

The UCSC Master of Arts in Education and Teacher Credential Program prepares teachers for California's underserved students. Through a combination of coursework, classroom placements and research projects, students in our program learn to integrate theoretical perspectives with teaching practice. We seek to prepare our graduates to be informed, articulate, analytical leaders of educational reform within schools and the community.

The MA/Credential program is intensive, full-time and 12 months in duration. This five-quarter program is comprised of two summers and one academic year (three quarters). Our program plan is aligned with SB 2042 standards for teacher preparation required of all California institutions of higher education engaged in teacher preparation and certification. Upon completion of the program, students earn a combined preliminary California teaching credential (Single or Multiple Subject) and master's degree in education. Graduates are prepared to teach K-12 English language learners. We also offer the Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) emphasis teaching credential. The BCLAD emphasis authorizes primary language instruction (in Spanish) in either bilingual or dual immersion settings.

Philosophy of the Master of Arts in Education/ Teacher Credential Program

The purpose of the Education Department's instructional programs is to prepare all students, undergraduates through graduate, to engage in the analysis and integration of educational theory, research, and practice for a society of increasing diversity. Our primary intellectual and practical focus is on fostering equitable and effective schooling for all K-12 students. In working toward this focus we are committed to the development of teachers with theoretical and practical perspectives that are responsive to the

diverse cultural, social and linguistic backgrounds of the children who comprise the current and future populations of California's K-12 schools.

We are very proud of the MA/Credential program. Unlike many other MA/Credential programs, over 60% of our ladder faculty teach regularly in this program, participate in the admission of students, and help evaluate the final papers. Our teacher-supervisors are exemplary teachers who leave their districts for a short period of time (typically 2-4 years) to mentor new teachers. Consequently, they are well versed in current practical aspects of classroom teaching. Because their sole responsibility is the mentorship of student teachers, the students benefit from their undivided attention. This program of support for emerging teachers is the same model used at the highly acclaimed New Teacher Center to support teachers during induction.

Breadth, Depth and Coherence of Curricular Program

The pedagogy of our teacher preparation program is characterized by the following core themes.

1. Situating instruction in the activity of learning/teaching in schools.

In the UCSC Teacher Education program, students are required to observe and participate in classrooms throughout the school year. Each course requires students to connect theoretical and practical perspectives on learning and teaching to their experiences in their classroom placements. Student teaching placements are organized so that our students are well supported as they gradually assume greater responsibility for classroom instruction. University supervisors, who are themselves veteran teachers on loan to the university from their districts, tailor their support to the needs of teacher education students via an intensive model of supervision that entails bi-monthly observations of student teachers followed

by consultation. Several times throughout the school year, supervisors, cooperating teachers, and student teachers meet to discuss student teachers' progress in their placements and to set goals for their future development.

2. Drawing on the personal, intellectual, social, and cultural experiences and resources of our students.

Personal reflection is emphasized in nearly every course in our program. Faculty routinely begin a course by asking students to reflect on their own experiences of learning in schools and other settings. In several courses, students are asked to access their own learning processes as they engage in learning activities in a particular subject area. For example students in courses focused on literacy, science, math, and social science engage in inquiry activities in those subject areas followed by reflection on the processes they employed. These activities become an important source of data for reconsidering what comprises knowledge and understanding in a particular subject area. As students discuss their experiences and understandings as learners, they often reconsider their own strongly held assumptions about learning, teaching, and diversity.

3. Integrating theory and practice

A synergistic relationship between theory and practice is reflected in many facets of our program. This is embodied in coursework that provides students with opportunities to explore these relationships via a variety of means, including discussions of the practical implications of theoretical perspectives on learning and teaching; the development and implementation of instructional practices that are grounded in clearly articulated theoretical perspectives on learning and teaching; and inquiry data-driven projects focused on learning and teaching in the students' placements or classrooms.

4. Fostering inquiry and reflection

To ensure the development of reflective and inquiring practitioners, students constantly engage in inquiry and analysis of some aspect of classroom life in the schools and classrooms where they are placed. With the assistance of faculty, they not only plan and implement a range of instructional activities, but they reflect on what occurred, drawing on evidence of student learning and engagement. These reflections serve as an important basis from which to construct new practices and perspectives. In addition, inquiry projects that involve students in studies of learning and teaching in their classrooms represent an important vantage point from which to consider and construct pedagogical perspectives and practices.

5. Fostering collaboration and community among students

A unique aspect of the MA/Credential program is our cohort model, which fosters collaboration and community among students. Students are organized in cohorts of between 15 and 20 students seeking the same credential. As a cohort, they jointly reflect on individual and collective challenges, providing one another support and alternative perspectives on issues during problem solving. Because students work together in the context of student teaching seminars over the course of their time in the program, they develop important informal personal connections with one another. These connections are a context through which they receive and give emotional as well as intellectual support.

6. Preparing future teachers to enact social justice and equity pedagogies that help recognize and build on K-12 students' varying abilities, interests and cultural experiences as resources for learning and teaching.

These pedagogies include the use of innovative approaches to instructional practices, lesson design, and performance assessment,

which are aimed at expanding student opportunities to learn and deepening student understanding. The program also promotes the engagement of K-12 students with challenging content while developing their academic language in a wide range of disciplines. Most importantly, we endeavor to prepare teachers who engage, with their students, in a critical analysis of social justice issues aimed at building a just and democratic society.

Philosophy and Structure of Comprehensive or Capstone Requirements

The comprehensive requirement for Master of Arts in Education students is the capstone portfolio. The capstone portfolio is comprised of three sections: Becoming an Educator Essay, Content Study and the Performance Assessment for California Teachers (PACT). The capstone requirements provide candidates with an important opportunity to articulate their vision of learning and teaching in a way that integrates theoretical perspectives with practice. The portfolio is intended to be the culmination of the candidate's work over the course of the master's program and to demonstrate the depth as well as the breadth of the candidate's understanding and achievement.

To achieve this aim, candidates are expected to demonstrate how theories have informed their practice and how practice illuminates or contributes to theoretical understandings. They are also expected to show how, through reflection leading to action, they are attempting to improve their practice. Throughout the portfolio candidates must address their roles as educators working in a state and nation that is experiencing serious social, economic, and educational inequities. That is to say, all facets/sections of their portfolio must explicitly address how candidates promote equity, excellence, and advancement in education for all students given California's cultural, linguistic, and social diversity.

The following paragraphs describes each section of the Master's

Capstone Portfolio in greater detail:

Becoming an Educator Essay: A statement of the candidate's vision as an educator. The statement should describe how educational theory informs and is informed by the candidate's classroom practice. Becoming an Educator Expectations provide a detailed description.

Content Study (for Secondary Students): A demonstration of the candidate's knowledge with respect to the content for which he or she is responsible, together with appropriate pedagogical practices for teaching this content. Content Study Guidelines will be provided in fall research and theory courses for single subject candidates.

The PACT: The PACT is an in-depth performance assessment of all aspects of teaching in a selected content area. The Teaching Event includes planning and teaching a three-lesson sequence, analysis of student work samples, and a reflection on videotaped lessons. The Teaching Event Guidelines provide a complete description of the tasks and the subject specific rubrics describe the criteria needed for successful completion. Secondary candidates will complete the Teaching Event in their content area, which will be implemented in winter and spring quarters. For elementary candidates, the Teaching Event will be completed in Math or Literacy during the winter and spring quarters. During other quarters, elementary candidates will complete Content Area Tasks in Science, Social Studies, and either Math or Literacy as determined by the candidate's Teaching Event selection.

The Curriculum

The teacher education program is comprised of 70 quarter units of coursework leading to a preliminary credential and Masters in Education. The program is organized so that Single Subject and Multiple Subject students participate in activities that are

especially tailored to their credential goal. Courses are offered over a twelve-month period beginning and ending in the summer.

During Summer I, students take two foundation courses, Teaching, Learning, and Schooling in a Diverse Society, and Social Foundations of Education. In addition, all students take a course focused on Health, Safety and School Community. During a three-week interim quarter between summer I and fall quarter, the Summer Bridge, students begin some of their coursework for the fall quarter.

During fall, spring and Winter Quarters, students take coursework focused on learning and teaching in particular subject areas. Single Subject students take courses in research and methodology in their subject area focus. Multiple Subject students take courses in teaching math, reading, social sciences and science. In addition, both Single Subject and Multiple Subject students take courses on instructional approaches for working with English language learners and special needs students. During the fall, winter and spring quarters, a three-course sequence, Language, Literacy and Diversity, is also required for those candidates seeking BCLAD certification.

As part of their coursework in the program, all students participate in Student Teaching Seminar (fall, winter and spring) where they meet in grade level cohorts to address issues that are specific to their credential area. For example students in the student teaching series are grouped in cohorts led by their teacher supervisor. These cohorts meet regularly throughout their entire time in the program to discuss topics that relate to their grade level and subject area as well as to reflect on their own teaching and to provide one another continued support and advice.

Finally, during Summer II all students take a two-unit course on the use of technology in schools and a two-unit portfolio course, which enables them to receive individualized support leading to the completion of their Masters Portfolio, which is a graduation

requirement. In addition, Multiple Subject students take a series of courses designed to provide pedagogical preparation in the arts and physical education. Single Subject students also complete courses in reading and writing across the curriculum, while multiple subject candidates complete a course on writing in elementary classrooms.

Size

Our program enrolls an average of about 85-95 students per year, evenly divided between MS and SS candidates. Our historical enrollments show relatively stable figures.

Quality

Our applicants include graduates from nearly every UC campus as well as from a number of CSUs and private universities. The majority of students tend to be UC graduates. For example, 60% of the students in an average class are UCSC graduates and another 10% graduated from other UC campuses. Many of the students have completed the department's minor or taken some of the courses.

Candidates seeking admission to the program must have a bachelor's degree and a cumulative grade point average of 3.0 or higher. To further assess student potential for graduate level work, we also require a writing sample and three letters of recommendation, including at least one of which addresses the candidate's academic performance. In addition, each student must have completed a course that focuses on the academic experiences of ethnic minority children living in the United States. They must also have completed a documented field experience with children or youth in an educational setting. Experience working as a substitute teacher, tutor, camp counselor, or instructional aide is acceptable. Prior to admission, program candidates must have received a passing score on the CBEST basic skills test and passed

the CSET subject matter exam (or successfully completed at least 80% of coursework leading to a subject matter waiver). We offer admission to approximately 50-60% of our applicants. Of those admitted, approximately 75% attend.