**CSU Transforming Course Design Initiative Proposal**

**Project Title:** Virtual Professional Development for Master Teachers (VPD for MTs)

**Category:** Capability Development and Collaboration

**Project Leader:** Sandra B. Chong, Ph.D., CSUN

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<th>INTRA-CAMPUS Collaboration Team</th>
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<tr>
<td>Judy Lombardi (Faculty, SED)</td>
<td>Nancy Burstein (Chairperson, SPED)</td>
<td>Helene Mandell (CalStateTeach)</td>
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<td>Sally Spencer (Faculty, SPED)</td>
<td>Bonnie Ericson (Chairperson, SED)</td>
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<td>Marilyn Filbeck (CSUN Assessment Director)</td>
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<td>Technology, Multimedia, &amp; ADA Experts (3 persons)</td>
<td>Delores Beltran (CSULA)</td>
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**Current campus projects and plans related to CSU Transforming Course Design**

The principal investigator of this proposed grant currently holds two funded Course Redesign grants—1) an internal grant on Course Redesign funded by the Learning-Centered University Initiative from the Provost’s Office at CSUN and (2) the Colleagues Committed to Redesign (C2R) Grant from the National Center for Academic Transformation (NCAT).

First, the internal course redesign grant is a multi-year project to transform courses in a Multiple Subject credential program pathway to a hybrid mode of instruction using synchronous and asynchronous technology (See Attachment A for more details). More specifically, in year one of the project, the emphasis is on redesigning the reading/language arts and ESL methodology course, which includes development of reusable learning objects, e.g., lecture modules on second language acquisition theories, demonstration videos of exemplary English Language Development (ELD) lessons, and video segments of students’ case studies, which will be made available for all part-time and full-time faculty teaching multiple sections of the course. In addition, the first semester student teaching and seminar course is also being redesigned to provide student teachers with multiple mentors and on-demand support system using multiple applications including Elluminate and Internet Relay Chat (IRC).

Second, the Colleagues Committed to Redesign (C2R) is a three-year grant funded by the NCAT to help support CSUN’s redesign effort to transform undergraduate student teaching and seminar course in the Integrated Teacher Education Program (ITEP), a four-year blended BA and Multiple Subject Credential Program. The redesign features include transformation of traditional...
student teaching seminar course to a hybrid model and virtual professional development for master teachers using synchronous and asynchronous technology to improve clinical supervision (See Attachment B for more details). The grant supports student teaching and seminar course redesign efforts through multiple disciplinary institutes and individualized consultation opportunities with the NCAT’s Course Redesign Scholars.

In addition, the Learning-Centered University Initiative from the Provost’s Office at CSUN also funds four other disciplinary course redesign projects--Art History, Astronomy, Biology, and Communication Studies--to transform the traditional face-to-face to either a fully-online or a hybrid mode of instruction to improve student learning while reducing instructional cost. Moreover, the leadership at CSUN campus affords redesign faculty numerous opportunities to work with Michael Dolence, a renowned consultant on developing learning-centered strategic plans for higher education institutions, to ensure appropriate technology architecture and infrastructure to support not only the current but also the future generation of learners. Furthermore, there are numerous other campus-wide efforts underway to help support faculty in their course redesign efforts, e.g., a committee of experts to help create meta-data for reusable learning objects and to create a system to catalogue and classify the meta-data, and an university-wide committee of academic technology experts to provide specialized technology training workshops and to assist redesign faculty successfully plan, develop and execute projects.

**Description of the need or issue addressed by the proposal**

California State University, Northridge has the largest Teacher Preparation Program in California, preparing and recommending over 55% of all teachers for credentials in the state. Each year, CSUN places over 1,700 student teachers in K-12 classrooms under the direct supervision of master teachers for the requisite two semesters of clinical supervision in the teacher preparation programs. However, due to lack of resources, CSUN has not been able to provide adequate communication and critical training for the master teachers in the K-12 schools. Instead, the task of providing program information and supervision requirements, as well as critical supervision training for the master teachers, is left up to the part-time faculty who make up over 90% of the faculty serving as university supervisors, to whom the program also fails to provide the requisite training. Therefore, the critical experiences in the teacher preparation program lack consistency in quality across hundreds of master teachers, directly impacting student learning outcome in the preparation of future teachers.

This lack of consistency in quality of supervision is clearly evidenced in the CSU Exit Surveys (2005-2006), CSU System-wide Evaluation of Professional Teacher Preparation Programs (2004-2005), and the College’s Assessment Reports (CSUN, 2005-2006). Program completers and graduates, as well as their employing site administrators, have reported that the new teachers lack the confidence and readiness to teach in the K-12 schools, especially in the area of English language development. Moreover, departments’ student teaching assessment data have indicated a dyer need for improved and more consistent quality of supervision experiences across all program candidates. Furthermore, both faculty and students have noted the disconnect in clinical supervision between the university and the K-12 schools, making student teaching experiences confusing and challenging at best.
Likewise, this need for better collaboration with the K-12 schools in clinical supervision has long been recognized in every Teacher Preparation Program on CSU campuses. Many campuses have made multiple attempts to provide better communication and training for master teachers even with the limited resources. However, the sheer physical distance between universities and K-12 schools continue to debilitate campuses’ ability to provide the much needed initial and ongoing professional development for master teachers. In the era of high stakes testing and accountability through the No Child Left Behind Act (2001), an alternative approach to bridging the communication gap and providing initial and on-going clinical supervision training for master teachers is imperative if CSU campuses are to continue to succeed with the preparation of highly qualified teachers.

**Description of project objectives and milestones**

The goal of the proposed project, *Virtual Professional Development for Master Teachers (VPD for MTs)*, is three folds:

1) **to augment existing grant projects** on course redesign in Multiple Subject Credential Program to expand virtual clinical supervision information and training for master teachers,

2) **to extend this initial project in Multiple Subjects to an intra-campus collaboration project** across two other credential programs within the College--Single Subject* and Education Specialist Teacher Credential, and

3) **to scale beyond the university for inter-campus collaboration** across CSU campuses offering Teacher Preparation Programs, e.g., CSUDH, CSULA, and CalStateTeach

The three member intra-campus collaboration team, in consultation with the intra-campus consultants and the inter-campus representatives, will design and develop a common website for master teachers in all three programs with two distinct virtual components—**clinical supervision information/resources and professional development/training**. While the majority of these two virtual components will share much in common across all three credential programs within the college, as well as across CSU campuses offering teacher preparation programs, a substantial portion is expected to be unique to each of the programs and campuses. Therefore, both the common components and the unique components to each of the programs and campuses will be designed in collaborative efforts so as to maintain uniformity in the technology architecture and the infrastructure to encompass future intra- and inter-campus collaboration projects on clinical supervision.

The first component, **the clinical supervision information/resources for master teachers**, will include virtual credential program and clinical supervision information and resources. Some of these will include specific information on program and program pathways, supervision requirements and timeline in student teaching, formal and informal observations and evaluation requirements, criteria for evaluations and scoring rubric for portfolios as well as Classroom Teaching Profiles.

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* Teacher Credential Program in SED is subject specific; therefore, in the YEAR ONE of the project, SED will only develop master teacher training for ONE subject area, ENGLISH. SED will develop other subject areas in the YEARS 2 and 3 of the multi-year project.
The second component, *virtual professional development/training for master teachers*, will include self-paced virtual professional development and training using reusable learning objects on exemplary clinical supervision models of lesson observations, pre and post-lesson conferencing, and mentoring. In addition, a virtual mentoring and support system using synchronous and asynchronous discussion platforms will be included to provide multiple support system for master teachers, e.g., peers, experienced master teachers, and university faculty experts. An ONE-MINUTE video message from the Dean of the College and the respective Program Chairpersons will also be included to welcome and thank the master teachers for their willingness to participate in the collaborative efforts to prepare highly qualified teachers for K-12 schools. This will help personalize an impersonal communication via virtual platform. Moreover, virtual meetings will be held for master teachers, via Elluminate, at the onset of each student teaching assignment as a way to welcome master teachers to clinical supervision, to introduce them to key players in the credential programs for better information dissemination and communication, and to increase master teacher participation in the self-paced virtual professional development activities and training.

By the end of year ONE of the project, intra-campus collaboration team members will complete development of both components of the *VPD for MTs*, in ONE of the program pathways in all three credential programs, MS, SS and Ed Specialist. In addition, team members will develop an initial and ongoing assessment plans to ascertain value added by the *VPD for MTs* on student learning outcome.

In the year TWO of the project, the intra-campus collaboration team members will pilot and fine-tune the components of the *VPD for MTs* developed in year ONE of the project in the respective credential programs. Moreover, team members will develop and add an additional program pathway to respective credential programs, e.g., MS will add the traditional/TNE pathway, SS will add mathematics, and Ed Specialist will add the severe specialization.

Concurrently in the year TWO of the project, the inter-campus representatives will be afforded full access to templates of all reusable learning objects developed for *VPD for MTs* for the respective campus usage. They will also pilot the components that are common to all clinical supervision with their respective master teachers and develop the components that are unique to the respective campus’ clinical supervision, e.g., program information, supervision and evaluation requirements and timeline, and criteria for evaluation and scoring rubric to measure teacher performance assessment.

**An outline of the methods and activities for the project and timeline for the planned activities**

**YEAR ONE: 2007-2008**

**Sept. 2007**

*Articulation Across Three Departments*

- Hold a half-day retreat to review the current project under development and brainstorm critical components of the *VPD for MTs* to be augmented in this proposed project, specifically focusing on
areas in common across all three departments, as well as areas that are unique to each department and programs.

- Review all critical components of the VPD for MTs, conduct task analyses, and prioritize each component and develop a timeline for project completion.
- Develop an overall project assessment plan in consultation with the Assessment Consultant.
- Meet with the campus experts--technology, multimedia and ADA compliance--to discuss best technological options to make VPD for MTs master teacher-friendly.
- Hold a project consultation and advisory meeting with the inter-campus collaboration representatives for feedback and input before commencing project design and development.

Oct. 2007

Design & Develop the Virtual Clinical Supervision Information/Resources Component of the VPD for MTs to Include areas in Common and Unique across all Programs and Campuses

- Develop both the common and unique areas of the virtual clinical supervision informational/resources component, e.g., program information, clinical supervision requirements and timeline, formal and informal observations and documentation requirements, pre- and post-lesson conferences, and criteria for evaluations and scoring rubric for portfolios and the Classroom Teaching Profiles.
- Test run the newly developed clinical supervision information/resources components with the intra- and the inter-campus consultants and representatives, along with the campus technology, multimedia, and ADA experts, for feedback and further recommendations for modification.
- Revisit and examine the initial project assessment plan of the virtual clinical supervision information/resources component for its validity and reliability based on project completion.

Feb. – June, 2008

Design & Develop the Virtual Professional Development/Training Component of the VPD for MTs to be Used Across All Programs and Campuses

- Meet with intra- and inter-campus consultants and representatives, along with technology, multi-media and ADA experts, to identify and decide on the critical professional development/training modules to be developed for master teachers.
- Create an ONE-MINUTE video message from the Dean of the College and the respective Program Chairpersons to welcome and thank the master teachers for their willingness to participate in the collaborative effort to prepare highly qualified teachers for K-12 schools.
- Develop
• reusable learning objects in the form of video and audio
  segments that are self-paced, virtual professional
  development/training modules on clinical supervision for
  master teachers. Some of these training modules will
  include 1) how to conduct student teaching observations, 2)
  how to document teacher candidate progress, 3) how to
  provide effective pre- and post-lesson conferences, and 4)
  how to mentor novice teachers.
• a platform for virtual professional development meetings
  with master teachers using Elluminate.
• an online and on-demand multiple support system using
  synchronous and asynchronous Internet Chat.

- Test run all the newly developed reusable learning modules for the
  virtual professional development/training component with the
  intra- and inter-campus consultants and representatives, as well as
  the campus technology, multimedia and ADA experts, for
  feedback and further recommendations for modifications.
- Revisit and examine the initial project assessment plan of the
  virtual professional development/training component for its
  validity and reliability based on project completion.

YEAR TWO: 2008-2009

Fall, 2008

Intra-campus Implementation
- Pilot VPD for MTs with CSUN master teachers across all three
  credential programs.
- Continue to fine-tune, update, and maintain all components of the VPD
  for MTs, and continue to augment the site with newly developed
  information/resources and professional development/training as
  needed.
- MS credential program will add another program pathway—
  INTERN—to the VPD for MTs and develop the areas unique to the
  program pathway.
- SS credential program will add another subject area—mathematics--to
  the VPD for MTs and develop the areas unique to the subject specific
  component.
- Ed Specialist credential program will add another area of
  specialization-severe--to the VPD for MTs and develop the area unique
  to the specialization specific component.

Inter-Campus Implementation of the Components in Common and
Development of the Components that are Unique to Programs and
Campuses
- Conduct a pilot study of the common areas of the VPD for MTs with
  master teachers in the respective programs and campuses.
• Form an intra- and inter-campus collaboration teams to begin designing and developing the unique areas of the VPD for MTs for each of the respective programs and campuses
• CSUN intra-collaboration team members will serve as the campus’ inter-campus consultants.

Spring, 2009

Continued Implementation and Development of VPD for MTs
• MS credential program will add another program pathway—Traditional and TNE—to the VPD for MTs and develop an area unique to the program pathways.
• SS credential program will add another subject area—science—to the VPD for MTs and develop an area unique to the subject specific component.
• Ed Specialist credential program will add another area of specialization—(need another specialization from SPED—DEAF AND HARD OF HEARING?) to the VPD for MTs and develop an area unique to the specialization specific component.
• Showcase both the virtual information/resources and the virtual professional development/training components of the VPD for MTs, specifically focusing on reusable learning objects that campuses can transport and use for their own master teacher support and training.

Expected results and how these results will be used on the campus and/or within the CSU
The expected outcomes of the extended and scaled up collaborative Virtual Professional Development for Master Teacher projects (VPD for MTs) are
1) improved collaboration between university and K-12 schools in clinical supervision,
2) increased student learning outcome in teaching performance,
3) increased teacher candidate confidence and readiness to teach diverse learners, and
4) improved consistency in quality of clinical supervision across departments at CSUN as well as across CSU campuses.

Resources requested, and a description of other campus resources committed to the project. (Collaborative projects involving more than one campus will specify the role of each campus and the resources requested/committed by each campus.)

Year ONE:
Fall, 2007

Proposed Budget
• Project Director/Coordinator
  o 3 units of release time x 1 = $4,516
• 3 Intra-campus collaboration team members
  o 3 units of release time x 3 = $13,548
• 4 intra-campus collaboration consultants
  o Stipend of $1,000 each x 4 = $4,000
• Technology, multimedia and ADA Compliance experts
  o 1 unit of release time/stipend x 3 = $4,516
• 5 Inter-campus collaboration representatives

10/24/2007
Spring, 2008 Proposed Budget

- Project Director/Coordinator
  - 3 units of release time x 1 = $4,516
- 3 Intra-campus collaboration team members
  - 3 units of release time x 3 = $13,548
- 4 intra-campus collaboration consultants
  - Stipend of $1,000 each x 4 = $4,000
- Technology, multimedia and ADA Compliance experts
  - 1 unit of release time/stipend x 3 = $4,516
- 5 Inter-campus collaboration representatives
  - Stipend of $500 each x 5 = $2,500

**Sub-Total: $29,080**

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**Total Budget Requested for YEAR ONE of the project: $58,160**

We anticipate a need for year two funding in order for:

**Intra-campus Collaboration Team members to:**

1) conduct a pilot study of VPD for MTs in ONE program pathway in all three credential programs—MS, SS, Ed Specialist—and use the study findings to finetune and modify VPD for MTs.

2) develop and add the unique components of the VPD for MTS in each of the remaining program pathways (e.g., traditional, Teachers for a New Era, Intern, and ACT) in all three credential programs.

3) design assessment plans and collect pertinent data to ascertain value added by the VPD for MTs in all three credential programs.

4) attend the inter-campus collaboration team meetings to help respective campuses design and develop VPD for MT components that are unique to their respective programs and campuses.

5) showcase the VPD for MTs, specifically focusing on reusable learning objects that campuses can transport and use for their own master teacher support and training.

**Inter-campus Collaboration Team members to:**

1) conduct a pilot study of all common components of the clinical supervision, developed under the VPD for MTs, with master teachers in the respective credential programs at their respective campuses.

2) write their own campus proposals to design and develop the unique components of the VPD for MTs in their respective credential programs and campuses.