

## **Proposal for Provisional Approval of a new Graduate Program**

**Name of Proposed Degree:** Master of Arts in Teaching

**School:** Kalmanovitz School of Education

**Primary Contact Person:** Barbara Grant

**Other Involved Faculty:** Laurie Edwards, Joan Peterson, Nancy Dulberg, Keith Campbell, Gemma Niermann, Jerry Brunetti

**Date:** May 2, 2011

### **1) Context: Describe the need for the new program.**

The Kalmanovitz School of Education currently offers credentials for future Multiple Subject (elementary) and Single Subject (secondary) school teachers. It also offers masters degrees in specialized areas, including Reading, Montessori, Special Education and Counseling. However, the School does not offer a degree for students who have completed their credentials and wish to obtain a masters degree focused on their own teaching practice and the subject matter taught in K-12 schools. Thus, the proposed degree would clearly fill a need in the School; as noted below, most students who enroll in the credential program are also interested in graduate study at the masters' level.

An extensive review of over twenty Bay Area colleges (See Appendix A) shows that the Kalmanovitz School of Education's (KSOE) two current credential programs are among only a few that do not offer a post-baccalaureate masters with credential. Most notably, institutions like Stanford, UC Berkeley and Davis, and USF offer a credential/ M.Ed. for the equivalent of 42-46 semester units (some programs are based on quarter units) that can be completed in 12-15 months. The competition in the Bay Area for an estimated 3,500 credential students per year is fierce, and the need for KSOE, as well as the demand from our prospective students, for a master's program for our credential students has never been greater.

How many prospective students want a master's degree with their credential? Anecdotally, almost every prospect who walks through our doors thinks of "graduate education" in terms of a master's degree. They also view a program that includes a master's as a better value for their tuition dollars. The reality is that, although a credential is what the state requires to teach, a master's degree (of any kind) increases the salary of a beginning teacher. Because of the perceived and real financial benefits of a master's, we expect the integrated credential/MAT offering to increase the number of applicants and ultimately, our enrollment.

Though some of our Multiple Subject students have the opportunity for an MAT, the Teachers for Tomorrow (TFT) program is open only to Saint Mary's undergraduates as freshmen or first semester sophomores. Presently, Single Subject students and Multiple Subject students (post-baccalaureate) also have the option of the Master's in Teaching Leadership (MATL) but only after two years of teaching and with a different focus entirely from the proposed MAT. The MA in TESOL is also available for an incremental 21 units,

which represents a sizable additional expenditure for the average student. While we expect that some of our graduates will want the option of a specialized Masters like the MATL or TESOL at a later date, others will want to move immediately into a program where they can build upon their credential year and secure a Masters soon thereafter, consistent with a path offered by most of our competitors.

There is another need for the MAT program that has to do with financial aid and cannot be ignored. When it comes to the federal government and financial aid, a credential only candidate is considered a 5<sup>th</sup> year student and not a graduate student. This means that the maximum aid that can be awarded is \$12,500 per academic year. This does not even cover half the cost of tuition, let alone living expenses that may need to be supplemented during the students' teaching placements. In a credential/MAT program, the candidate is now considered a graduate student and can borrow the full cost of their education, including living expenses, by using a combination of subsidized and unsubsidized federal loans, as well as something called the GradPlus loan. We must give our students the ability to borrow the money they need for tuition. It is unrealistic to expect the average individual in today's economy to have personal resources in excess of \$30,000 to cover their education.

The new MAT is different and unique from that offered by other colleges. This Masters is philosophically aligned with Lee Shulman's theory that new teachers need, above all, expertise in Pedagogical Content Knowledge, or "PCK." Shulman posits that K-12 teachers must have both a firm grasp of subject matter along with the pedagogical skills necessary to teach that subject. Though both Multiple Subjects and Single Subject students receive content instruction, it is never enough, and there are always "missing pieces" that students must try to learn on the job.

The new MAT builds upon the content instruction given in the credential programs and allows students to create and investigate a question and sub-questions from a chosen subject area. Students are asked to deeply study and reflect upon questions through primary, secondary, and experiential sources. Students are also required to support their study with a concentrated understanding and investigation of how to teach what they've learned. Students will learn how to read and interpret research, do literature reviews, and experience the rich number of resources available to them in the San Francisco Bay Area. Students will present findings in an annotated Wiki and in an E-Portfolio, along with a public presentation. These Wikis and Portfolios will be posted on the web where all SMC teachers can access and learn from them.

This MAT is predicated on the idea that subject area investigation that recognizes, appreciates, and encourages student preference--for either an area that is seen as a weakness, or an area that is of passionate interest--is missing from credential programs. The belief is that teachers who learn to "fill in the blanks" in content areas, or who study deeply an area of their choosing, and then learn how to best teach the results of those investigations, will acquire skills that can assist them throughout their careers. Their future students will be the beneficiaries of that knowledge. New teachers will learn that there are no "quick fixes" to obtaining pedagogical content knowledge.

This MAT is based on the belief that teachers need to sift through, interpret, and reflect upon the massive number of resources available to them: both in text, media, and through experiential sources. Our students (K-12) will assist each other and learn from one another during this quest in subject groups and through whole group experiences.

Due to the requirements of SB 2042 and PACT, our teacher candidates are pushed to the limit to know “everything” about teaching during a rigorous 35-36 unit program of study. Assignments that probe inquiry and critical thinking suffer, but the new MAT will augment students’ credential foundation through an additional 9 units of work and will enable them to search more deeply and critically within their own subject areas and to realize that “teaching is creative and intellectually serious work” (from Brown University Website Course Description of their M.Ed.).

## **2) Overview: Academic Structure for the Master of Arts in Teaching**

*a) How does the program fit within the threefold mission of Saint Mary's College?*

The proposed Master of Arts in Teaching, built on the Single or Multiple Subject Credential, is fully consistent with all three aspects of the mission of Saint Mary's College, as detailed below.

### **A. Liberal Arts Mission**

The liberal arts mission of the College is "to probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking." The field of education is concerned precisely with "cultivating the ways of knowing and the arts of thinking," and the new Master of Arts in Teaching is explicitly designed to deepen students' understanding of how pupils learn and how better to teach "the arts of thinking." In addition to a focus on pedagogy, the program asks students to choose a specific subject area and topic, to develop their own questions about that topic, and to delve deeply and broadly into that topic in order to extend their content knowledge. Students will investigate their topic not only through library research, but also via experiential learning in the form of internships, apprenticeships or professional development activities. This emphasis on learning more about the subject that one will teach is another way in which the liberal arts mission is embedded in the requirements of the new program.

### **B. Catholic Mission**

One of the main goals of becoming a teacher is to learn how to "inspire wonder about the nature of existence" in your pupils. The proposed program is intended to increase our students' ability to implement this central tenet of the Catholic mission of Saint Mary's College, by deepening their own wonder about the world and the subjects they teach. Taking on the responsibility for educating young learners is a profoundly ethical act, and requires a commitment to "defend the goodness, dignity, and freedom of each person" in the classroom. Through additional research on and experience with teaching, students who complete the MAT will be better able to support the learners in their charge. Consistent with Catholic tradition, we instruct our students to teach and care for the learner as a whole person, and this stance, begun during the credential program, will be maintained and strengthened in the MAT portion.

### **C. Lasallian Mission**

The Lasallian mission of the College is "to create a student-centered educational community whose members support one another with mutual understanding and respect." The proposed new Master of Arts in Teaching will be a student-centered learning community in which all participants, instructors and students alike, work together to assist each other to grow intellectually and professionally. Inspired by the work of Saint John de la Salle, the program will prepare students to be highly qualified teacher-leaders, serving the broader educational community. Through reading and personal investigation into how young learners think and grow, participants in the MAT will be better able to meet the diverse needs of students in California's K –

12 schools. It is anticipated that the teachers who complete the degree will be prepared to disseminate their knowledge to their peers in the schools, again, following the tradition of La Salle as a teacher of teachers.

*b) How does the program fit within the strategic plan of the sponsoring School?*

The proposed Master of Arts in Teaching (MAT) program addresses a number of important strategic goals enunciated in Saint Mary's Academic Blueprint. Since the in-progress strategic plan for the Kalmanovitz School of Education is being developed to reflect the same basic priorities of the College's Academic Blueprint, this section will refer to the Blueprint itself.

The proposed program resonates with *Direction 4: Improve Student Success*, since it is built onto the existing Multiple Subject and Single Subject credential programs in such a way as to enhance candidates' professional knowledge and skills as they move from campus into their first teaching jobs. Within *Direction 4, Strategy 5* calls for the *increase[d] perceived relevance of coursework to post-graduate goals*. The proposed MAT program serves as a bridge between credential coursework and field experiences at Saint Mary's and additional depth in subject area knowledge, curriculum, and pedagogy that will result in a smoother and more effective transition to the K-12 classroom.

The proposed MAT program also addresses *Direction 2* of the Academic Blueprint: *Promote Learning and Teaching for Innovation, Creativity, and Collaboration*. The courses in the program are clearly designed to support candidates who are, in turn, learning how best to promote learning among their own students. The MAT program is built around self-identified areas of interest and potential growth among the participants. The new masters' degree encourages participants to tap their own creativity so as to better encourage the creativity of their students. The courses incorporate collaborative learning throughout, thus modeling this approach for those who will ultimately implement curricula and pedagogies that will engage their students and enhance their learning. Finally, masters' students will be asked to investigate innovations in teaching, both through library research as well as observing and interviewing exemplary teachers.

Since many of the MAT students will be preparing for work in diverse urban schools, their individualized programs in this program will help them develop strategies and materials that are especially important in meeting the needs of students of color, students who are economically disadvantaged, and students who are English learners. Both the Multiple and Single Subject credential programs place a high priority on preparing candidates to teach diverse students (see *KSOE Input for the Academic Blueprint*). The proposed MAT program clearly supports and furthers these goals.

*c) Describe the learning goals and learning outcomes of the program.*

## **Learning Goals**

The central goal of the proposed Master of Arts in Teaching is to provide students who have obtained a teaching credential the opportunity to increase the depth and breadth of their knowledge of curriculum, pedagogy and the subject matter they will teach in elementary or secondary school. Based on Shulman's distinction between content knowledge, pedagogical knowledge and pedagogical content knowledge, the aim is to prepare educators who have investigated the structure and essential elements of one or more subjects taught in K -12 schools, who understand major learning theories and educational philosophies, and who have researched and applied empirical research on the teaching and learning of a specific curricular topic. The program is structured around areas of special intellectual interest in which the student wants to build deeper expertise, and aims to develop the skills of critical interpretation, evaluation and synthesis of educational resources, as well as the ability to apply their new knowledge to create effective instruction. Students who complete the Masters' program are expected to become curriculum experts and teacher leaders in their schools and districts.

### **Learning Outcomes**

Students completing the program will be expected to:

- Create a set of guiding questions focused on a subject area and topic taught in school in which the student wishes to develop deep expertise; utilize these guiding questions in self-directed study, professional development and field-based experiential learning.
- Access, evaluate and summarize resources and experiences for improving understanding of content knowledge, pedagogical knowledge and pedagogical content knowledge, by seeking answers to the guiding questions.
- Elucidate the major theories and philosophies of education, investigate and synthesize research findings on the teaching and learning of school subjects, and gain direct experience in the application of these theories and research in teaching.
- Assess, summarize and communicate the usefulness of a wide variety of content-specific educational resources, including primary texts and materials, secondary sources, sites for experiential learning, textbooks, and computer-mediated learning environments.
- Demonstrate the integration of knowledge acquired in the program by creating a web-based repository for content-specific resources, with full documentation of sources, organized and annotated in a way that makes it useful for other educators.
- Articulate major challenges involved in teaching in a specific subject area, locate and read relevant theory and research, and develop pedagogical strategies, approaches and techniques to improve instruction in this area.

- Summarize, synthesize and reformulate research findings, theories and applications of pedagogical content knowledge for a specific subject area, in the form of a broad and deep review of the scholarly literature in the area.
  - Demonstrate the ability to apply research findings and utilize newly-discovered content in designing and delivering instruction in the form of a demonstration lesson taught to, and evaluated by, peers.
  - Create, design and deliver a summary presentation of the learning constructed during the course in the areas of content knowledge, pedagogical knowledge and pedagogical content knowledge, as well as progress in the application of this knowledge in teaching a specific topic.
  - Aggregate evidence of learning within an electronic professional portfolio containing key assignments from each course as well as coherent reflections on realizations, learning and discoveries in the program and ways the new knowledge will be used in future teaching.
- d) *Provide the program of study, including number of units, sample syllabi, methodologies for content delivery, location, intended calendar, and necessary facilities/support.*

The program requires a minimum of 39 units beyond the bachelor's degree. The credential courses (without including field placements) comprise 30 units, and the MAT requires an additional 9 units. If a student wanted to complete the MAT and did not have 30 units of post-bachelor degree credential courses, that student would have to take additional graduate units in education to meet the requirement of a minimum of 39 units.

The units beyond the credential are distributed among four courses, as shown in Table 1 below. The degree has a culminating product consisting of three parts: an electronic professional portfolio, a final paper and a final presentation synthesizing the students' learning over the program in content and pedagogical content knowledge.

Table 2 shows the required elements of the electronic professional portfolio, as well as the major assignments for each course. Finally, Table 3 gives the intended calendar. A student can complete the MAT in as few as 11 months (starting 5 months before the conclusion of the credential program) or as many as 27 months, if she or he chose to delay beginning the program and take only one course at a time.

Students begin the program with *Course I: Initiating Inquiry* during the spring term, which can be taken either while still in the credential program or later. They then take two "core" courses, *Course II: Deepening Content Knowledge* and *Course III: Deepening Pedagogical Knowledge*. Student have the choice of taking both courses in the summer after they begin the program ("Full-time"), or taking Deepening Content the first summer and Deepening Pedagogy the summer after that ("Part-time"). After completing *Course III*, students enroll

in *Course IV: Synthesis and Communication*. This 1-unit hybrid course supports the student in completing a professional portfolio as well as a final presentation summarizing and synthesizing the learning in the program. The course takes place in the fall and January terms and, if necessary, it can be repeated (during spring & summer) until the student has completed the portfolio and presentation.

Course syllabi can be found in Appendix C. The program will be delivered through a combination of traditional course work at Saint Mary's College and web-based synchronous video- and text-based conferencing, as well as experiential learning and professional development at places such as science and fine arts museums, historical sites and classrooms. A list of sites for professional development and experiential learning can be found in Appendix E.

In addition, the program will include mentors who will oversee the progress of each student through the program. Because courses in the MAT program will be taught by instructors who are unlikely to have the necessary preparation and background knowledge for all the subject areas (including English, Social Science, Mathematics, Science, Physical Education, Art, World Languages, and Music), mentors are necessary to help guide each student. In addition, Single Subject students will require different kinds of support than Multiple Subjects students. New mentors will see the candidate through the sequence of four classes but all assignments will be the responsibility of the course instructor. The mentor's role will be to advise and provide guidance and counsel each step of the way.

Mentor responsibilities:

**Step One:** Between Course I and Course II, students select a mentor from a suggested list of subject area experts. This list could include KSOE faculty, undergraduate faculty, as well as experts from the field. The student meets with the mentor to discuss the topic areas they are considering and to begin to develop guiding questions within that topic area.

**Step Two:** The student meets with the mentor before Course II to refine questions and begin to identify resources and modes of thinking relevant to the discipline. Student and mentor continue to meet during Course II to discuss and identify primary, secondary, and experiential sources.

**Step Three:** During Course III, the student and mentor continue to meet to discuss and identify appropriate pedagogical approaches. The mentor assists the student to access and evaluate instructional materials and examples of best practices in teaching the specific subject matter.

**Step Four:** As the mentor and student have been reviewing and critiquing sources throughout Courses II and III, the mentor will be well-positioned to assist in the final portfolio synthesis and preparation for presentation in Course IV.

Faculty teaching courses will check in with students to monitor the mentoring process. Mentors will submit their appraisal of individual students to the instructor of Course IV.

Mentors will be paid \$500. Students will be charged an extra unit to support the mentor program.

**Table 1: Program of Study**

<b>Course</b>	<b>Term</b>	<b>Units</b>	<b>Schedule</b>	<b>Notes</b>
Orientation to Masters	SU before credential	0	2 hours	Explain program; show examples of final presentations & portfolios
Credential Courses (without Field Placements)		30		
Course I: Initiating Inquiry	SP	1	12 hours 2 Sats @ 6 hrs or 2 Fri/Sat @ 2/4 hrs	Choose subject area, begin to develop guiding questions; how to read educational research; library research session. * Post-class assignment: Find 3 articles (primary sources and/or research articles)
Course II: Deepening Content Knowledge	SU I or SU II (July)	3	36 hours 6 weeks 4.5 hrs/wk in class 2 hrs/wk online or with small groups	Content knowledge and educational theories & philosophies. Meet in whole groups and/or subject area cohorts * Annotated Resource Wiki
Course III: Deepening Pedagogical Knowledge	SU I or SU II or SU III (July/Aug)	3	36 hours 6 weeks 4.5 hrs/wk in class 2 hrs/wk online or with small groups	Pedagogical content knowledge and learning theories/research. Separate sections for MS and SS * Teach demonstration lesson to class using new material from Course II * Literature Review
Course IV: Synthesis and Communication	FA I - JAN II; SP II – SU II; FA II – JAN III, etc. (course may be repeated until Presentation is completed)	2	12 hours Hybrid delivery 3 two-hour in class sessions, 6 hours online sessions  (1 unit will be used to compensate mentors)	On line and in person meetings with instructor, individually and in group meetings. Prepare portfolio and final presentation * Final Presentation (to new credential students during Orientation)
4 required courses beyond credential	11 - 27 months	39 units		

**Table 2: Electronic Professional Portfolio Components:**

<b>Course</b>	<b>Focus</b>	<b>Portfolio Component</b>	<b>Elements</b>
I	Initiating Inquiry	Guiding Questions Initial Reflection	<ul style="list-style-type: none"> <li>Based on Professional Development Plan and PACT Feedback</li> </ul>
II	Deepening Content Knowledge	Multimedia Wiki Course II Reflection	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Primary Content Sources + Evaluation</li> <li>Secondary/Critical Sources + Evaluation</li> </ul>
III	Deepening Pedagogical Knowledge	Literature Review Demonstration Lesson Course III Reflection	<ul style="list-style-type: none"> <li>Professional Development Experience</li> <li>Primary Research on Teaching &amp; Student Content Learning</li> <li>Secondary Pedagogical Sources</li> <li>Analysis of PACT Lesson</li> </ul>
IV	Synthesis & Communication	Final Paper Final Presentation	<ul style="list-style-type: none"> <li>10+ page reflection, synthesis and application paper</li> <li>10 minute presentation</li> </ul>

**Table 2: Intended Calendar**

**Year 1: Full-time**

<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>January</i>
Course I	Course II	Course IV	Final Presentation
	Course III		

**Year 1: Part-time**

<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>January</i>
Course I	Course II		

**Year 2**

<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>January</i>
	Course III	Course IV	Final Presentation

The facilities and resources needed to implement the program include classrooms on campus at Saint Mary's College as well as computer laboratories and library access. In addition, the program will require the use of web-based video conferencing software like WebEx, as well as a web platform for creating the electronic portfolios, such as WordPress.

If the College or School has not invested in a site license for this software, then the program will need to purchase a license and/or build the cost into the tuition for the program.

*e) How, if at all, does the new program build on existing programs and resources?*

The program is based on and integrated with the existing Multiple and Single Subject Credential programs. The credential programs provide the students with a foundation in curriculum and pedagogy, including pedagogical content knowledge. The masters' degree will provide the opportunity to extend knowledge in all of these areas, and will also allow students to deepen their knowledge of the content that they will teach. A basic level of content knowledge is required for all students entering the credential program, and students also have to demonstrate content knowledge by passing the California Subject Matter Examination for Teachers (CSET). However, the proposed program will allow students to immerse themselves in specific and general aspects of content in a way that is not possible in the credential program. Near the conclusion of each credential program, students identify areas they would like to strengthen as part of their professional development plans. The new masters' program will explicitly build on these student-identified areas for growth, as well as on newly identified areas of intellectual passion.

As noted below, the program builds on the existing faculty in both credential programs (both full-time and part-time). It will also use existing facilities and staff in the Kalmanovitz School of Education, as well as the Saint Mary's College Library. The only new resource required (see Section 3) will be a subscription to WebEx or a similar video-conferencing site as well as a web platform for building electronic portfolios.

*f) What effects will the addition of this program have on other programs of the School and the College?*

While it is acknowledged that there may be some impact on existing KSOE master's programs from the newly created Master of Arts in Teaching, we expect it to be minimal:

- In the Teachers for Tomorrow (TFT) program, students earn both a multiple subject credential and a Master of Arts in Teaching (Note: Interim Dean Jerry Brunetti has stated that he will propose that the name of the masters degree for the TFT students be changed to a Master of Arts in Elementary Education, which will distinguish it from the Master of Arts in Teaching proposed here). In the TFT program, students begin the program during their sophomore year and complete four required credential courses before their 5<sup>th</sup> year. During the 5<sup>th</sup> year and the summer afterwards, TFT students take a four-course sequence to complete the masters' degree. The post-BA units (not including student teaching) for the credential and MAT (M.A.) total 30 (18 for the remaining credential classes and 12 for the MAT (M.A.) courses). By contrast, non-TFT credential students who want to go on for the proposed Master of Arts in Teaching must take a total of 30 non-field placement units for the credential plus an additional 9 units for the MAT. The proposed MAT will require a minimum of 39 post-bachelor units. Thus, if a student wanted to complete the proposed MAT rather than the TFT's MAT (M.A.), he or she would have

to take an additional 9 units of graduate education courses, making this an unattractive option. We expect the new MAT would result in little if any attrition from the existing MAT (M.A.) program.

- In recent years, the Master of Arts in Teaching Leadership, originally based on the foundation of Saint Mary's Saturday Seminar, has become predominantly a program for experienced teachers, many of whom did not participate in Saturday Seminar. According to Dr. Heidimarie Rambo, one of the core faculty members, two-thirds to three quarters of participants are experienced teachers and not direct products of the SMC induction program. We anticipate little direct competition with the MATL program, given that all students in the latter program are required to have gained their teaching credentials at Saint Mary's College. In addition, the focus of the MATL is to prepare teachers to become teacher leaders in the area of providing professional development, which is a very different focus from the proposed MAT.
- Although students have begun to apply to our current credential program in conjunction with one of the standalone master's programs (TESOL, Early Childhood, Applied Developmental Education), this is largely done to obtain consideration as a graduate student, not a credential only student, which maximizes their financial aid package. Whether these students continue on for their MA in these specialized areas is yet to be determined; they could certainly choose to do so rather than take the proposed MAT.
- Our master's programs in Reading, Special Education or Educational Administration require an underlying specialized credential plus 3 years of teaching experience. These degree programs would not be open to a newly credentialed teacher as would be our proposed Master of Arts in Teaching.

*g) What faculty have been involved in the design of the program? Who will teach in it?*

Faculty from both the Single Subject and the Multiple Subject Programs have been involved in designing the MAT Program. They are:

Single Subject:

Professor Jerry Brunetti  
Associate Professor Keith Campbell  
Adjunct Professor David Krapf  
Adjunct Associate Professor Gemma Niermann  
Professor Joan Peterson.

Multiple Subject:

Associate Professor Nancy Dulberg  
Professor Laurie Edwards  
Associate Professor Barbara Grant

Full time faculty who will teach in the MAT Program are Keith Campbell, Nancy Dulberg, Barbara Grant, Laurie Edwards, Gemma Niermann, Joan Peterson, and Joan Skolnick. In addition, both programs have excellent part time faculty, experienced in K-12 curriculum and instruction, who are interested in teaching in the MAT Program.

*h) Describe the plan for assessing the educational effectiveness of the program, based on the learning outcomes identified in “c” and the program of study provided in “d.” (When the final assessment report is made to the GPSEPC later, be sure to detail the ways in which feedback and assessment along the way have led to program enhancements or revisions.)*

The MAT builds upon, deepens and applies the knowledge and skills of the Single Subject or Multiple Subject Credential Programs. Consequently, assessing the educational effectiveness of the MAT also builds upon assessment of the respective credential program (Multiple Subject or Single Subject) in which candidates are enrolled.

### **Current Credential Program Assessments**

The educational effectiveness of both the Multiple and Single Subject Credential Programs is assessed through Fieldwork Assessments of candidate teaching performance, candidate success at passing the Performance Assessment for California Teachers (PACT), an End-of-Program Student Questionnaire, a Two-Year Out Completer Survey, and an Employer Survey.

### **Additional Assessments for MAT Program**

For the nine units of additional credit required for the MAT, program effectiveness will be assessed through:

1. Candidate performance and course evaluations in the four additional courses required by the MAT
2. A Professional Portfolio that synthesizes candidate learning across all program outcomes and is used as a summative evaluation of the candidate. This portfolio is completed and presented in Course IV.
3. Course Evaluations will be completed by students at the conclusion of each course in the program.
4. An End-of-Program Survey, in which students are asked to evaluate the curriculum, instruction and learning outcomes of the program.
5. A modified Employer Survey in which the data will be disaggregated to assess employer perceptions of any effect on employee performance due to completion of the KSOE MAT compared to employees who have only completed the KSOE credential.

Data on student performance and course evaluations will be analyzed at the completion of each course. This data is expected to lead to course/program enhancement and revisions. Any revisions and their rationale will be included in the final assessment report. Likewise,

survey data will be compiled and used to enhance or revise the program and will be reported to GPSEPC when it becomes available.

- i) What is the process for completing the assessment and providing it to the GPSEPC? (Interim reports are highly recommended, but at the very least there must be a specific deadline set by which time all assessment materials must be in the hands of the GPSEPC.)*

If provisional approval is obtained from the GPSEPC, all Single Subject and Multiple Subject Credential applicants will be eligible to enroll in Course I of the new MAT for the first time in spring of 2012. Course evaluations from that course will thus be available in May 2012. Student performance and course evaluations for Courses II and III will be available at the end of Summers 2012 and 2013. Course evaluations and student performance for Course IV, as well as end-of-program surveys and portfolio quality assessments be available at the end of January term 2013. A final assessment report that synthesizes the above information and includes any employer survey data will be sent to the GPSEPC in Summer 2013.

- j) What are the library resource needs of the program? (This can be assessed after a library resources review has been completed. To request a library resource review, contact the SMC Library well in advance of submitting the proposal).*

A library resources review can be found in Appendix D. As is noted in the review, the College currently has the appropriate resources to support the proposed MAT, taking into account that additional books in the area of pedagogical content knowledge, project-based learning and educational theory may be ordered.

- k) What is the date you plan to submit the full proposal for Final Approval of the new program? (This is typically after one full cycle, plus one year).*

We plan to submit the full proposal for Final Approval of the Master of Arts in Teaching in the fall of 2014.

### **3) Competitive Analysis and Business Plan: Present the competitive analysis and business plan that will support this new program.**

*a) What analysis has been done of how this program meets educational needs in the market place?*

A comprehensive Competitive Analysis was carried out examining potential competitors to the proposed program. In and around the Bay Area, there are over 20 institutions (including University of San Francisco, University of California at Berkeley and Stanford) that offer credential and/or graduate programs in education. As shown in Appendix A, most such institutions offer a program that includes a master's degree (typically an M.A. or M.Ed.) in addition to the basic teaching credential. The number of units required for these programs ranges from 30 to 54, and completion of the master's degree can take 6 to 18 months beyond completing the credential.

Examples of private institutions in the region currently offering credentials combined with a Master of Education or Master of Arts in Teaching include the University of the Pacific and University of San Francisco. The cost of the proposed credential and MAT is competitive with both of these colleges: \$36,450 at Saint Mary's compared to \$52,500 at UOP and \$38,570 at USF. Public universities would cost less per unit, but because of cutbacks to the higher education in California, students might very well face delays in beginning or completing a program at a state college.

Incoming and prospective credential students to the KSOE over the past several years have consistently asked whether we offer a master's degree along with our multiple and single subject credentials. Candidates completing a credential along with a master's degree are generally considered to be more highly qualified in the market than those completing only a credential, and usually receive higher salaries. In addition, credential candidates who are concurrently enrolled in a graduate degree program (as proposed here) are eligible for more financial aid than those working only on a credential. In particular, as a 5<sup>th</sup>-year credential candidate, students are currently eligible for a maximum of \$12,500 per year, much less than the cost of tuition. On the other hand, students enrolled in a graduate program in conjunction with the credential can borrow the full cost of their education, including living expenses, by using a combination of subsidized and unsubsidized federal loans, as well as something called the GradPlus loan. The ability to fund the cost of an education at Saint Mary's College is a vital consideration for virtually all of our credential students.

The proposed MAT is designed specifically to build on the learning acquired during the credential programs, deepening students' content and pedagogical knowledge in a way that can be directly applied to their classroom practice. This is a key point that makes this program unique from other masters' degree offerings at the KSOE. The proposed MAT is geared specifically for those who have completed one of our credentials and who are interested in augmenting that base of knowledge and skill. Given the context of an average

national attrition rate among new teachers of 30%, this program could enable teachers to succeed in the initial stages of their career and to establish themselves as leaders amongst their peers. It would also give students who are not able to find a teaching job immediately a means of enhancing their professional skills and differentiating themselves in the job market. Given the severe budget cuts in education in California, many newly credentialed students may find themselves in such a position, and would be highly motivated to complete the proposed MAT.

According to the most recent year's statistics from the Commission on Teacher Credentialing, there were 17,797 teaching credentials issued in the California. If the greater San Francisco Bay Area represents about 20% of the state's total population of 37 million, then there are an estimated 3,500 credential students in any given year from this area. The Kalmanovitz School of Education currently admits about 140 credential students per year; the addition of a masters' degree option for credential students has the potential of increasing this number significantly. Given that state colleges are restricting enrollments and reducing course offerings in credential programs, many students will be looking for alternative places to gain their credentials. The value added by offering a master's degree in addition to the credential in the KSOE should be attractive to prospective students. Given recent enrollments, the prospective enrollment in the new MAT degree, across both programs, is estimated, conservatively, to be 40 students during the first year and to grow to 105 students in the fourth year. This does not include any additional students who are attracted to apply to our program (but would not have otherwise done so) because of the availability of the new MAT.

*b) Budget (preferably in Excel format as well as in print): What are the projected enrollments, revenues, and program costs associated with the program? Include start-up and initial marketing costs, as well as ongoing operational costs in this budget. What are the financial goals of the plan?*

In brief, the financial goals of the program are to generate net revenue to the School and College of almost \$100,000 by the second year, rising to approximately \$270,000 during the fourth year. The first course, which is one unit, will be offered in the spring of 2012. The budget for this year includes an initial input of institutional support of about \$4,600, in order to pay a director to start up the program. After 2011-12, each year will result in a net positive revenue for the program. These estimates assume that all courses are taught by full time faculty; if, as is likely, some courses are eventually taught by part-time faculty, the net revenue would be more.

A full budget can be found in Appendix B, and also as a separate Excel file.

*c) What, if any, new resources, especially staff and faculty, will be required for the successful operation of this program over time?*

As a new graduate program spanning two existing credential programs, the new program will require course reassignment time (or salary) for a Program Director, beginning at an estimated 3 units per year (or the equivalent), and rising to 6 units per year as enrollments

increase. It will also require approximately 25% of a full-time staff position during the first two to three years to assist with requirements above and beyond those of the credentials themselves. Over time, once the program requirements are established and routine, this work could be mostly absorbed into the duties of existing support staff for the credential programs, requiring less than 25% time.

No additional faculty are anticipated to be needed. Several full time faculty are interested in teaching in the program, and once the program is established, they will be supplemented with part-time faculty who are experienced in teaching in either the Single or Multiple Subject credential programs.

*d) What, if any, legal or contractual obligations are associated with this program? (eg. rental of space, agreements with other organizations or groups, etc.)*

Not applicable

SIGNATURE PAGE

**Name of Proposed Degree: Master of Arts in Teaching**

**School: Kalmanovitz School of Education**

**Date: May 2, 2011**

The signatures below indicate approval for the proposed degree or program named above on a Provisional Basis.

\_\_\_\_\_  
Dean of the School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President for Finance

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair of GPSEPC

\_\_\_\_\_  
Date

## Appendix A: Competitive Market Analysis

Institution	Programs Offered	Units Required	Length of Program	Cost per Unit
Azusa Pacific	Credential w/ Master of Arts in Education: Teaching w/ credential earned first	45-49	12-18 mos.	\$535
Brandman University (formerly Chapman)	MAT: Elementary Education or Secondary Education	45-49		\$525 (6 sessions per yr.)
California Lutheran	Credential w/ Master of Education in Teaching Leadership	36 - Cred.; 12 - M.Ed.		\$585
Chapman- Orange County	MAT: Elementary or Secondary Education	41-44 - Cred.; 12 - MAT - includes Action Research		\$610
Dominican University of California	Master of Science in Education - Emphases available in Curriculum & Instruction or Special Education	30 (15 from cred.)	2 yrs	\$670 (cred.); \$730 (MS)
	Multiple Subject Credential	35	1 yr	
	Single Subject Credential	35	1 yr	
Loyola Marymount	Master of Arts degree in Elementary or Secondary Education and California SB 2042 Multiple Subject or Single Subject Preliminary credential	33-39 (incl. cred. + MA)		\$942
Mills College	Master of Arts Degree in Education with an Emphasis in Teaching (following credential)	Not specified		\$28K/yr. FT?
National University	Master of Education Specializing in Best Practices	90 qtr. Units		\$350
	Master of Education Specializing in Cross-Cultural Teaching	90 qtr. units		
Pepperdine University	MA in Education w/ Teaching Credential	47	12 mos. 3 terms	\$982
Santa Clara University	Multiple Subject Credential	50 qtr. units		\$467
	Single Subject Credential	50 qtr. units		
	Master of Arts in Interdisciplinary Education: Teaching-Learning Emphasis	21 qtr. units		

Stanford	Master of Arts in Education and a preliminary California teaching credential	45 semester units	12 mos. full-time	\$27K/yr.
Touro University	Multiple Subject Credential	36	12 mos.	\$375
	Single Subject Credential	36	12 mos.	
	MA in Education: Teaching and Learning	12 add'l. units (research/thesis)		
University of California-Berkeley	M.Ed. w/ Multiple Subject Credential Credential	Not specified	15 mos.	\$6.5K/semester
	M.A. and Credential in Science and Math Education	54 units	24 mos.- 4 semesters	
University of California- Davis	MA w/ Multiple or Single Subject Credential		5 qtrs- 3 qtrs for cred; 2 qtrs for MA	\$6.5K/semester
University of the Pacific	Multiple Subject Credential	39		\$1,050
	Single Subject Credential	37		
	M.Ed. in Curriculum and Instruction	12		
University of San Francisco	Multiple Subject Credential	36-40	1-2 yrs	\$815
	Single Subject Credential	34-38		
	Master of Arts in Teaching	6 (add'l.)		\$995
University of So. CA	Master of Arts in Teaching and Multiple Subject Credential	36	13 mos. FT	\$1,366
	Master of Arts in Teaching and Single Subject Credential	33	13 mos. FT	\$1,366
	Online program MAT@USC		13 mo.	

**Appendix B: Budget**

<p><b>4 YR FINANCIAL PROPOSAL MAT PROGRAM</b>  <b>GRADUATE EDUCATION w/Mentor</b></p>
<p><b>All FT</b></p>

<b>Revenue:</b>	Projected 11-12	Projected 12-13	Projected 13-14	Projected 14-15
<b>Projected Cohort Enrollment w/10% attrition</b>	40	60	90	105
Projected Tuition Rate	\$810.00	\$840.00	\$875.00	\$910.00
Projected Enrollment Y1 Cohort 1 = 40 w/10% attrition Y2.	40	36		
Y1 (1 unit) Y2 (7 unit)	1.00	9.00		
Projected Enrollment Y2 Cohort 2 = 60 w/10% attrition Y3.		60	54	
Y1 (1 unit) Y2 (7 unit)		1.00	9.00	
Projected Enrollment Y3 Cohort 3 = 90 w/10% attrition Y4.			90	81
Y1 (1 unit) Y2 (7 unit)			1.00	9.00
Projected Enrollment Y4 Cohort 4 = 105				105
Y1 (1 unit)				1.00
<b>TOTAL TUITION</b>	<b>\$32,400</b>	<b>\$322,560</b>	<b>\$504,000</b>	<b>\$758,940</b>
Fee Revenue				
Other				
Credits				
<b>TOTAL FEES/OTHER</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>
	<b>\$32,400</b>	<b>\$322,560</b>	<b>\$504,000</b>	<b>\$758,940</b>
<b>Expense:</b>	Projected 11-12	Projected 12-13	Projected 13-14	Projected 14-15
Coordinator Cost 3 units release Y1, 6 units release Y2+	\$15,000	\$32,400	\$34,992	\$37,791

Salary: FT Faculty (Est. @ \$4,000 per unit * 3 units Y1, * 26 units Y2, * 34 units Y3, * 61 units Y4)	\$12,000	\$108,160	\$146,880	\$273,280
Benefits: FT Faculty @ 25,32,33,34%	\$6,750	\$44,979	\$60,018	\$105,764
Salary: PT Faculty (app. \$1,500 per unit)	\$-	\$-	\$-	\$-
Salary: Faculty (Student Mentor @ \$500 per student)		\$18,000	\$27,000	\$40,500
Benefits: PT Faculty @ 14%	\$-	\$2,520	\$3,780	\$5,670
Salary: Staff		\$15,000	\$15,600	\$16,848
Benefits: Staff @ 25,32,33,34%		\$4,800	\$5,148	\$5,728
Consultants	\$500	\$515	\$530	\$546
Professional Dev. & Travel	\$1,000	\$1,030	\$1,061	\$1,093
Meetings	\$500	\$515	\$530	\$546
Postage	\$-	\$-	\$-	\$-
Printing	\$250	\$258	\$266	\$274
Instructional Materials	\$500	\$515	\$530	\$546
General Expense	\$500	\$515	\$530	\$546
	<b>\$37,000</b>	<b>\$229,207</b>	<b>\$296,865</b>	<b>\$489,133</b>

	Projected 11-12	Projected 12-13	Projected 13-14	Projected 14-15
<b>Gross Revenue:</b>	\$32,400	\$322,560	\$504,000	\$758,940
<b>Gross Expense:</b>	\$37,000	\$229,207	\$296,865	\$489,133
<b>Institutional Support</b>	<b>\$(4,600)</b>	<b>\$93,353</b>	<b>\$207,135</b>	<b>\$269,807</b>
<b>% Contribution</b>	<b>-14.20%</b>	<b>28.94%</b>	<b>41.10%</b>	<b>35.55%</b>

Assumptions:

- All courses staffed by FT faculty
- 15 student max sections
- Aprox. 4% Annual tuition increase
- 4% Annual personnel cost increase
- 3% Annual non-personnel cost increase

## **Appendix C: Course Syllabi**

**SAINT MARY'S COLLEGE of California**  
**KALMANOVITZ SCHOOL OF EDUCATION**

**Initiating the Inquiry**

**1 Unit**

**COURSE SYLLABUS**

Instructor:

Phone:

E-mail:

Office Hours:

Office Location:

**MISSION & EDUCATIONAL PHILOSOPHY**

The Mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. In keeping with the tradition established by Saint John Baptist De La Salle, the School of Education is committed to nurturing effective teachers, counselors, and administrators and to preparing students for independent thought, growth, active citizenship, and productive lives.

The first course of the Master of Arts in Teaching, *Course I: Initiating the Inquiry*, is based on a philosophy of education that sees learning as a process of guided discovery, consistent with the work of Vygotsky and Bruner. It also represents the first phase of a project-based learning approach, in which the learner selects a specific topic or problem to investigate, culminating with a final project.

**COURSE DESCRIPTION**

During this course, the students are introduced to principles of project-based learning, and assisted in choosing a K-12 subject area to investigate during the masters' program. The course builds upon students' experience in the credential programs, in which one of the final assignments asks students to develop a plan for further professional development. This assignment as well as students' experience with PACT will be used to help students to begin to think about potential specific questions and sub-questions in the areas of content knowledge and pedagogical content knowledge. In addition, students will learn how to locate primary sources and research articles related to the teaching and learning of their chosen subject area. They will learn how to understand the presentation of qualitative and quantitative research results, and be introduced to academic literature reviews. This will be in preparation for deepening content and pedagogical knowledge in Courses II and III.

## LEARNING OUTCOMES

Students will:

- Reflect individually and collaboratively on areas of their professional preparation that they would like to improve and/or investigate more deeply
- Write a written reflection about their existing teaching knowledge and their goals for the program
- Choose a subject area for further investigation and generate a list of possible guiding questions on content and pedagogy in that area
- Learn how to utilize the library and library databases to locate research articles and primary content relevant to the learning and teaching of K-12 content
- Read and critically analyze examples of educational research and primary content sources
- Become familiar with the structure and purpose of an academic literature review and with the requirements of APA style
- Learn how to extract and summarize essential information from research articles and primary content sources

## COURSE ORGANIZATION

This course meets for a total of 12 hours, divided over two weekends during Spring Term. All class meetings will take place at Saint Mary's College, and will include sessions in the Library.

Sessions will include lecture, collaborative group work and individual investigation, reflection and writing. All course assignments must be completed within two weeks of the conclusion of class. A follow-up assignment will be to locate, read and summarize three research articles or primary sources; this summary will be due the first day of Course II.

## REQUIRED TEXTS

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pycszak Publishing.  
(ISBN: 1-884585-66-3)

Perrin, R. (2006). *A Pocket Guide to APA Style* (2<sup>nd</sup> ed.). Boston, MA: Heinle.

Selected research articles and primary sources in education.

## ASSIGNMENTS

- Initial Reflection
- List of possible guiding questions
- Written responses to assigned readings
- Summary of three research articles and/or primary sources (due in Course II)

## **POLICIES AND PROCEDURES**

### **Policy for Services for Students with Disabilities:**

Reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disabilities Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

### **Academic Honor Code**

Saint Mary's College expects every member of its community to promote and abide by ethical standards, both in conduct and exercise of responsibility towards other members of the community. Academic honesty must be demonstrated at all times to maintain the integrity of scholarship and the reputation of the College. Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community and betrays those who may eventually depend upon the College's academic integrity and knowledge.

All students, whether undergraduate or graduate, are expected to follow this Academic Honor Code. The pledge reads as follows:

*As a student member of an academic community based in mutual trust and responsibility, I pledge:*

- *to do my own work at all times, without giving or receiving inappropriate aid;*
- *to avoid behaviors that unfairly impede the academic progress of other members of my community; and*
- *to take reasonable and responsible action in order to uphold my community's academic integrity.*

### **Attendance Policy:**

No student will be allowed to enter a course that he/she is not registered for. Registration will remain open only until the Add/Drop period. After that time, no student will be allowed to register, regardless of past policy. You are expected to attend all classes. More than one absence affects candidate's course grade; if three or more classes are missed, candidate will not pass the course.

## **GRADING**

Grading will be on a Pass/Fail basis. All assignments must be completed at the equivalent of a B level in order to pass the class.

## **SCHEDULE**

### Session 1: Project-based Learning & Guiding Questions

- Introduction to course and structure of masters program
- What is project-based learning?
- Students review their professional development plans and PACT feedback
- Collaborative brainstorming on possible guiding questions
- Written reflection on current knowledge and goals for the program
- Library session: Using library catalog and online databases
- Homework: Read assigned examples of educational research articles and primary source material

### Session 2: Reading, Summarizing and Evaluating Research and Primary Sources

- Group discussion of educational research articles and primary source material
- Collaborative analysis of research article: How to extract the essential information
- APA style for academic references
- What is a literature review?
- Library session: Locate, skim and summarize 1-3 research articles and/or primary sources
- Exchange and correct summaries
- Revise list of guiding questions and share with class

**SAINT MARY'S COLLEGE of California**  
**KALMANOVITZ SCHOOL OF EDUCATION**

**Deepening Content Knowledge**

**3 Units**

**COURSE SYLLABUS**

Instructor:  
Phone:  
E-mail:  
Office Hours:  
Office Location:

**MISSION & EDUCATIONAL PHILOSOPHY**

The Mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. In keeping with the tradition established by Saint John Baptist De La Salle, the School of Education is committed to nurturing effective teachers, counselors, and administrators and to preparing students for independent thought, growth, active citizenship, and productive lives.

The Content Course is based on a philosophy of education championed by both Dewey and Shulman that views pedagogical content knowledge as central to teacher education. It is established on the belief that subject matter knowledge is foundational for pedagogical knowledge, and that teachers need to master both a deep knowledge of the subject itself as well as a knowledge of curriculum. Content knowledge includes the process of critical interpretation and an ability to see the deep structures found in a given subject. By evaluating and analyzing resources in order to investigate content area questions, students learn more about the framework of their subject area and are better able to anticipate what makes that subject difficult for students as well as engaging for students.

**COURSE DESCRIPTION**

During Course II, students will build content knowledge in a way that models how to deepen and develop an area of disciplinary expertise as a practicing teacher.

The general areas of expertise are academic disciplines as mapped by the California Content Standards: English Language Arts, Social Science, History, Mathematics, Science,

Visual and Performing Arts, World Languages, and Physical Education. However, students will choose narrower areas to investigate within these disciplines.

In Course I, students enter with a broad content area they wish to investigate—particularly around a subject in which they are especially interested, or, one in which they need more expertise. For example, students may want to learn more about American Colonial History, molecular biology, Shakespeare, Grammar, Folktales, Electrical circuits, differential calculus, set theory, African art, medieval music, children’s folksongs, Economics, spelling, or kinesiology. Through readings and discussion, students begin to narrow and refine that interest into topics amenable to inquiry.

Students develop guiding questions for their investigations, so that by the end of the Course I, each has an over-arching subject area as well as possible questions and sub-questions that address content knowledge and pedagogy. This refined question, along with sub-questions, is carried into Course II. In Course I, students learn about the structure and purpose of academic literature reviews, and how to summarize research articles.

During Course II, students will conduct an investigation in which they seek answers to their questions and develop expertise in the area of focus. As a result of their investigation, students will collect, analyze, share and reflect on three types of resources (primary, secondary, and experiential) to be used in their future work as classroom teachers.

As a foundational element to their investigations, and a means to create a common ground for understanding, students will learn the theoretical underpinnings of content inquiry based learning. They will read and discuss key educational theorists who have provided the building blocks for student centered pedagogy. Thus they will situate their inquiry within broader philosophic thinking in education. Reading and critiquing historical and current texts in the context of seminar will model critical inquiry and provoke deeper understanding of challenges and opportunities of linking content and pedagogy. Course II is then composed of two primary parts: self-investigation around a question and sub-questions, and foundational investigation of Educational theorists—especially those that underscore content inquiry.

## **LEARNING OUTCOMES**

Students will:

- Deepen content knowledge in the subject area that the student will be teaching
- Read and discuss contemporary and classic educational theorists
- Make significant progress in answering their content questions in their selected topic
- Read and critically analyze primary and secondary source documents
- Find, evaluate, and share experiential sources

- Engage in collaborative, reflective study of topics and source materials
- Create an annotated topic-centered multi-media online resource that will be made available to future teachers

## **COURSE ORGANIZATION**

This course meets for 6.5 hours a week for six weeks in summer. The first 4.5 hours is classroom time; the additional 2 hours per week is spent online, in the field, or in facilitated group meetings, and/or learning how to create a Wiki working with CaTS personnel.

Two field trips will serve as interdisciplinary models: One to a museum where art and artifacts, language and history intersect--an example would be the Asian Art Museum in San Francisco--and another would be to a place like the Lawrence Hall of Science—where math, science and craft intersect.

The writings of one or more educational theorists, such as John Dewey, Lee Shulman, Maria Montessori, Jean Piaget, Lawrence Kohlberg, Paulo Freire, B.F. Skinner, Albert North Whitehead, Erik Erikson, Parker Palmer, Jerome Brunner, Deborah Ball, Jonathan Kozol, Elliot Eisner, Michael Apple, Pamela Grossman, Henry Giroux, Maxine Greene will be discussed, seminar style, every session.

Each session is divided into segments of 1) seminar 2) specific content inquiry 3) content group sharing 4) reflection, synthesis and writing.

Students are expected to make substantial progress every week locating, reading, and synthesizing resources and partaking in real world experiences (experiential learning) that are aligned with their question of study. Experiential learning includes but is not limited to such things as: interviews with experts in the field (i.e. historians, technicians, teachers, etc.), visits to museums, associations, laboratories, historical sites, subject area projects, institutes and organizations, corporate headquarters, etc. Students can, in addition, sign up for a specific course or courses and attend conferences in the upcoming fall semester as part of the experiential learning component.

Students will create an annotated multimedia Wiki at the end of the course that will follow them into Course III. This Wiki will be a summation of everything they have collected and reflected upon around their central question. It is expected that this Wiki will be incomplete as students will continually add new experiences and investigate new resources. This Wiki will be added to throughout Course III and will ultimately be a resource for future new teachers.

Students will be expected to bring notebook computers to class.

## **REQUIRED TEXTS**

Course Reader: (Selected reading from educational theorists such as John Dewey, Lee Shulman, Maria Montessori, Jean Piaget, Lawrence Kohlberg, Paulo Freire, B.F. Skinner, Albert North Whitehead, Erik Erikson, Parker Palmer, Jerome Brunner, Deborah Ball, Jonathan Kozol, Elliot Eisner, Michael Apple, Pamela Grossman, Henry Giroux, Maxine Greene; readings on evaluating primary and secondary source documents

## ASSIGNMENTS

- Compilation and Review of Primary, Secondary and Experiential resources
- Annotated Multimedia Wiki
- Seminar Readings and Discussion of Educational Theorists
- Reflection on Course II

## POLICIES AND PROCEDURES

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**GRADING**

In this interactive course your careful preparation of assignments, attendance (including punctuality), and participation are essential.

- A. Students are expected to come to every class prepared with seminar readings and assignments (weekly grade).
  - B. Assignments are a combination of in-class and out-of-class work.  
Every week you will be required to spend a substantial amount of time researching in libraries, online, and in the field. You are expected to evaluate, synthesize and reflect upon the research and source materials of your content inquiry (weekly grade).
  - C. Students are assessed on their professional level of participation in discussion and in all in-class activities (weekly grade).
  - D. Students are assessed on the quality of their thinking and reflective practice in written assignments (weekly grade).
- \*Weekly grades of A-D will comprise 50% of the grade.
- E. Students will produce an annotated, multimedia Wiki that pulls together everything discovered and created in the course: 50% of the grade.

## SCHEDULE

### Session 1: Launching the Investigation: focus on primary sources

1. The art of asking good questions and seminar discussion of first reading (given at end of Course I).
2. Lesson: Finding and evaluating Primary Source Materials  
Discussion on inquiry, critical thinking, and interpretation of materials.
3. Introduction to experiential and field opportunities.
4. Subject groups to share questions for investigation and plan experiences in field
5. Format for reporting on experiential resources

#### Due next time:

- Bring 5 to 7 primary sources to class copied for your subject group
- Identity, collect, read, summarize and evaluate primary sources in a mini-literature review
- Read assigned seminar reading
- Report on at least two experiential resources
- Be prepared to reflect and begin to annotate primary sources with help from friends

### Session II: Focus on Primary and Secondary Sources

1. Seminar discussion of assigned reading.
2. Lesson: Finding and evaluating Secondary Source Materials  
Are secondary source materials ever preferable? How do secondary source materials assist in education?
3. Subject groups to share primary and experiential resources.
4. Begin to annotate and reflect upon primary sources in groups.

#### Due next time:

- Bring 5 to 7 secondary sources to class copied for your subject group
- Identity, collect, read, summarize and evaluate secondary sources in a mini-literature review
- Read assigned seminar reading
- Be prepared to report on at least two new experiential resources
- Be prepared to reflect and begin to annotate primary sources with help from friends

### Session III: Focus on Secondary Source Materials and Interdisciplinary sources

1. Seminar discussion of assigned reading.
  2. Lesson: How do interdisciplinary materials aid in subject knowledge? How to find and evaluate interdisciplinary sources, examples of how the arts inform subject knowledge.
3. Subject groups to share secondary and experiential resources.
4. Begin to annotate and reflect upon secondary sources in groups.

#### Due next time:

- Bring 5 to 7 interdisciplinary sources to class copied for your subject group

- Identity, collect, read, summarize and evaluate interdisciplinary sources in a mini-literature review
- Read assigned seminar reading
- Be prepared to report on at least two new experiential resources
- Be prepared to reflect and begin to annotate interdisciplinary sources with help from friends

Session IV: Focus on Interdisciplinary sources and critical theories, intellectual traditions, and categories in subject areas

1. Seminar discussion of assigned reading.
  2. Lesson: What are the major theories found in individual subject areas? How theories find their way down to K-12 subject areas. How important is it for a K-12 teacher to know these theories?
3. Subject groups to share interdisciplinary and experiential resources.
4. Begin to annotate and reflect upon interdisciplinary sources in groups.

Due next time:

- Describe 3 to 5 major theories, traditions or categories common to your subject area and copy these for your subject group
- Identity, collect, read, summarize and evaluate theories in a mini-literature review
- Read assigned seminar reading
- Be prepared to report on at least two new experiential resources
- Be prepared to reflect and begin to annotate subject theories with help from friends

Session V: Focus on subject area theories and how much is enough knowledge

1. Seminar discussion of assigned reading
  2. How to know when you've learned enough—or—can you? How can new teachers stay current? How can you frame what you've learned in a way that's useful to yourself and to others?
3. Subject groups to share found subject theories and experiential resources
4. Begin to annotate and reflect upon subject theories in groups.

Due next time:

- Polish and prepare Wiki for presentation to the class
- Read assigned seminar reading
- Be prepared to report on at least two new experiential resources

Session VI: Pulling it all together

1. Seminar discussion of assigned reading
2. Presentation to the class of Wikis.

**SAINT MARY'S COLLEGE of California**  
**KALMANOVITZ SCHOOL OF EDUCATION**

**Deepening Pedagogical Knowledge**  
**3 Units**

**COURSE SYLLABUS**

Instructor:  
Phone:  
E-mail:  
Office Hours:  
Office Location:

**MISSION & EDUCATIONAL PHILOSOPHY**

The Mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. In keeping with the tradition established by Saint John Baptist De La Salle, the School of Education is committed to nurturing effective teachers, counselors, and administrators and to preparing students for independent thought, growth, active citizenship, and productive lives.

The Master of Arts in Teaching and the Pedagogy Course are based on a philosophy of education that follows both Dewey and Piaget in viewing learning as a continuous, developmental process involving inquiry, action and reflection upon that action. The course both examines this process and exemplifies it in its structure and assignments. The focus of the course is on understanding student learning in specific K- 12 subjects, investigating a range of pedagogical theories, tools and techniques, and applying this knowledge to enhance teaching and improve the learning of all students.

**COURSE DESCRIPTION**

The goal of this course is to assist students to deepen their knowledge of how pupils learn and how to teach specific K -12 subjects. A foundational assumption is that in order to teach well, one needs to understand how students learn, both in general and in the particular content area that is being taught. Thus, the course will include careful readings in contemporary and classic learning theory as well as research into subject-specific learning and teaching (for example, history learning, models of the writing process, or theories of mathematics education).

The subject areas addressed will be tailored to the specific interests of the course participants. The students will have developed a set of guiding questions at the beginning of the program, and during Course III, they will focus on investigating those questions

related specifically to pedagogy. A key assignment for the course is to write a Literature Review centered on the teaching and learning of a specific topic within a chosen subject area. Examples of topics might be: How to teach essay writing to 9<sup>th</sup> graders; how students learn about fractions and how to avoid common errors; special considerations for teaching reading to English learners in upper elementary school; or ways to integrate health topics into physical education in middle school.

Based on his or her specific topic, each student engages in research and self-directed study utilizing a wide range of required sources and resources. These include:

- Library research (both on site and via on-line library databases)
- Observation of excellent teaching/best practices (live or on video)
- Talking to/interviewing experienced teachers in the content area
- Reading of textbooks and curricula (especially teacher guides)
- Attending workshops on teaching content (for example, the Bay Area Writing Project, Exploratorium summer workshops for teachers, and so on).

Students will share their new pedagogical content knowledge in several ways. They will write a deep and broad Literature Review summarizing the research, theory, best practices and curriculum related to their specific topic. They will engage in Lesson Study within subject area groups by examining, evaluating and re-designing a lesson captured on videotape. They will also use what they have learned in order to reflect on their own prior teaching, by using a course-developed rubric to analyze their PACT video and writing a reflection on and revision of their lesson(s). Students will conclude by teaching a demonstration lesson to the whole class, incorporating not only their new pedagogical knowledge but also resources collected during the Content Course (Course II).

Finally, the students will write a reflection on what they have learned during the course and how they plan to utilize their new knowledge in their future teaching.

## **LEARNING OUTCOMES**

Students will:

- Deepen pedagogical content knowledge in the subject area that the student will be teaching
- Make significant progress in answering their guiding questions that refer to pedagogy in their selected topic
- Locate, read and summarize, in the form of a literature review, contemporary and classic research on learning and teaching their selected content area and topic
- Broaden their knowledge of learning theory and its application to specific K-12 content areas

- Be able to articulate major challenges and innovations involved in teaching their selected topic or content area
- Build their own pedagogical strategies based on best practices observed in the field and gathered via research and professional development
- Read and critically analyze textbooks and other teaching materials including online and computer-based resources
- Engage in collaborative, reflective study (eg, Lesson Study) of teaching based on videotaped lessons; apply these techniques to analyzing their own teaching (eg, of their PACT lessons)
- Demonstrate their new pedagogical content knowledge by teaching a demonstration lesson to the class
- Demonstrate a commitment to on-going professional development by attending a workshop, conference or on-line professional development

### **COURSE ORGANIZATION**

This course meets for 6.5 hours a week for six weeks in summer. The first 4.5 hours is classroom time; the additional 2 hours is spent online, in the field, or in facilitated group meetings.

A central text, *How people learn: Brain, mind, experience and school* (National Research Council) will be used to introduce students to important learning theories including information processing psychology, constructivism, socio-cultural theory and situated cognition. The text also summarizes recent research into how students learn specific subject areas, including reading, writing, mathematics and science. The text will be supplemented by writings by Piaget, Vygotsky, Bruner, Lave, Rogoff and other learning theorists. The readings will be discussed seminar-style, both in-class and via synchronous on-line video conferencing.

Each student will do extensive additional reading into the learning and teaching of his or her chosen subject area; this material as well as all other resources gathered during the course will be summarized and evaluated in a written literature review. After the first two weeks of class, a portion of each class meeting will be devoted to student presentations of selected research results, with students focusing on the same subject presenting during the same session.

Each course session will include 1) seminar discussion of readings, 2) presentation of learning theories and research, 3) sharing within subject area groups, 4) application of theory and research to students' own teaching. Students are expected to make substantial progress every week in locating, reading, and synthesizing research on teaching their topic, and sharing of this progress will take place in a weekly online discussion section.

As a program requirement, students will also participate in some form of professional development, either during the course itself, or at some other point during the MAT program. This professional development could take the form of a workshop sponsored by a school district, a state-funded project such as the Bay Area Writing Project or Bay Area Mathematics Project, a workshop or course at a local museum (Lawrence Hall of Science, Exploratorium, Museum of Modern Art, etc), an online course (PBS Teacherline, Annenberg/CPB Learner.org) or a teachers' conference (National Council of Teachers of English, California Math Council, etc). When the student has completed the professional development experience, he or she will update the written reflection for Course III to include a summary and self-evaluation of what was learned during the experience and how the student will apply it during future teaching.

### REQUIRED TEXTS

National Research Council (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pyczak Publishing. (ISBN: 1-884585-66-3)

Perrin, R. (2006). *A Pocket Guide to APA Style* (2<sup>nd</sup> ed.). Boston, MA: Heinle.

Selected readings

### ASSIGNMENTS

- Literature Review
- Leading Seminar on Research
- Lesson Study: Lesson Analysis & Revised Lesson
- Demonstration Lesson
- Reflection on Course III

### POLICIES AND PROCEDURES

#### **Policy for Services for Students with Disabilities:**

Reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disabilities Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

## **Academic Honor Code**

Saint Mary's College expects every member of its community to promote and abide by ethical standards, both in conduct and exercise of responsibility towards other members of the community. Academic honesty must be demonstrated at all times to maintain the integrity of scholarship and the reputation of the College. Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community and betrays those who may eventually depend upon the College's academic integrity and knowledge.

All students, whether undergraduate or graduate, are expected to follow this Academic Honor Code. The pledge reads as follows:

*As a student member of an academic community based in mutual trust and responsibility, I pledge:*

- *to do my own work at all times, without giving or receiving inappropriate aid;*
- *to avoid behaviors that unfairly impede the academic progress of other members of my community; and*
- *to take reasonable and responsible action in order to uphold my community's academic integrity.*

## **Attendance Policy:**

No student will be allowed to enter a course that he/she is not registered for. Registration will remain open only until the Add/Drop period. After that time, no student will be allowed to register, regardless of past policy. You are expected to attend all classes. More than one absence affects candidate's course grade; if three or more classes are missed, candidate will not pass the course.

## **GRADING**

Literature Review	40 points
Lesson Study: Lesson Analysis & Revised Lesson	20 points
Leading Seminar on Research	10 points
Demonstration Lesson	20 points
Reflection on Course III	10 points

A	90% and above
B	80-89%
C	70-79%
NP	Below 70%

## **SCHEDULE**

### **Session #1. Course Introduction & Learning Theories**

Course and student introductions  
Revisit guiding questions – modify or add to as necessary  
Small group – definitions of pedagogy terms  
Lecture: Major learning theories – Piaget & Vygotsky  
Introduce research base on Pedagogical Content Knowledge  
Examples of research articles on several subject area topics  
Library session – begin library research for research articles  
*Homework: Start “How People Learn” (to be discussed online)*  
*Read selections from Piaget & Vygotsky*  
*View live or video lessons in specific subject area*  
*Begin library search for research on specific topic*

### **Session #2. Pedagogical Content Knowledge & Literature Reviews**

Lecture: More on major learning theories –  
Information Processing & Situated Cognition  
Examples of literature reviews  
Instructions on how to complete literature review  
Small group work: what is “good teaching”?  
Look at videos of exemplary teaching  
Critique in class – distinguish between general pedagogical knowledge and  
pedagogical content knowledge  
*Homework: Continue to read “How People Learn”*  
*Read selections from Gagne, Lave & Rogoff*  
*Interview an experienced teacher in chosen subject area*  
*Continue library search for research on specific topic*

### **Session #3. Subject-Specific Learning & Lesson Study**

First student-led seminar on subject-specific learning  
Lesson Study: define and model Lesson Study technique  
Form small groups based on topic/content area  
Develop a rubric for viewing and analyzing teaching  
View content-specific lesson on video  
Collaboratively discuss, analyze and revise lesson  
*Homework: Continue to read “How People Learn”*  
*Apply Lesson Study rubric to analyzing PACT lesson on video*  
*Bring textbook and/or teaching materials, including on-line or computer-based*  
*Continue library search for research on specific topic*

### **Session #4. Subject-Specific Learning & Analyzing Teaching Materials**

Second student-led seminar on subject-specific learning  
What are the pedagogical and learning theory assumptions underlying textbooks  
and teaching materials?  
Identify standards related to specific topic

Analyze alignment of teaching materials – how can you use supplementary materials to enrich the teaching of this standard?

With subject-area group, brainstorm demonstration lessons

*Homework: Continue to read “How People Learn”*

*Develop demonstration lesson, write lesson plan*

*Work on literature review*

### **Session #5. Subject-Specific Learning & Demonstration Lessons**

Third student-led seminar on subject-specific learning

First set of demonstration lessons

Get feedback from peers and reflect in writing on lesson.

*Homework: Develop demonstration lesson, write lesson plan*

*Complete literature review*

### **Session #6. Demonstration Lessons**

If needed, fourth student-led seminar on subject-specific learning

Second set of demonstration lessons

Get feedback from peers and reflect in writing on lesson.

### **Weekly Online Sessions:**

**Session A (1 hour):** Share new resources and experiences with whole class

**Session B (1 hour):** Questions and further discussion of readings

**SAINT MARY'S COLLEGE of California**  
**KALMANOVITZ SCHOOL OF EDUCATION**

**Synthesis and Communication**

**1 Unit**

**COURSE SYLLABUS**

Instructor:

Phone:

E-mail:

Office Hours:

Office Location:

**MISSION & EDUCATIONAL PHILOSOPHY**

The Mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. In keeping with the tradition established by Saint John Baptist De La Salle, the School of Education is committed to nurturing effective teachers, counselors, and administrators and to preparing students for independent thought, growth, active citizenship, and productive lives.

The final course of the Master of Arts in Teaching, *Course IV: Synthesis and Communication*, is based on a philosophy of education that sees learning as a process of guided discovery, consistent with the work of Vygotsky and Bruner. It also represents the last phase of a project-based learning approach, in which the learner has selected a specific topic or problem to investigate, engaged in deep and broad investigation into both content and pedagogical content knowledge, which culminates in this course with a final project to be shared with the broader educational community at Saint Mary's College.

**COURSE DESCRIPTION**

During this course, the students report on their progress in answering their guiding questions, and synthesize the knowledge they gained in the areas of educational theory, research, content knowledge and pedagogical content knowledge. They create a final project, consisting of two parts: A Final Paper and a Final Presentation. The Final Paper is organized according to the guiding questions developed by the student. It begins with the Initial Reflection written during Course I, contains a discussion of the guiding questions and how they were developed and/or transformed during the project, synthesizes the knowledge gained in the areas of content and pedagogy, and reports on the progress made toward answering the guiding questions. It also includes a detailed plan for how the knowledge gained during the program will be applied in the students' future teaching.

The Final Presentation is a multi-media project highlighting selected elements of the Final Paper, and shared with both peers in the MAT program as well as new credential students who are prospective future participants in the program.

All of the key assignments and reflections, as well as the Final Paper and Presentation will be organized into an online electronic Professional Portfolio to be finalized during this course.

### **LEARNING OUTCOMES**

Students will:

- Reflect individually and collaboratively on areas of their professional preparation in which they have experience growth during the MAT program
- Reflect on the guiding questions on content and pedagogy investigated during the program
- Write a Final Paper reporting on the progress made toward answering the guiding questions, synthesizing the knowledge gained in the areas of content and pedagogy and applying this knowledge in concrete plans for future teaching
- Revise, elaborate and organize all of the key assignments and reflections from the program
- Create an online electronic Professional Portfolio showcasing all key assignments, reflections, the Final Paper and Final Presentation

### **COURSE ORGANIZATION**

This course meets for a total of 12 hours, divided between 3 two-hour weekend meetings at Saint Mary's College, and 6 hours of online instruction or computer lab work with the whole class. In addition, the instructor will meet individually with each student on campus and via the Internet for progress reports during the term.

Sessions will include collaborative group work, individual reflection and writing and the use of technology for creating the professional portfolio. Final Presentations will be made in conjunction with New Student Orientations in either January or July.

The expectation is that the student will complete the preparation of the Final Paper, Final Presentation and Professional Portfolio during the Fall Term following completion of Course III, and present the Final Presentation in the subsequent January Term. If this is not possible, Course IV must be taken again for credit until the Final Paper, Final Presentation and Professional Portfolio are completed.

### **ASSIGNMENTS**

- Final Paper
- Final Presentation
- Electronic Professional Portfolio

## **POLICIES AND PROCEDURES**

### **Policy for Services for Students with Disabilities:**

Reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disabilities Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

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- *to avoid behaviors that unfairly impede the academic progress of other members of my community; and*
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### **Attendance Policy:**

No student will be allowed to enter a course that he/she is not registered for. Registration will remain open only until the Add/Drop period. After that time, no student will be allowed to register, regardless of past policy. You are expected to attend all classes. More than one absence affects candidate's course grade; if three or more classes are missed, candidate will not pass the course.

## **GRADING**

Final Paper	40 points
Final Presentation	30 points
Electronic Professional Portfolio	30 points

A	90% and above
B	80-89%
C	70-79%
NP	Below 70%

## SCHEDULE

### *On-campus Sessions:*

#### Session 1: Reflection on Guiding Questions and Program

- Re-read Guiding Questions and Initial Reflection
- Group discussion of changes in your questions and your current thoughts about your initial reflection
- Individual writing: Overall self-evaluation and reflection
- Review expectations for Final Paper and Final Presentation
- *Homework: Draft of Part I of Final Paper (Reflections on Program)*

#### Session 2: Progress on Guiding Questions

- Group discussion with subject matter peers on progress on answering guiding questions
- Individual writing: Outlining Part II of Final Paper (Progress on Guiding Questions)
- Individual Presentations to class on progress on one guiding question
- *Homework: Draft of Part II of Final Paper (Progress on Guiding Questions)*

#### Session 3: Application to Teaching

- Group discussion with subject matter peers on how to apply new knowledge to future subject matter teaching
- Individual writing: Outlining Part III of Final Paper (Application to Teaching)
- Individual Presentations to class on one example of applying new knowledge to teaching
- *Homework: Draft of Part III of Final Paper (Application to Teaching)*
- *Preparation of Final Presentation*

### *Online and Computer Lab Course Meetings*

Online and Computer Lab Whole Class Instruction will consist of 6 one-hour sessions including the following:

- Instruction in Computer Lab in how to use WordPress to create an Electronic Portfolio
- Instruction in Computer Lab in how to use PowerPoint or another multimedia tool to create the Final Presentation
- Synchronous web conferencing with the whole class on progress on Final Paper and Final Presentation

## Appendix D: Library Resource Review

### Library Resource Review: Single Subject & Multiple Subject Programs – New Masters

Submitted by Margaret Brown-Salazar, Librarian

Spring 2011

The library collection is assessed for its support of the Single Subject & Multiple Subject Programs through evaluation of its general, philosophical and theoretical education resources. In addition, it is assessed through evaluation of its practical resources such as curriculum and instruction resources for mathematics, science, social science, humanities, reading & language arts.

Relevant Library of Congress Subject Headings (LCSH) for Single Subject are:

Study and teaching (Secondary)	Educational Technology
Biology	High School Dropouts
History	High School Teachers
Literature	High School Teaching
Mathematics	High Schools
Physics	Language Arts (Secondary)
Science	Middle school education
Social Sciences	School improvement
	School management and organization
Education	Student Teaching
Education, Secondary	Teaching
Education-(geographical descriptor)	Teenagers -- Education

Relevant Library of Congress Subject Headings (LCSH) for Multiple Subject are:

Study and teaching (Elementary)

- Arithmetic
- Children's literature
- Mathematics
- Science
- Social sciences
- Technology

- Classroom management
- Cognitive learning
- Curriculum planning
- Education, Elementary
- Elementary school teachers
- Language arts (Elementary)
- Learning, Psychology of
- Lesson planning
- Reading (Elementary)

The formats included in the library collection are:

- Books (circulating and reference – print & electronic)
- Periodicals (print & electronic)
- Multimedia (video/audio/test kits)
- Electronic Databases & Reference Sources

Library Budget 2009-10 for I code L: Education

The expenditures on library materials in support of the School of Education programs as reported in the library's 2009-2010 *Expenditures* report are:

	Expenditure	% of "L" budget	% of total library materials budget
Total allocation for Icode "L" (Education)	\$65,465	100%	7.54 %
Books (includes reference, circulating, ebooks, ...)	\$29,008	44.31 %	
Standing orders	\$3,807	5.81%	
Periodicals (including electronic format)	\$25,733	39.31 %	
Electronic Databases	\$4,939	7.55%	
Media	\$1,978	3.02%	

**Collection Description:**

Overall, there are 11,565 Education titles (I code L) cataloged in Albert, the SMC book/video/etc. catalog. Of those, 973 titles were added in the academic year 2009-10 (including ebrary subscription based titles). There are 1,296 titles classified under the Library of Congress Subject Headings (LCSH) identified above as useful for students in the Single Subject Program.

There are 1,506 titles classified under the Library of Congress Subject Headings (LCSH) identified above as useful for students in the Multiple Subject Program. In addition, the library has a sampling of multicultural children's books and is beginning to collect a sampling of children's books across the genres that are particularly useful for the Multiple Subject curriculum; there are currently over 1,300 books in this collection.

In the Spring of 2009, the library added an annual subscription to 40,000 + electronic book titles through *Ebrary*. This resource significantly expands the number of titles available on Education topics including curriculum and instruction in elementary and secondary education. Our *Ebrary* books are available electronically, increasing student access. The *Ebrary* collection expands our full text reference book collection currently available to students; this collection includes *Blackwell Reference Online*, *Gale Virtual Reference*, *Sage E-reference* & *Reference Universe*, all of which support studies in Single Subject and Multiple Subject.

In addition, the library's subscription to **Link+** allows graduate education students to request books from a consortium of California libraries providing access to over 6 million unique titles. This consortium includes not only public library collections and private college collections but also access to the collections of several California State Universities with large Education programs (e.g. San Jose State University).

The Library subscribes to more than 115 electronic citation & abstracts and full text databases. Subject specific databases include ERIC, Education FT, Dissertations and Theses (Proquest), PsycInfo and Social Science Citation Index (among others). The Library maintains an ERIC microfiche collection that is complete between the years 1985-1992 for any ERIC documents not available freely on the web.

The SMC collection provides full text access to 1,685 periodical titles in Education, either in print or electronically.

Overall, the current areas of collection adequately provide resources to support students enrolled in the Single Subject & Multiple Subject Programs. This is a good opportunity to review the collection and identify additional titles in all formats (books, videos, etc.) on pedagogy and curriculum in elementary and secondary education. I welcome faculty input of specific desirable titles.

(See Appendix C-1 for web pages designed to connect Education students to our resources.)

### **Library Instruction & Reference**

Information Literacy Instruction:

For several years, the Library has provided information literacy sessions in the SSTE 215, Foundations of Secondary Education course. In a 1.5 hour-long session in the library, students are introduced to critical evaluation skills in relation to material found on the World Wide Web. Students learn ways to find appropriate websites, to evaluate website content, and to teach their own students the same skills.

The Library also provides an information literacy session in MSTE 253, Reading and Language Arts; an hour-long session in the library introduces the students to professional material for finding appropriate literature and reviews for the K-8 classroom.

Information literacy (IL) is not only a WASC concern but has become a greater concern for our society as a whole. This is a good opportunity for the Single Subject & Multiple Subject Programs to articulate specific IL goals and identify where (in which courses) and how they are addressed. With the addition of masters level work, the programs will want to address its information literacy goals in a more comprehensive manner. Both Sarah and I are willing to work with faculty to assist students in mastering IL skills. I

have attached a copy of recommended IL goals for graduate education students (see Appendix C-2).

Individual Instruction/Reference for Education students is available through:

- In-Person Reference (Available at the Reference Desk 60 hours/week +)
- Email Reference (Response usually within 24 hours, from an SMC Librarian)
- By Text Messaging (Available during Reference Desk Hours)
- By IM Chat (Available during Reference Desk Hours)
- Telephone Reference (Available during Reference Desk Hours)
- By Appointment (With the Education subject specialist)

### **Library Usage and Use Statistics:**

Education students are searching for timely and scholarly information. Although they are interested in the latest monographic works, they rely heavily on the Education databases for journal articles.

The Library Use Statistics for 2009-10 identified that:

Education students rank # 1 as the type of student most frequently using the library, (8.3 % of the students checking out books are Education students; Single Subject & Multiple Subject students account for 1 % of the overall users checking out books).

Education topics ranked #1 as the most frequent type of reference question asked, (20.2 % of all reference questions asked relate to education topics)

The Education collection (books, tests, media) ranked #3 in the type of materials we circulated (Link + is not included) (7 % of all materials circulated were from the Education collection [3290 items]).

Education students were the top users of our ILLiad (interlibrary borrowing service). They represented 43 % of all requesters on ILLiad.

These statistics are a good indication that graduate Education students are utilizing library services and finding library material useful for their studies. We are now able to identify program use of the library's collection and 1% (446) of the check-out transactions were made by students identified as being enrolled in the Single Subject & Multiple Subject Programs.

### **Conclusion**

The library actively collects material on curriculum and instruction, teaching and learning in the elementary & secondary classroom, and professional development. Students enrolled in the Single Subject & Multiple Subject Programs benefit from this collection activity.

I understand that the Single Subject & Multiple Subject Programs are guided by a dual review system including Saint Mary's Program Review and a review by the California Commission on Teacher Credentialing. I am unclear how the state guides information literacy requirements for these programs but it would be useful for the programs to articulate their information literacy goals from the perspective of WASC requirements for graduate students. I have attached a set of information literacy goals for consideration. While a student enrolled in a Masters program might be expected to master a more complete set of these goals, a credential student would be expected to be exposed to them all and skilled at some.

As I read through the course syllabus for Deepening Content Knowledge in the new masters, I see that there is opportunity for students to locate, access, evaluate and ethically use primary and secondary resources. It will be important to provide library-based instruction so that students have skills to do this activity in the ever-changing world of information management. Although I do not have the syllabi for the Single Subject & Multiple Subject Program courses available for this review, in the past it has been noted that they address information literacy in courses, and most, if not all, identify some interaction with 'relevant research' related to the course work.

Years ago, having students access journal articles for course reading required a great deal of effort. With our electronic access to articles we have mitigated that barrier. So if a basic IL goal is to have student understand how to identify a research need, locate the information, access it, evaluate it, and use it ethically – many of the courses in this program have a component primed for developing student information literacy.

I encourage faculty in the Single Subject & Multiple Subject Programs and this new masters to do a few things in relationship to Information Literacy at both the credential and masters levels:

1. Adopt a statement of information literacy goals for the specific program (Clearly identify and state information literacy goals).
2. Create assignments that require students to locate, access, retrieve, evaluate information and use it ethically.
3. Identify which courses are responsible for mastery of information literacy skills and how that is to be achieved and measured.

Examples: Can faculty remove an article or two from their course reader and have students use a library database to retrieve it? Are students using a formal citation style for their work? Do students know and use appropriate criteria for information evaluation?

Can a student evaluate information wherever they find it? I would be happy to work with faculty on this.

As a final comment, I would like to commend the faculty in the School of Education as a whole. They have been pioneers on this campus in developing opportunities within courses for information literacy instruction. SOE has an exemplary 5 session information literacy instruction model embedded across their programs in EDUC 572 & EDUC 582 that benefits students enrolled in their MA & ME programs; this information literacy model might be useful in guiding the faculty of the new masters program as they develop their new courses. As information literacy is a concern for all graduate students, their work to provide IL instruction in SSTE 215 & MSTE 253 in the past should be applauded. As they look to the future, clearly articulating IL goals and identifying how they will be achieved will strengthen IL in the credential programs and is essential for a new masters program.

Note: This review is an update and expansion of the 2009 Library Resource Review written for the PRCs review of the Multiple Subject Program.

### **Appendix D-1**

Pathway: Library Home Page > Search by subject > Education  
<http://library.stmarys-ca.edu/subjects/education>

### **Appendix D-2**

Information Literacy Learning Outcomes for Education/Counseling

Overall Learning Outcomes

The librarians are committed to their shared role with faculty of preparing all SMC students to effectively access, search for, use, and critically evaluate digital and print library and World Wide Web information resources.

The following learning goals and outcomes are designed to:

- ◆ provide guidance for the development of library research/information literacy programs and sessions integrated into the curriculum, though collaboration with faculty and explicitly define and clarify skills, attitudes, and cognitive abilities needed for effective use of library and electronic resources by students at the Basic and at the Secondary level based on ACRL Information literacy guidelines
- I. Orientation to Library and Electronic Information Resources
    - A. The student is acquainted with SMC Library and has a basic understanding of the physical arrangement of materials, library services, and facilities.

- B. The student knows how to get reference help at the reference desk, by telephone, and online (Ask a Librarian/IM/Text).
- C. The student knows how to contact the Education Subject librarian for in-depth help with research.
- D. The student is aware of the Education Subject web page and knows how to locate it on the SMC Library website.

#### Secondary (Advanced)

- E. The student will understand the scope, education coverage, and limitations of various education and cross-disciplinary databases.

### II. Identifying, Locating, and Evaluating Sources of Information

- A. The student knows how to select and use appropriate information retrieval tools to identify and locate sources of information.
- B. The student knows how to decipher a citation.
- C. The student knows basic strategies for evaluating citations, records, and full-text information.
- D. The student understands how to select and use access/finding tools important to research in education such as ERIC (or for Counseling students – PsycInfo), and can identify and locate sources of information in the SMC Library and elsewhere.
  - 1. The student knows about and uses specialized tools and resources to identify information in education. This includes the use of education reference sources (encyclopedias and handbooks), ERIC/PsycInfo and other related databases, Internet resources and test review and test locator sources.
  - 2. The student can effectively search ERIC/PsycInfo and other related databases by applying more advanced searching concepts such as the use of descriptors, Boolean logic, field limits and citation searching.
  - 3. The student knows the options for obtaining full-text copy for titles not in the SMC Library collection (e.g., ILLiad and Link+)
- E. The student understands the importance of evaluating information and has developed strategies for evaluating citations, records, full-text sources and information obtained through the library or on the Internet. The student is familiar with other means of evaluating the quality and credibility of information such as consulting book reviews, biographical information about the author, analysis of text and sources cited.

### III. Developing and Using Search Strategy.

The student can formulate a search strategy for topics in education that includes gaining a theoretical background, formulating a research question/statement, determining useful search terms, and identifying appropriate and useful sources of information.

- 1. The student understands that s/he must draw from his/her own knowledge base, class lectures, the expertise of faculty or other authorities, textbooks a/reference books and the results of a systematic search strategy, in order to provide a theoretical context for his/her own research.

2. The student is familiar with the language of education/counseling for the purposes of developing a keyword search strategy and can use the ERIC Thesaurus/Psycinfo Term Finder to identify subject terms for searching.
3. The student understands the role of literature reviews, bibliographies, footnotes, and references in generating additional sources as part of a search strategy and knows how to use these to identify important studies and key authors on a subject.

#### IV. Understanding the Characteristics and Structure of Scholarly and Research Literature

A. The student is familiar with how scholarly/professional knowledge in education is communicated and documented through published and unpublished sources.

1. The student understands how a "primary source" is commonly defined in education and knows where primary research is reported in both published and unpublished sources.
2. The student is familiar with the most common types of studies in education (e.g. quantitative, empirical, qualitative, and longitudinal) and knows how to identify these through ERIC/PsycInfo or in the published literature itself.
3. The student is familiar with some of the major scholarly/professional journals in education/counseling and the key access/finding tool(s) to education's/counseling's journal literature (ERIC, PsycInfo, Education Full Text, etc.).
4. The student is familiar with some of the important education/counseling Internet sites and can access these sites.
5. The student is familiar with citation practices in education and can apply APA citation style accurately and effectively.

#### V. Ethical, economic and social aspects of information:

- A. The student understands the ethical legal and socio-economic issues surrounding information and technology.
- B. The student understands and adheres to laws, regulations, institutional policies and etiquette related to the access and use of information resources.
- C. The student acknowledges the use of information sources in a written paper or project.
- D. The student engaged in an original research or experimentation adheres to laws, regulations, institutional policies and etiquette related to the access and use of information resources.
  1. The student understands institutional policies regarding Human Subjects Research
  2. The student is aware of copyright, permissions, and fair use guidelines.
  3. The student is aware of the Library's Test Collection policy, which governs the use of educational and psychological tests owned by the library.

#### VI. Effective use of information

- A. The student builds on his/her knowledge of education and prior research experience to formulate research strategies and to complete research projects in education.
- B. The student will be able to research and produce projects in the form appropriate to education.
  - 1. The student will know how to use APA format for manuscripts and research papers.
  - 2. The student will be able to use information technology in his/her research including the use of statistical software programs such as SPSS and other applications required in order to produce work in the desired format for education.
  - 3. The student will be able to record and adapt his/her research strategy based on results.
  - 4. Student is able to communicate the results using appropriate technology.

Above adapted from SMC/ACRL/ALA Information Literacy Documents

## Appendix E: Sites for Experiential Learning and Professional Development

### BAY AREA HISTORY/SOCIAL STUDIES TEACHER RESOURCES

Alameda Historical Museum - *Alameda* Photo tour highlighting historic furniture, documents, Ohlone relics, and more. [www.alamedamuseum.org](http://www.alamedamuseum.org)

Alcatraz Island – *San Francisco* first lighthouse and US built fort on the West Coast, the infamous federal penitentiary, and more. <http://www.nps.gov/alca/index.htm>

At The Presidio - *San Francisco* Exploring diverse cultural riches of the American West and the Pan-Pacific region. [www.atthepresidio.org](http://www.atthepresidio.org)

Borges Ranch – *Walnut Creek* The former ranch of early Walnut Creek pioneer Frank Borges. [http://www.walnut-creek.org/about/visiting\\_us/borges\\_ranch.asp](http://www.walnut-creek.org/about/visiting_us/borges_ranch.asp)

Carolands, The - *Hillsborough* Beaux Arts National Historical Site, and turn of the century home of Harriet Pullman Carolan and her husband Francis. [www.thecarolands.com](http://www.thecarolands.com)

Computer Museum History Center - *Mountain View* Dedicated to the preservation and celebration of computing history. [www.computerhistory.org](http://www.computerhistory.org)

Flight 93 Memorial - *Union City* Memorial planned for Union City, California, in memory of those who died on the San Francisco-bound Flight 93 on 9/11. [www.flight93memorialsfb.com](http://www.flight93memorialsfb.com)

Grace Hudson Museum - *Ukiah* Art, history, and anthropology museum focusing on the lifeworks of artist Grace Carpenter Hudson and her ethnologist husband, Dr. John W. Hudson. [www.gracehudsonmuseum.org](http://www.gracehudsonmuseum.org)

Held-Poage Memorial Home and Research Library - *Ukiah* Contains books, historical photographs, maps, genealogies, and more items of use to people interested in the history of Ukiah, Mendocino County, and Northern California. [www.pacificsites.com/~mchs/heldpoage.htm](http://www.pacificsites.com/~mchs/heldpoage.htm)

International Museum of Women - *San Francisco* Educating people about the experiences, contributions and evolution of women through exhibits, interactive technology and the exchange of ideas. [www.imow.org](http://www.imow.org)

Japanese American Resource Center Museum - *San Jose* Striving to collect, preserve, and disseminate the arts, culture, and history of Japanese Americans, with emphasis on the Santa Clara Valley. The JARC/M is open Tuesday through

Friday and Sunday afternoons. Admission is free.[www.jarc -m.org](http://www.jarc-m.org)

John Muir National Historic Site - Martinez Preserves the 14-room Martinez, California, mansion where the naturalist John Muir lived from 1890 to his death in 1914. From the National Park Service.[www.nps.gov/jomu](http://www.nps.gov/jomu)

Marin Museum of the American Indian - Novato Dedicated to cultivating an awareness and understanding of Native American history and culture.[www.marinindian.com](http://www.marinindian.com)

Museum of American Heritage - Palo Alto Preserves and presents American inventions of the 19th and 20th centuries.[www.moah.org](http://www.moah.org)

Niles Essanay Silent Film Museum - Fremont Dedicated to the acquisition and historic preservation of artifacts and local history of film making in Niles, California. Find information about the current silent film theater schedule and upcoming events.[www.nilesfilmmuseum.org](http://www.nilesfilmmuseum.org)

Oakland Museum of California – Oakland Specializes in the natural science, history, and art of the Golden State. [www.museumca.org](http://www.museumca.org)

Rosie the Riveter Memorial: Honoring American Women's Labor During WWII - Richmond Celebrating and interpreting women's crucial contributions to the World War Two Home Front.[www.rosietheriveter.org](http://www.rosietheriveter.org)

San Jose History Park - San Jose Self-guided tour exploring the exterior architecture of original and replica homes, businesses, and landmarks of Santa Clara Valley's past.[www.historysanjose.org/visiting\\_hsj/history\\_park](http://www.historysanjose.org/visiting_hsj/history_park)

San Mateo County History Museum - Redwood City Preserves and interprets the rich history of San Mateo County.[www.sanmateocountyhistory.com](http://www.sanmateocountyhistory.com)

Seabiscuit Heritage Foundation - Willits Promoting the cultural legacy of the Ridgewood Ranch home of Seabiscuit through historic preservation, environmental conservation, and public education.[www.seabiscuitherita ge.com](http://www.seabiscuitheritage.com)

Sonoma County Museum - Santa Rosa Information on exhibits, history of the Museum, and public programs.[www.sonomacountymuseum.com](http://www.sonomacountymuseum.com)

Shadelands Ranch Museum – Walnut Creek 1903 Redwood framed house and museum. <http://www.walnut-creek.org/about/history/wchs.asp>

USS Hornet Museum - Alameda Peacefully moored at historic Alameda Point on San

Francisco Bay.[www.usshornet.org](http://www.usshornet.org)

USS Potomac - Oakland Built in 1934 as the Coast Guard cutter Electra, she was recommissioned in 1936 as President Franklin Roosevelt's "floating White House" and later purchased by Elvis Presley. Includes tour information and photos.[www.usspotomac.org](http://www.usspotomac.org)

Vallejo Naval and Historical Museum, The - Vallejo Exhibits the history of the city of Vallejo, California and the nearby Mare Island Naval Shipyard.[www.vallejomuseum.org](http://www.vallejomuseum.org)

Vietnam Veterans Memorial - Berkeley Honors U.S. military personnel from the city of Berkeley, CA, who died in the Vietnam War, 1957-1986.[www.ci.berkeley.ca.us/vvm](http://www.ci.berkeley.ca.us/vvm)

## HISTORICAL SOCIETIES/ORGANIZATIONS

Bancroft Library  
<http://bancroft.berkeley.edu>

California Historical Society  
[www.calhist.org](http://www.calhist.org)

Gay & Lesbian Bisexual Transgender Historical Society of Northern California  
[www.glbthistory.org](http://www.glbthistory.org)

Organization of American Historians  
[www.oah.org](http://www.oah.org)

San Francisco Museum and Historical Society  
[www.sfhistory.org](http://www.sfhistory.org)

Sojourn to the Past: A Civil Rights Movement Project  
[www.sojournproject.org](http://www.sojournproject.org)

## BAY AREA ENGLISH/LANGUAGE ARTS TEACHER RESOURCES

Conferences:

- Asilomar (Fall, CATE)
- CATE Spring Conference (various locations)
- Mendocino Writers' Conference
- Squaw Valley Writers' Conference

Authors with Bay Area (and northern CA) connections:

- Robinson Jeffers (Carmel)
- Dashiell Hammett (SF)
- Jack London (Glen Ellen and SF)
- John Steinbeck (Salinas)
- Mark Twain (SF and Calaveras County)
- Beat Poets (SF)
- William Saroyan (Fresno)
- Robert Lewis Stevenson (Monterey)
- Eugene O'Neill (Danville)

Bay Area Writing Project

Outstanding writing programs at SF State and Stanford (Stegner Writing Program) – summer classes

Bay Area Poets in the Schools

Journals

The English Journal

Theater (with teacher workshops and student outreach programs)

- Berkeley Repertory (Berkeley)
- Aurora Theater (Berkeley)
- ACT (SF)
- Cal Shakes (Orinda)
- Leshner Center for the Arts (Walnut Creek – various theater companies)

Museums (periods of literature, writing about art)

- DeYoung (SF)
- The Palace of the Legion of Honor (SF)
- Museum of Modern Art (SF)
- Oakland Museum (Oakland)
- Large variety of art galleries and studios

**Film Festivals**

- Mill Valley Film Festival
- SF Film Festival

BAY AREA MATH TEACHER RESOURCES

Conferences:

- Asilomar Math Conference
- CATM Conference (yearly – various locations)
- NCTM yearly conference (USA – experts, authors, educators)

Journals:

- Mathematics Teacher (secondary school)
- Mathematics – Teaching in the Middle School
- (Elementary – need title)

Key Curriculum Press (Emeryville)

- Supplementary materials for math
- Geometric Sketch Pad (books and materials built on that)
- Summer institute (at Mills College?)

Bay Area Math Project

Lawrence Hall of Science (workshops for math teachers)

Summer institutes for math teachers (check locations)

Publishers of math textbooks – summer workshops for teachers

Check Chabot Space Center, Exploratorium

Contra Costa County Office of Education, various professional development opportunities

BAY AREA SCIENCE TEACHER RESOURCES

Contra Costa County

Office of Education (925) 942-3385 csdemd@fvl.edu  
Walnut Creek Lindsay Museum (925) 935-1978 \*TCMA  
Mt. Diablo State Park Interpretive Assoc. (925) 820-9206 \*M  
UCB Museums at Blackhawk (925) 736-2280, (925) 736-2277 M

East Bay

Lawrence Hall of Science (510) 642-5132 lhsmd@fvl.edu \*TCM  
Berkeley  
IISME (510) 643-6594 iismemd@fvl.edu  
Colloquia (510) 642-513 T  
ICE/Project Physical Sciences (510) 642-9812 \*T  
SF Bay Area Science Fair sfbasfmd@fvl.edu  
Lawrence Berkeley Labs (510) 486-4000 lblmd@fvl.edu \*T

Berkeley Tilden Park/ Environmental Ed Center (510) 525-2233 C

Berkeley Hall Of Health (510) 549-1564 C

UC Berkeley Botanical Gardens (510) 642-3012 \*B

Oakland Zoo (510) 632-3368 ozmd@fwl.edu \*TCA

Oakland Museum of California (Hall of CA Ecology) (510) 238-3401

Western Aerospace Museum (510) 638-7100 M

Chabot Observatory/Sci. Cen. (510) 530-3480 coscmd@fwl.edu TC

Hayward Shoreline Interpretive Center (510) 881-6751 C

Shorebird Nature Center (510) 644-8623 sncmd@fwl.edu TC

#### Berkeley

Bay Area Bioscience Center (510) 874-1465 babcmd@fwl.edu \*

Rotary Nature Center (510) 238-3739

#### Peninsula

Coyote Point 415-342-7755 cpmmmd@fwl.edu \*TCMA (teachers free!)

USGS (415) 329-4006 usgsmd@fwl.edu \*T

Environmental Volunteers (415) 962-0545 evmd@fwl.edu \*C

#### San Francisco

Exploratorium (415) 563-7337 emd@fwl.edu TCM

Cal Academy of Sciences (415) 750-7100 casmd@fwl.edu MA

Morrison Planetarium (415) 750-7141

Natural History Museum/Steinhart Aquarium (415) 750-7128

San Francisco Zoo (415) 753-7073, 753-7080 sfzsmd@fwl.edu \*TCA

GGNRA (415) 556-3535 ggnramd@fwl.edu C

Randall Museum (415) 554-9600 rmmmd@fwl.edu CM

#### Marin

Bay Area Discovery Museum (415) 487-4398 CM

Bay Model Visitor Center (415) 332-3871 M

Marine Mammal Center (415) 289-7325 A

Wildcare (415) 453-1000 CA

California Center for Wildlife (415) 456-SAVE

#### Coast

Life Lab (408)459-2001 llspmd@fwl.edu (garden-based, k-6) T

Monterey Bay Aquarium (408) 648-4888 mbamd@fwl.edu \*TCA

Elkhorn Slough (408) 728-2822 esnermd@fwl.edu \*TC

#### Points North

Explorit! Science Center (916)756-0191 escmd@fwl.edu \*CM

UC CRESS Center \*T

Six Flags/Marine World (707 ) 644-4000 mwausamd@fwl.edu \*TCA Vallejo

#### Points South

Lawrence Livermore Labs (925) 424-0576 llnlmd@fvl.edu T  
Livermore Sandia National Laboratories (925) 294-2703 snlmd@fvl.edu T

San Jose Tech Museum of Innovation (408) 279-7150 tmoimd@fvl.edu TCM

Guide to Symbols:

- \* Information Resources
- T Teacher workshops or seminars
- C Programs for children
- M Museum
- A Animal collection
- B Botanical Collections