

# Redesigned Liberal Studies Elementary Education Proposal

## Multiple Subject Credential Pathways

Many **current pathways** to teach elementary education

**Legislative and policy** changes

CSU **system support** of Integrated Teacher Preparation Programs

## Pedagogical Shifts

**Revised Standards**  
Subject Matter Competency  
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K-12 student outcomes

**Expanded definition of content knowledge**  
Subject Matter Knowledge  
Pedagogical Content Knowledge  
Curricular Content Knowledge

Increased Focus on **Clinical Practice**

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Statewide and Regional **need for qualified teachers**

More **cohesive** program  
**Expedited path** to Teaching Credential

## Redesigned Liberal Studies Elementary Education Proposal

The goal of the redesigned LSEE program is to improve, broaden and deepen facility with, appreciation of, understanding and development of the knowledge, skills and dispositions that are of most benefit to future elementary school teachers. The redesign is based on current standards, research and practice in teacher education. It is closely aligned to HSU's strategic plan and the School of Education's mission and student learning outcomes.

Additionally, the proposed redesign of the Liberal Studies Elementary Education program responds to changes in California legislation and California Commission on Teacher Credential policy and the current need for effective elementary school teachers in our local region and across California. It provides an expedited path to teaching for students who commit early to a credential program.

This overview will (1) review the credential pathways to a Multiple Subject credential including recent legislative and policy changes, (2) discuss the pedagogical rationale and research base for the redesigned program, and (3) highlight the alignment to the HSU strategic plan, the School of Education mission, the needs of our local community and student success.

This overview, in part, includes information that was previously shared in the initial redesigned LSEE proposal to the ICC and in the Summary of the LSEE Redesign Proposal provided to the University Senate by Dale Oliver, chair of the ICC.

### *Current Pathways to the Multiple Subject Credential (Elementary Education)*

There are several current pathways to become authorized to teach elementary school in California. *Post-baccalaureate* Multiple Subject Credential programs have been the most predominate in California. At HSU, two majors have elementary education pathways to this credential: Liberal Studies in Elementary Education (LSEE) and Liberal Studies Child Development (LSCD). However, graduates from any major meet the requirement to apply for a post-baccalaureate Multiple Subject Credential program in California, as long as the applicant can demonstrate Subject Matter Competency (see below) and all other application/credential requirements.

Additionally, there are alternative pathways to the Multiple Subject Credential in California. *Internship* programs allow individuals to work as teachers while completing coursework in a teacher preparation program. Internship programs are run through a university program (e.g., Cal State Teach) or a public school program (e.g., Sonoma County Office of Education North Coast School). Teachers with *private school experience* may apply for a multiple subject credential. Those with at least three years of experience may have the student teaching component waived and those candidates with six or more years of classroom experience may have the teacher preparation program requirement waived entirely. Additionally, applicants for California teacher credentialing who served at least 18 months in the *Peace Corps* may be eligible to waive credential program requirements.

A teacher with a secondary education credential (e.g., Art) may *add an authorization* to teach Elementary School by passing the subject matter exam and taking a three unit methods course.

Lastly, and the focus of the redesigned LSEE program, are *Integrated Teacher Preparation (ITP)* programs. ITP programs integrate general education, a major, subject matter preparation, teacher preparation, and any additional graduation requirements. Students make progress toward a baccalaureate degree and a recommendation for a teaching credential at the same time.

The CSU has supported ITP programs since 2002. Since that time, no concerns have been reported regarding the quality of the programs in terms of candidates, their effectiveness with students, or their contributions to the schools in which they teach. Dr. Joan Bissell (Director of Teacher Education and Public School Programs, Office of the Chancellor) reports there have been no discernable impacts in the Annual Teacher Effectiveness Surveys for the campuses having credential programs with ITP cohorts.

Recently, the CSU has been working with Human Resources (HR) Directors from over 20 school districts across California. They are the members of the Association of California School Administrators Human Resources Council. The HR Directors have reported uniformly excellent experiences with ITP graduates. They are interested in being able to hire and retain graduates of ITP programs in their Districts. They are assisting in a transcript-based approach to ensuring comparability of ITP candidate entering salaries to attract these graduates.

In 2016, the California Commission on Teacher Credentialing (CTC) sent out a request for grant proposals to develop and implement four year integrated teacher preparation programs across the state. As a result of this incentive, twenty CSU campuses are poised to have four year integrated teacher preparation programs beginning fall 2018. HSU was the recipient of one of these grants. A second, four-year Child Development/Special Education ITP proposal is ready to be submitted to the ICC (November, 2017).

#### New Legislation

Assembly Bill 170 (2017) authorizes the establishment of baccalaureate degree programs in the subject of professional education. The CSU has decided not to pursue the establishment of this major due to the unintended consequence disqualifying CSU students pursuing post-baccalaureate enrollment in education from receiving federal Pell grants. Instead, the CSU has decided to support the development and expansion of blended and integrated teacher education programs, as well as other existing credential pathways. There was also initial discussion in the state about approving community colleges to develop teacher credential programs, but at this point in time there are no pending plans to pursue this avenue of teacher preparation.

#### Subject Matter Competency

One of the requirements of an elementary school teacher preparation program is subject matter competence. At one time, there were approved Elementary Subject Matter (ESM) undergraduate pathways that met these competencies including the LSEE and LSCD majors at HSU. However, with the passage of the No Child Left Behind Act (NCLB), this was no longer an option. Therefore, for the last ten years, candidates seeking the Multiple Subject Credential have been required to pass the California Elementary Subject Matter Examination for Teachers (CSET) before they could be admitted to a credential program.

Due to the replacement of NCLB with the Every Student Succeeds Act (ESSA), prospective Multiple Subject teachers will once again have the option to complete an approved Elementary Subject Matter (ESM) program to satisfy this requirement. The redesigned LSEE program will meet the standards and will be approved to satisfy ESM.

### *Pedagogical Shifts in Teacher Education*

Multiple subject credential students are currently expected to demonstrate competency in newly revised standards including *Elementary Subject Matter Standards* (2016) and *Teaching Performance Expectations* (2014) as defined by the California Commission on Teacher Credentialing. Additionally, candidates need to demonstrate competency in teaching the *K-12 California's Common Core Content Standards and Next Generation Science Standards* (2012; 2013). The redesigned LSEE program has thoughtfully integrated these three interrelated sets of standards throughout the program, intentionally providing opportunities to introduce, practice and demonstrate developing competence in these areas. Besides the careful, individual candidate assessment provided by credential programs, credential candidates and graduates are assessed annually by the CTC through mandated performance assessments, exit interviews and one-year out surveys of graduates and their employers. The School of Education is accredited by the CTC with an ongoing, seven-year accreditation cycle that includes annual reporting to ensure credential candidates and graduates are meeting these standards and becoming knowledgeable, effective teachers.

These standards and assessment systems are designed to develop effective teachers for our 21<sup>st</sup> century students. The demands on teachers continue to become more complex. Teachers need to be “increasingly effective in enabling a diverse group of students to learn ever more complex material and a wider range of skills (p. 2, Darling-Hammond & Bradford, 2005).”

Traditional teacher preparation programs and pathways are usually designed to offer content courses first, followed by courses focused on pedagogy, with application through clinical practice coming at the end of the program. There is, however, no empirical evidence that this is the most effective delivery model. Leaders in the field of teacher preparation (e.g., Shulman, Darling-Hammond) have questioned the divide between content and pedagogy and have developed frameworks for teacher preparation that include an expanded definition of content knowledge that includes subject matter knowledge, pedagogical content knowledge and curricular knowledge. Additionally, there is a call for increased clinical practice in the field of teacher preparation: “Coupling coursework with field-based, practice-based opportunities for teacher candidates is a powerful approach to teacher development (Great Teachers and Leaders, CEEDAR & IDEAs that Work, 2016).”

The redesigned LSEE program integrates these essential elements of content knowledge. In fact, a central benefit of ITP programs is in candidates developing pedagogical content knowledge. Pedagogical content knowledge is the distinguishing feature of teaching proficiency and the centerpiece of the Teaching Performance Expectations (TPEs) that are the gold standard for teacher preparation in California. Pedagogical content knowledge goes “beyond subject knowledge per se to the dimension of subject matter knowledge for teaching (Shulman, 2013).” There is compelling evidence, which has been the result of studies that have been cited in the extensive writings of Linda Darling Hammond (2005) and Lee Shulman (2013), that this integration has positive benefits in educating beginning teachers for content area instruction across disciplines.

The redesigned LSEE program is also consistent with the *Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning* which calls “for clinically based preparation, which fully integrates content, pedagogy and professional coursework around a core of clinical experiences (NCATE, 2010).” Each LSEE course in the redesigned LSEE program includes a related clinical experience. Currently, a few LSEE classes are being piloted that incorporate a significant clinical element into traditionally content-based courses. HSU faculty, students, district based teachers and administrators all report positive HSU student and elementary student learning outcomes from these early clinical experiences.

*Alignment to the School of Education mission, the HSU strategic plan, the needs of our local community and state and student success.*

The School of Education (SOE) recently updated their mission statement and candidate (student) learning outcomes. There is an increased focus throughout the SOE programs on serving students from diverse backgrounds, working collaboratively as a school, infusing research-based methods and clinical practice into instruction, and developing a more critical theoretical stance about teaching and learning including the alignment of content, theory and practice. Redesigning the LSEE major to align with our mission and goals is an essential step in continuing to develop knowledgeable, effective, and thoughtful teachers.

Humboldt State University was founded as a teachers’ college in 1913. Over the last hundred years, HSU has prepared thousands of educators across California. The vision and support for teacher education programs continues to be deeply embedded in the HSU Mission Statement. The proposed LSEE revision program, in preparing professionals to work within the California school systems, would continue to support the HSU Campus Mission by offering our students “access to affordable, high-quality education that is responsive to the needs of a fast-changing world” and “help individuals prepare to be responsible members of diverse societies.”

It is also closely aligned with the HSU strategic plan, in particular Goal 1: *Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world* through enabling an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships and engaging students in the classroom, the life of the institution, and in the communities beyond; Goal 3 *Strengthens our partnerships with local communities* through collaborating with local communities to support students’ intellectual, emotional, ethical, and spiritual development and well-being; and Goal 4: *Serve as effective stewards of the natural and built environment and the university’s financial resources with a focus on sustainability* through supporting the primary mission of teacher preparation in the CSU and HSU by expanding resources to support the University’s mission, including identifying new resources, finding efficiencies, and being good stewards of existing resources.

#### Community and Statewide Teacher Shortage

The need for credentialed teachers in California and the North Coast region is of the upmost concern to our district education partners. While the Elementary Education Credential Program continues to graduate steady numbers of credential candidates each year (e.g., 2015: 26 graduates, 2016: 30

graduates, 2017: 26 graduates), not all of the graduates decide to stay and work in local schools and the need for teachers in the region continues to grow. Many students attending HSU come from Southern California and upon graduation return home to complete their credential program or to teach once their HSU credential program is completed. This leaves Humboldt County schools with a persistent teacher shortage. The redesigned LSEE program allows students from across the state to complete their credential program in the local region in increased numbers, providing multiple opportunities for students to become familiar and competent members of local schools and communities. This will increase the likelihood of graduates continuing their teaching careers in our local schools.

Additionally, many recent graduates of the current LSEE program have decided not to continue their teaching credential, some because of finances and others because they “need a break” before continuing a post baccalaureate credential program. The redesigned LSEE program will alleviate these challenges.

### Student Success

The current LSEE program was designed and launched when there were many more majors than the program currently serves and there were several sections of required courses offered each semester. There has been continued drop in students since 2005, with a slight increase over the last two years. With average LSEE majors currently around 150, the number of sections for major courses is greatly reduced. Given the interdisciplinary nature of the major, the constraints on room and instructor scheduling, and time for fieldwork, course conflicts are difficult to avoid. In a review of LSEE student MAPs during spring 2014 for current students, 104 course substitutions had been made. When the *depth of study courses* are included in the count, there is a total of 216 course substitutions. This adds stress to the learning environment and has a negative impact on the student experience.

There are other indications that the current LSEE program is in need of revision. Comments from faculty members and LSEE students raise concerns about the rigor of instruction, the engagement and dedication of students, the overlap in content, inconsistent instruction on pedagogy and, in a few cases, the ability of faculty to maintain a respectful, productive class environment.

Graduates of the LSEE program in the Elementary Education credential program (EED) complain that they have already learned pedagogical strategies and lesson plan development in their undergraduate program. A review of LSEE student portfolios confirms that lesson plans are often assigned in various courses taught across campus in the undergraduate program. In the EED credential program, there is often a divide between LSEE students who feel they have already learned basic teaching fundamentals and non-LSEE students who are encountering the material and ideas for the first time.

### Summary

The School of Education has designed a program that will allow undergraduate students to complete their major courses and earn a credential in 123 units, supporting student access to timely completion of degree. By carefully developing a systematic, cohesive set of courses that meet the rigor of the major and the credential, we are able to offer a program that will allow students to graduate and be recommended for the Multiple Subject credential in four years. We have also developed a transfer plan that includes two options (summer bridge or increased units in the junior year) and an option for students who are unable to meet the requirements to complete the senior year courses as credential students or who choose not

to continue on the teacher preparation track. This has been accomplished with the collaboration and consultation of local educational community, HSU & CSU colleagues, the Commission on Teacher Credentialing and teacher education leaders in California and across the nation.