

**Learning-Centered Activity Six Month Report
College of Education and Integrative Studies
February 2008-August 2008**

Part I: Learning-Centered Activities Related to Student Learning

- Began implementation of a learning outcomes assessment plan for the Ethnic and Women's Studies major (GEMS).
- Completed second draft of a learning outcomes assessment plan for the graduate program with an external review coming in Fall 2008.
- Completed mapping all courses for appropriate alignment and emphasis of the Teaching Performance Expectations (TPEs) related to adequately preparing students for successful completion of the California Teacher Performance Assessment (TPA) when it is implemented July 1, 2008.
- Completed our Saturday all-day workshops for credential students working in lower decile schools (identified for enhanced support according to state guidelines). The training included the credential students' University Field Supervisors. Explicit direct instruction (EDI) strategies are the primary focus of these sessions.
- Provided, through the Graduate Studies Council, Saturday orientations (in Fall and Winter Quarters) for students to obtain additional advisement on degree pathways and expectations.
- Held the first annual Graduate Research Symposium (Sponsored by the Joint Doctorate Program).

Part II: Organizational Learning in the College

- Redesigning website to prominently showcase a commitment to a learning-centered philosophy.
- Displayed learning outcomes for each program on department and college websites.
- Created a business process manual for all processes in the Credential Services Office.
- Continued work on the development and refinement of the business plan/protocols for managing credential student data through the Peoplesoft bolt-on project.
- Provided three University Field Supervisor workshops for discussing desired student outcomes, mentoring practices, the orientation of candidates' master teachers/support providers regarding program expectations, and the management of TPA logistics. Dispensed binders of guidelines and support materials for distribution to all master teachers/support providers.
- Facilitated four assessment sessions utilizing independent assessors and credentialing faculty for reviewing credential candidate assessment submissions and the development of TPA protocols. Anchor assignments

aligned with the TPEs in all credential courses were assessed by faculty instructors within the TaskStream e-portfolio (Fall Quarter).

Part III: Budget, Planning, and Recognition

- Organized a recognition reception for students completing their credential program (Spring 2008). This year’s reception was sponsored by the Partners in Education.
- Five scholarships, sponsored by the Partners in Education, were awarded to students completing their directed teaching assignments.
- Resources expended:
 - Staff positions \$79,000.
 - Credential Recognition Reception \$ 2,500
 - Scholarships \$25,000

Total Direct Expenditures \$106,500