

**Learning-Centered Activity Six Month Report  
College of Education and Integrative Studies  
August 2007 – February 2008**

**Part I: Learning-Centered Activities Related to Student Learning**

- Completed first draft of a learning outcomes assessment plan for the graduate program and response to external evaluators for Ethnic and Women's Studies (GEMS).
- Teacher Education has been engaged in 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. Three full-day faculty workshops have been utilized for this work, along with developing the logistical infrastructure for managing the TPA.
- Sponsored the first annual lecture for the Celebration of Learning-Centered Teaching. Included a faculty workshop.
- Studied issues related to the learning-centered classroom. The Learning and Teaching Committee is reading *Discussion as a Method of Teaching: Tools and Techniques for Democratic Classrooms*. The committee is working with the Faculty Center for Professional Development to determine an effective way of disseminating insights from this discussion to the broader university committee.
- Provided the first of four Saturday all-day workshops for credential students working in lower decile schools (identified for enhanced support according to state guidelines). The training also includes the credential students' University Field Supervisors. Explicit direct instruction (EDI) strategies are the primary focus of these sessions.
- Completed drafts of new advising materials for credential and graduate students showing pathways and precise steps (from entry to completion) for use in the CEIS Credential Services Office (CSO), faculty advising and recruitment. CSO is coordinating this work with the Associate Dean.
- Graduate Studies Council provided new Saturday orientations (in Fall and Winter Quarters) for students to obtain additional advisement on degree pathways and expectations.

**Part II: Organizational Learning in the College**

- Established a staff position for evaluation and assessment.
- Established a staff position for advising Liberal Studies majors.
- Redesigning website to prominently showcase a commitment to a learning-centered philosophy.
- Displaying learning outcomes for each program on department and college websites.

- Conducted three staff workshops. A business process manual will be created for academic departments
- 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 2007).

- Resources expended:

○ Staff positions	\$79,000.
○ Credential Recognition Reception	\$ 2,342.
○ Master Teacher/Support Provider Materials	\$ 850. (Grant)
○ EDI Workshops for Candidates/Supervisors	<u>\$19,000 (Grant)</u>

**Total Direct Expenditures** **\$101,192.00**