



**ACCELERATED COLLABORATIVE TEACHER
RESIDENCY PROGRAM**

Michael D. Eisner College of Education
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The ACT Program Handbook is designed for teacher candidates, faculty, mentor/cooperating teachers, university supervisors, and coordinators participating in the Accelerated Collaborative Teacher (ACT) Residency Program. It is intended to provide an overview of the program including principles and program components, describe responsibilities of ACT residents and faculty participating in the ACT Program, and explain ACT policies and procedures.

The ACT Coordinators and Faculty

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ACT PROGRAM CONTACT LIST

The ACT Residency Program is offered through the Michael D. Eisner College of Education at California State University, Northridge. ACT teacher candidates must meet all university and credential program requirements to participate in the program. The following information is provided to assist ACT residents in contacting appropriate offices and personnel during the program.

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ACT Residency Program Overview



The ACT Residency Program reflects the philosophy and guiding values of the College of Education. This philosophy is expressed in the following Conceptual Framework adopted by the College.

Conceptual Framework – Michael D. Eisner College of Education

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

The ACT Residency Program is offered collaboratively between the College of Education at California State University, Northridge (CSUN), the Los Angeles Unified School District, and other approved school districts. ACT is designed for teacher candidates who have completed a bachelor's degree and are interested in a one-year full-time credential program. The program leads to a Preliminary Multiple Subject, Single Subject, or Education Specialist Credential. ACT was developed through the DELTA (Design for Excellence: Linking Teaching and Achievement) Collaborative, an initiative of the Los Angeles Annenberg Metropolitan Project (LAAMP) and supported by a 5-year grant from the Weingart Foundation.

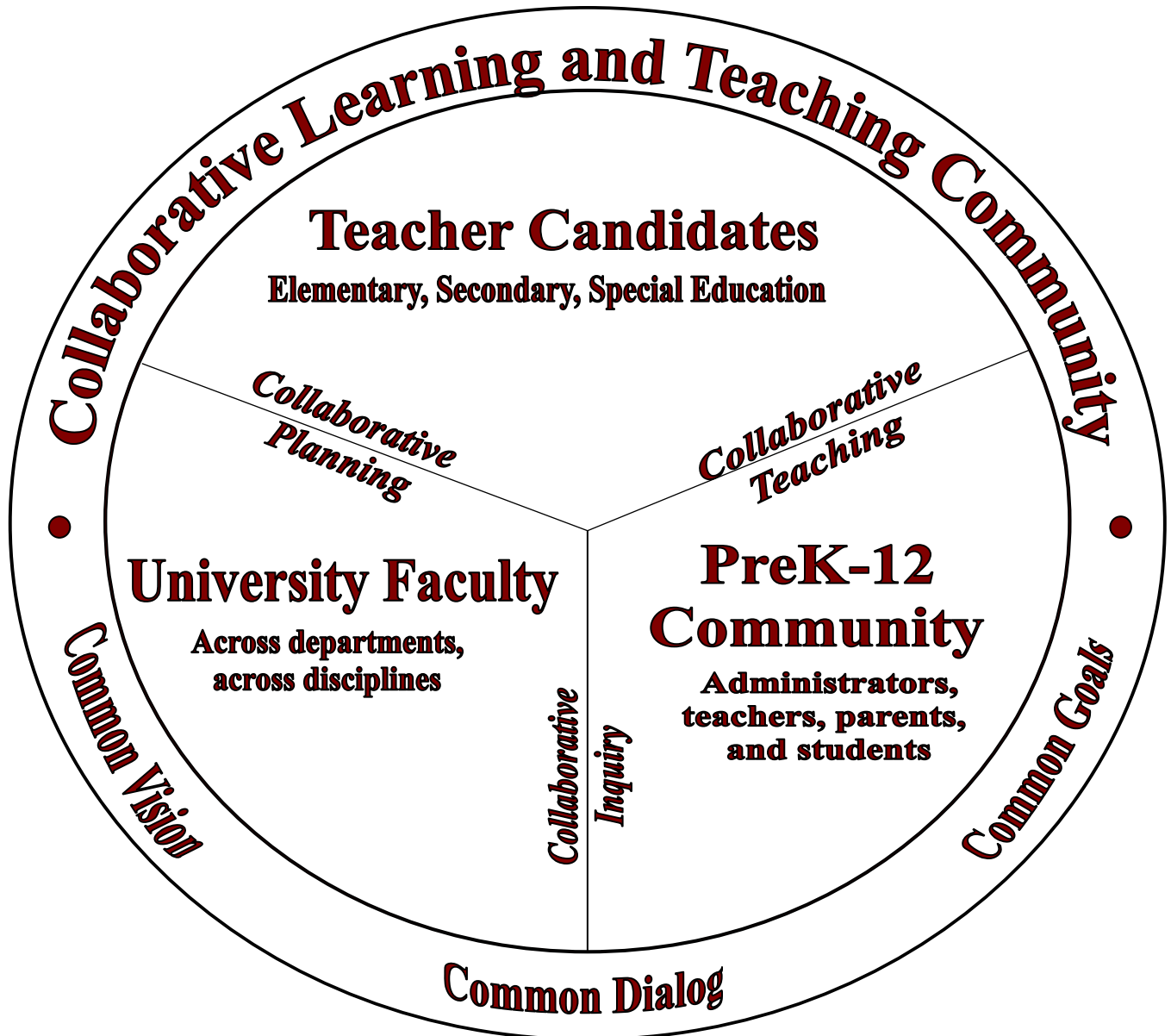
The values that the ACT Program promotes are reflected in the following **vision statement**:

We are a collaborative, supportive, empowering community, united in the commitment to invigorate ongoing teacher education and utilize research and assessment that will inspire best teaching practices to meet the diverse needs of students and to significantly affect student achievement.

Our goal as a Collaborative is to create and sustain a learning and teaching community that fosters collaborative planning, teaching and inquiry among teacher candidates, university faculty, and the PreK-12 community. Figure 1 depicts the interrelationship of the elements of such a community.

Figure 1

Collaborative Learning and Teaching Community



ACT Core Program Principles



In the developmental stages of the program, various members of the Collaborative met to discuss elements of the ACT Program. From these elements, a core set of principles was derived that have guided the development and implementation of the ACT Residency Program:

- **A standards-based program** – ACT is organized around the six interrelated domains of the California Standards for the Teaching Profession and incorporates the Common Core Standards.
- **A developmental approach** – The scope and sequence of the content and experiences build developmentally, one upon the other.
- **Extensive and intensive field experiences** – Teacher candidates complete a full year of fieldwork in the classrooms of effective general or special educators who serve as mentor/cooperating teachers.
- **Preparation to teach diverse urban learners** – ACT promotes a sensitivity to diversity and the knowledge and skills necessary to teach in multicultural and multilingual settings.
- **Alignment with the school district calendar** – The ACT calendar aligns with the district calendar so that teacher candidates experience a full year of school life.
- **Professional learning and teaching community** – Through ACT teachers, administrators, parents in the community, teacher candidates and university faculty are collectively immersed in sharing knowledge, inquiry, and problem solving.

ACT - A Teacher Residency Program

In 2010 CSUN was awarded a Teacher Quality Partnership grant by the U.S. Department of Education to establish ACT as a teacher residency program. Teacher residency programs have been specifically designed to provide high quality teachers in low-income urban schools and are based on a medical residency model in which professional coursework is paired with clinical experience. ACT had already pioneered many of the principles of a residency program and has incorporated the full residency model.

Guiding Principles of a Residency Program

- Strong district/university **partnership**
- Progression through the program as part of a rigorously selected **cohort**
- **Full-year teaching** alongside an experienced, trained **mentor** and aligned to school calendar
- **Tightly aligned** education theory and classroom practice
- Ongoing mentoring and **support**

TURNING THE EDUCATION OF TEACHERS “UPSIDE DOWN”

The emphasis of a residency program is on Clinical Practice as shown in the diagram below.

From: Program emphasis on **academic preparation** and course work loosely linked to school-based experiences.



To: Programs grounded in **clinical practice** and interwoven with academic content and professional courses.

OUR UNIQUE FEATURES:



The ACT Residency Program offers several unique features, including:

- Guaranteed enrollment in courses
- Professional preparation in one academic year
- Personalized advisement and mentoring
- Progression through the program as a cohort
- Emphasis on field based experiences with diverse learners
- One-on-one coaching by experienced mentor teachers

ACT credential candidates are enrolled in coursework full time and complete field experiences and student teaching in selected schools under the supervision of exemplary mentor/cooperating teachers.

Employment While Enrolled in the ACT Program

The ACT program is designed for teacher candidates who are available for full-time study. While many students enrolled in the ACT Program are employed on a part-time basis, they must be able to arrange their work schedules to accommodate the ACT Program class and field experience schedule.

E-Mail

CSUN sends all official communication by email, including registration information. Therefore, all teacher candidates enrolled in the ACT Program are required to obtain and maintain a CSUN email address. Candidates may link their CSUN Webmail account to a private Internet service provider, but are responsible for checking their CSUN email address regularly for messages. To activate your CSUN email, go to <http://www.csun.edu/account>.

Program Components



The two-semester ACT Residency Program consists of three components: core courses designed for all credential candidates, specialization coursework, and field experiences.

Core. The Core, consisting of two courses that are collaboratively taught, focuses on foundational knowledge and skills for teachers serving diverse urban learners. All ACT candidates (i.e., elementary, secondary and special education) progress through these courses together.

Specialization. Building on the core, specialization courses are designed for each specialization area (elementary, secondary and special education). Credential candidates attend the appropriate specialization courses with course content coordinated across core, specialization courses and fieldwork.

Fieldwork. Fieldwork is an integral part of the ACT Residency Program and is designed to provide extensive experiences across grade levels and increase in intensity with each semester. Credential candidates are assigned to teachers who have been selected to guide and mentor the teacher candidate in the field experience.

In semester one, credential candidates are assigned to a mentor/cooperating teacher to observe, participate and begin to assume responsibility for planning and teaching. In the second semester, credential candidates increase their teaching responsibility and assume greater responsibility for the classroom. It is expected that by the end of the spring semester of student teaching, the candidate will demonstrate the competencies required of a beginning teacher as reflected in the California Standards for the Teaching Profession (CSTP) and associated Teacher Performance Expectations (TPEs). Fieldwork hours vary according to specialization requirements. Table 1 provides an overview of the ACT Program for the three specializations.

Table 1: ACT Course Requirements by Program



		Semester One - Fall	Semester Two – Spring	
Core	All ACT Candidates	ELPS 541A –Introduction to Teaching in Urban Schools (1) SPED 541B - Introduction to Teaching in Urban Schools (2)	ELPS 542A –Meeting the Needs of All Students in Urban Schools (2) SPED 542B - Meeting the Needs of All Students in Urban Schools (1)	
	Specialization	Elementary	EPC 500 – Foundations of Elementary Teaching (3) EED 520 – Reading Instruction for Diverse Learners (3) EED 577 – Language Arts Instruction and English Language Development (3) EED 565M – Mathematics Curriculum and Methods (3) EED 515 – Learning Technologies (3)	EED 565S – Science Curriculum and Methods (3) EED 575 – Integrated Social Studies and Arts Curriculum and Methods (3) KIN 595PE – Applied Methods for Physical Education (1) HSCI 465ELM – Teaching Health in the Elementary School Classroom (1)
		Secondary	EPC 420 – Educational Psychology of Adolescents (3) SED 511 – Fundamentals of Teaching in Multi-ethnic/Multi-lingual Secondary Schools (3) SED 525 – Specialized Teaching Methods (3) SED 514 – Computers in Instructional Programs (3)	SED 521 – Content Area Literacy and Learning in Multiethnic Secondary Schools (3) SED 529 – Methods of Teaching English Learners (3) HSCI 466 ADO – Health Concerns of the Adolescent (1)
Special Education: Mild/Moderate and Extensive Support Needs		SPED 402 – Promoting and Supporting a Positive/Inclusive School Climate (3) SPED 406 – K-12 Literacy Instruction for Diverse Learners with Disabilities (3) SPED 407 – Communication, Language, and Early Literacy Development (3) SPED 511 – Assessing Diverse Learners with Mild to Extensive Support Needs (3) EED 565M – Mathematics Curriculum and Methods (3) or SED 525 – Methods of Teaching Single Subjects (3)	SPED 416 – Educating Diverse Learners with Disabilities and Working with Their Families (3) SPED 502MME – Literacy Intervention for Diverse K-12 Students with Mild to Extensive Support Needs (3) SPED 503MME – Curriculum and Instruction for Diverse Learners with Mild to Extensive Support Needs (3) SPED 545 – Support Strategies for Learners with Physical and Multiple Disabilities (3)	
Fieldwork	Elementary	EED 567ACT –Supervised Fieldwork (4) EED 559C –Supervised Fieldwork Seminar (2)	EED 568ACT – Student Teaching (6) EED 559F –Student Teaching Seminar (1)	
	Secondary	SED 554 and 554S – Supervised Fieldwork and Seminar (3 + 2)	SED 555 and 555S – Student Teaching Experience and Seminar (5 +1)	
	Special Education	SPED 579ACT – Supervised Fieldwork with Exceptional Learners and Seminar (3)	SPED 580ACT – Advanced Fieldwork with Exceptional Learners and Seminar (6)	

Faculty Connected with the ACT Residency Program



There are a variety of faculty connected with the ACT Residency Program who support candidates through coordination, course instruction, and fieldwork supervision.

Coordinators

University coordinators representing each of the three credential options (multiple subject, single subject, special education), and a PreK-12 coordinator, are responsible for administering the ACT Program. Coordinators oversee admissions and advisement of credential candidates in each of the three credential options. They fulfill specific responsibilities related to assignment and coordination of teacher candidates during their field experiences.

Core Faculty

The Core is taught by faculty who co-plan and co-present content from multiple perspectives related to students from culturally and linguistically diverse backgrounds and those with special needs. Candidates participate in whole class and small group instruction.

Specialization Faculty

Specialization faculty teaching in the ACT Program have expertise in a specific area of study, e.g., teaching students with disabilities, or methods related to a subject area discipline.

University Supervisors

University supervisors are assigned during each field experience as candidates learn to teach. The university supervisors observe and evaluate candidates and work closely with mentor/cooperating teachers.

Questions or concerns related to a specialization course should be discussed with the specialization instructor. If at any time a teacher candidate feels his or her questions and/or concerns regarding a specific course have not been satisfactorily addressed, the student should discuss the concerns with the appropriate ACT coordinator.