (a) The proposal goes to the C&I department for approval. (b) Meeting with CI 100 and CI 175 instructors to coordinate content.

Also looking at field and seminar expectations & faculty time: EHD 174 (not a supervision classification) – 78 hours of field time & 18 hours of seminar (2 units) ; EHD 178 – 168 hours of field time & 15 hours of seminar (2 units); EHD 110D, 220 hours of field time & 15 hours of seminar (3 units); EHD 170 560 hours of field work & 37 hours of seminar (9 units). We must be careful to support release time for the faculty who are coordinating seminars & field work.

## **Master's and credential program together – Glenn DeVoogd**

UC system has a credential and master's combination as an option. Perhaps we could increase students by investigating the options for this combination.

**Agenda items for next meeting:** co-teaching, masters/credential combo, additional prerequisites (e.g. ed psych and curriculum; EL and cultural foundations), UDL

Adjourned 11:40

Handouts:

- Agenda 02/15/11

- Handout: Co-Teaching