Progress Report on Activities

July 1, 2008 - July 1, 2009
Year Seven
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Mission and History

Founded in 2002, the Center for Teaching and Learning at the Michael D. Eisner College of Education, California State University, Northridge (CSUN), serves as an enduring site for educational change and development. It is the mission of the Center for Teaching and Learning to keep CSUN at the forefront of cutting edge innovations in preparing teachers, educational administrators, school counselors, school psychologists, and other school-related personnel.

The Center for Teaching and Learning has an initial charge of exploring the work of Dr. Mel Levine and his organization the All Kinds of Minds nonprofit institute, as well as investigating the impact of the institute’s Schools Attuned professional development and service delivery program on student learning outcomes, teacher knowledge and instructional practices, and systemic school change.

The creation of the Center for Teaching and Learning, as well as the position of Executive Director and The Eisner Chair of Teaching and Learning, was made possible by a generous gift received from The Eisner Foundation in spring 2002. Michael D. Eisner, CEO of The Walt Disney Company, his wife Jane, and their sons Breck, Eric, and Anders, have greatly assisted at-risk children and their families through their numerous contributions to non-profit organizations in the Los Angeles and Orange County areas of Southern California.
The Center for Teaching and Learning at the Michael D. Eisner College of Education, California State University, Northridge (CSUN), has continued to embrace and fulfill its mission of exploring innovative programs that impact the preparation of teachers and school related professionals. Center Fellows and Associates have been engaged in efforts to improve the preparation of teachers and school related professionals across the continuum of professional development, tracking implemented changes from admission to our programs to employment out in the schools. A growing list of external and internal innovators has contributed to our knowledge base and continues to transform our ongoing professional preparation efforts at CSUN. And new exploration of transdisciplinary service delivery options and an interprofessional preparation curriculum have become areas of increased focus as the Center responds to increasingly complex learning needs of the surrounding community.

Consistent with previous annual reports, this document offers a review of activities and accomplishments of the Center over the past year. Each section is organized according to the original initiatives specified in the Gift Grant Agreement between The Eisner Foundation and California State University, Northridge, as authorized on March 21, 2002.

We always welcome your feedback. Please address questions comments and suggestions to the director at Richard.goldman@csun.edu.

Richard L. Goldman
Director
Progress Report on Initiative #1:

Pre-service Preparation
The CTL has a strong belief that professional development is a continuum that incorporates pre-service and in-service activities. As indicated by the enclosed reports, courses are being enhanced through the creativity of the Fellows with curriculum activities being embedded into classes in departments throughout the college. In addition, projects focusing on Positive Psychology, Autism Spectrum Disorder, Bridging Cultures and Deaf, Neurodevelopment and Deaf Education have had a direct impact on CSUN students.

Please see Appendix A for a representative sampling of faculty work products to illustrate how these efforts are being implemented in Pre-Service Preparation.

- **Presentation:** Active Learning Instructional Intelligence
- **Flyer:** Bridging Cultures
- **Article:** Cultures in Harmony
- **Flyer:** SLIP
- **Syllabus for SPED 505MM – Curriculum & Instruction for Diverse Learners with Mild/Moderate Disabilities**
- **CTL on the Cutting Edge – Positive Psychology**
Erin Studer                                      Project Title: Creating Highly Effective Teachers

ACTIVITIES /ACCOMPLISHMENTS

CSU Teaching Symposium – Instructional Intelligence
Chime Elementary/MS – Presentation of Instructional Intelligence and Motivation
BTSA District 2 sessions on Instructional Intelligence and Resiliency
CSUN Teacher Intern Supervisors – Neurodevelopment (presented by Jenny Jones)
Resiliency/Mindset Presentation to clinical psychologists – Dr. Andrea Ackerman

CONTACTS /COLLABORATIONS

T-CARE Project & Mindset/Resiliency Group
Director SCU Faculty Professional Development
Orfalea Project on Neurodevelopment

IMPACT ON CSUN STUDENTS

Students were exposed to the innovations through CSUN course work:
SPED 504, SPED 505, Steve Holle’s Student Teaching Seminar;
Virginia Kennedy SPED 628

IMPACT ON TEACHERS

Members of the innovation groups have worked in a variety of ways over the past year to improve
teacher effectiveness at CHIME Elementary/MS, Lorne Street Elementary, LAUSD District 2 Schools,
Conejo Valley Unified Schools and many local independent schools as well.

ASSESSMENT

Shmuel Shwarzmer created an informal motivation assessment for adults.
Pilot research was begun by the Instructional Intelligence Group. The group reviewed the reflections of
student teachers who had used inductive teaching methods.

PRESENTATIONS

CSU Teacher Symposium – Bennett Group
Name: Kathy Coleman & Erin Studer  Project title: Creating Highly Effective Teachers

ACTIVITIES / ACCOMPLISHMENTS

CSU Teaching Symposium – Instructional Intelligence
Chime Elementary/MS – Presentation of Instructional Intelligence and Motivation
BTSA District 2 sessions on Instructional Intelligence and Resiliency
CSUN Teacher Intern Supervisors- Neurodevelopment (presented by Jenny Jones)
Resiliency/Mindset Presentation to clinical psychologists-Dr. Andrea Ackerman

MEETINGS and CONFERENCES

2 CTL Fellows Meetings
2 CTL Research Meetings – Establish Research Steering Committee
2 CTL PD Leader Meetings
8 Innovation Group Meetings
Innovation phone conferences with Dr. Robert Brooks, Rick Lavoie, and AKOM—Phone conference with Dr. Barrie Bennett will take place summer 2009
Scholar Network Call

CONTACTS and COLLABORATIONS

T-CARE Project & Mindset/Resiliency Group
Director SCU Faculty Professional Development
Orfalea Project on Neurodevelopment

IMPACT ON CSUN STUDENTS

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ASSESSMENT

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PRESENTATIONS

CSU Teacher Symposium – Bennett Group

RESEARCH

Instructional Intelligence research – Steve Holle’s Student Teaching Seminar
Gathering of research materials from CHIME
Two research meetings
Research steering committee formed
Collected CSUN PD Leader research surveys
ACTIVITIES / ACCOMPLISHMENTS

Implemented Bennett strategies in SPED 505MM
Began work on research article related to preservice use of Bennett’s work
Prepared and presented at CSU conference on use of Bennett’s strategies at the university level

MEETINGS/CONFERENCES

CSU Conference (San Luis Obispo)
Research Meetings (CTL)
Innovator Group meetings
CTL Fellow Meetings
Rick Lavoie Presentation at CHIME
PD Leader meetings

CONTACTS or COLLABORATIONS

Will be presenting to CSUN Faculty on use of Bennett strategies
Collaborated w/ Steve Holle to have T-Care presented in SPED 580MM seminar

IMPACT ON CSUN STUDENTS

Students in SPED 505MM learned how to implement Bennett strategies in their classrooms. They learned the concept of Instructional Intelligence and how it relates to student engagement.

IMPACT ON TEACHERS

SEE above. Many of the students in that class are currently working teachers

ASSESSMENT

One teacher (in SPED 505MM) used a Bennett instructional strategy (Placemat) as an assessment device in her classroom. She reported back on the satisfaction of the students, and the success of the activity.

RESEARCH

Our group is working on a qualitative analysis of student reflections about use of Bennett’s strategies.

PRESENTATIONS

Name: Sue Sears  Project title: Establishing Summer Intervention Program

ACTIVITIES /ACCOMPLISHMENTS

Received Department, College and University approval for Summer Literacy Intervention Program (SLIP) (See Attachment A)
- Developed and distributed SLIP flyers/brochures to schools and on list serves throughout the San Fernando Valley (See Attachments B and C)
- Developed SLIP website and on-line registration procedure (See http://www.csun.edu/~sped/slip.html)
- Conducted SLIP start-up activities

MEETINGS and CONFERENCES
- Meetings with Department Center Advisory Committee
- Meetings with Dr. Ivor Weiner and Dean Michael Spagna
- Meeting with TLC Directors to reserve summer space

CONTACTS or COLLABORATIONS
- FFREC posted flyer on website
- List serves posted flyer ("The Village RFS"; Autism Speaks)

IMPACT ON CSUN STUDENTS
- CSUN students have been contacted to serve as SLIP tutors. In addition it is anticipated that findings from the summer program will impact instruction and clinical experiences of CSUN credential and graduate level candidates.

IMPACT ON TEACHERS
- Community K-12 teachers have a referral for special education students in need of intensive literacy instruction.

ASSESSMENT
- Summer work includes the development of assessment protocols for use as pre- and post-intervention measures. Use of these will inform credential and graduate level coursework and fieldwork.

RESEARCH
- Surveys of tutors will examine program implementation.
- Surveys of families will assess program satisfaction.
- Pre- and post intervention measures will examine program efficacy.

PRESENTATIONS
- Anticipate submitting proposal during the 2009-2010 academic year.
I. ACTIVITIES / ACCOMPLISHMENTS

1) Member of the Lavoie Innovation group. We continue to develop activities based on the Lavoie motivation book. Our latest endeavor is an activity directed at parents to help them determine what motivates their children. Teachers at Lorne are excited to learn the results of this parent motivation survey, which will be available this fall semester. I attended the Motivation Breakthrough presentation by Rick Lavoie for teachers at Lorne Street School, which was well attended. After the presentation, the group met with Rick Lavoie to make some decisions regarding the work of this group fall semester and to discuss how the accomplishments of our group might best be integrated with that of the other innovation groups and how it might be integrated with the major objectives of the CTL.

2) Member of the Scholar Network working with AKOM in various areas including the Neurodevelopmental Framework and the Learning Landscape. I wrote an article for the Learning Landscape entitled "The Role of Intuition in Math Problem Solving." I participated in a webinar during which we discussed the future direction of the Network and its work with CTL. Judy Lombardi gave a very interesting PowerPoint presentation on "critical thinking" which I placed on the CTL Web site for download.

3) Member of the CTL Leadership group. We meet periodically to review the progress and implementation of programs of the CTL and to share ideas and accomplishments of the various groups and projects. During recent meetings we have investigated possible methods of integrating the work of all the innovation groups and the College of Education into a viable CTL program that could be offered in both pre-service and in-service settings.

4) Member of two research groups that have now been combined into one group for efficiency and productivity. We have developed and implemented a Resource Bank (Library) housed in the CTL conference room. Fellows have submitted bibliographies, articles, and research materials, which have been placed in a binder for use by all interested parties. Fall semester we will determine the most effective procedure for placing this information of the CTL Web site. I recently modified the Web site Leadership Group page to include the Web sites of all members of the Leadership Group.

5) Serving as Webmaster of the CTL Web site. I have made many additions and modifications to this site during the semester to keep it relevant and up-to-date.

II. MEETINGS AND CONFERENCES?

1) Video conferences and webinar scheduled by the Scholar Network. Meetings at Lorne Street School at which time we introduce and evaluate surveys and materials we have developed for teachers based on the Lavoie motivation book. CTL Leadership group meetings where the work and accomplishments of all the innovation groups are described and discussed. A major goal of the CTL is to integrate the work of these groups into a viable curriculum available to in-service and pre-service programs.

III. MADE ANY CONTACTS OR COLLABORATIONS?

1) I continue to work and collaborate with the Scholar Network. The CTL collaboration with the teachers and administrators at Lorne Street School will contribute to the work and progress of the CTL as it relates to developing on-going commitment and programs with the public schools. The teachers, administrators, Dorothy, and I met at Lorne Street School to discuss Rick Lavoie's presentation on motivation of May 12. Teachers were asked to describe what they took away from this presentation that they could or have used in their classrooms. An Action Plan for Fall, 2009, was explored. Ideas included the following: 1) expose the entire faculty at Lorne to Lavoie's DVD on motivation, 2) at Back to School Night, introduce the topic of motivation, asking parents to describe what they believe motivates their children, 3) mini-action research in the classroom related to motivation.
I met with Ivor Weiner, director of the TLC, and Barney Hughes to discuss the possible establishment of a Math Lab in the TLC. Barney and I offered some innovative ideas regarding how this lab might be established and maintained, and for whom it should be intended.

IV. **HOW DID (WILL?) YOUR WORK IMPACT CSUN STUDENTS?**

1) The Leadership Group has strived diligently to determine the most effective and efficient methods of integrating the work of the innovation groups and faculty in an effort to develop a viable curriculum and program that could be offered at both the pre-service and in-service levels in the College of Education teacher preparation program. I believe we have made major strides to accomplish this goal, but there is certainly more collaboration and work to be done. Also, both novice and seasoned teachers could use the motivation surveys developed by the Lavoie group to help them determine what motivates their students.

V. **HOW DID (WILL?) YOUR WORK IMPACT TEACHERS?**

1) See I. and IV.

VI. **HOW DID (WILL?) YOUR WORK RELATE TO ASSESSMENT EITHER AT THE PRE OR INSERVICE LEVEL?**

1) The Lavoie Group continues to work on the development of an instrument to assess the impact and effectiveness on teachers regarding the activities we have developed on motivation. Also, instruments regarding assessment may emanate from the work of the Research group as it continues to gather documents concerning research at the pre-service and in-service levels. The work of the Scholar Network will have a direct impact on assessment.

VII. **WHAT IDEAS RELATED TO RESEARCH HAVE YOU ENGAGED IN? WHAT PLANS RELATED TO RESEARCH DO YOU HAVE?**

1) See I. The Research Group will continue to collect and make available relevant research in all areas in which the CTL is involved. The Lavoie Group will develop assessment instruments and foster the implementation of these in an Action Research program at Lome and other schools. Members of the CTL Leadership Group have Web sites on which they have placed articles and results related to their research regarding teaching and learning. I have added, as requested, these links to the CTL Web site. I would be willing to assist in the writing of grant proposals related to research envisioned and conducted by the CTL.

VIII. **PUBLICATIONS RELATED TO CTL INVOLVEMENT**

1) I wrote an article entitled "The Role of Intuition in Math Problem Solving" which has been placed on the All Kinds of Minds Web site. Also, I have submitted my books, *Hands on Physics Activities* and *Hands on Chemistry Activities*, that directly relate to teaching science. I have a strong background in the field of "concept attainment" and plan to provide some input regarding research and programs related to this area.

IX. **PRESENTATIONS**

1) Lome Street Elementary School on motivation and Schools Attuned.
ACTIVITIES / ACCOMPLISHMENTS

“strategies” innovation group:
- SPED 560 (Fall, 08) and SPED 561D/565 (Spr, 09) - using Cummmins’ 4 quadrants of contextual embeddedness and cognitive complexity, worked with students to apply terminology of strategic thought to activities with DHH students
- SPED 561D/565 (Spr, 09) using foundation in strategic language of CALP presented in the fall, worked with students to apply concepts to second language instruction of written English

Deaf Families Project:
- continued to reach out to new families for participation in the DHH Playgroups on Saturdays, once a month.
  During the spring semester, 4 new families with young deaf children joined our group. Based upon their feedback, we have decided to continue with the playgroups during the summer of 09. We will have playgroup sessions on Saturday June 27th and Saturday July 25th.
- worked with new families who joined us through the playgroup to access resources for assessment and educational placement for their child. Resources include those offered by the Los Angeles Unified School District, Simi Valley Unified School District and Covina Valley Unified School District

CONTACTS/COLLABORATIONS

- ongoing outreach to all of the local district DHH infant/toddler program specialists and teachers to spread the word about the DHH playgroups
- ongoing collaboration with Marlton School for the Deaf in the implementation of strategic L1 activities
- ongoing collaboration with Marlton School for the Deaf in the establishing of a school-wide positive behavior support program

IMPACT ON CSUN STUDENTS

“strategies” innovation group:
- My ongoing efforts to meaningfully integrate cognitive strategies into CSUN coursework directly impact CSUN students, particularly through the following courses: SPED 560 (fall), SPED 561D (spring) and SPED 565 (spring)

Deaf Families Project:
- In the spring, students from my SPED 561D/565 class came to the DHH playgroups on Saturdays to assist with children and families. They also had opportunities to read stories to the group of deaf children, which is one of the competencies in the class. Students from SPED 695D (a Level II class in DHH) were invited to participate or observe the DHH playgroups in this early childhood DHH course. Prospective credential students, currently undergraduates in the Deaf Studies Department also joined us for playgroups, thus broadening the experience that they have with DHH populations of children.

IMPACT ON TEACHERS

“strategies” innovation group:
- As I supervise student teachers, I have observed the practices of the student teacher and my feedback to the student teacher, influencing the awareness and curiosity of the master teacher. During the fall semester alone, I have had 3 separate instances in which practicing classroom teachers have requested additional information about some of the strategy/CALP work that the student teachers have brought into their classrooms.

Deaf Families Project:
- As a part of the playgroup experience, I have contacted graduates of our program who currently work in early childhood DHH settings and have requested that they come to the playgroups to read to the children and to become acquainted with some of the families that are seeing out placements for their children. These graduates are currently practicing teachers who have maintained a close collaboration with our DHH program
RESEARCH

"strategies" innovation group:
- During the 2009-10 school year, I plan to pursue research efforts to explore the developing use of strategic language abilities in DHH students. Using a set of simple everyday pictures, questions will be asked of children at various ages that require progressively more challenging cognitive reasoning. Approval has already been secured from the publisher of the illustrations/questions.

Deaf Families Project:
- I have videotaped child/child interactions during each of the playgroup sessions. Depending upon the availability of time, I would like to analyze the videotapes to document the various levels of child language. Analyzing video is immensely time consuming, so this will require forethought in the allocation of time.

PUBLICATIONS/PRESENTATIONS
California Educators of the Deaf (Cal-Ed) Conference in San Diego (March, 09) related to “Talking the Talk of CALP with Deaf Students"
ACTIVITIES / ACCOMPLISHMENTS

1. As an continuation of an initial presentation to the CTL staff, I made two additional presentations in the Spring semester. In one of those presentations I shared my opinion on Jennifer Fox's text Your Child's Strengths. It provides an easily accessible set of strategies to identify and develop children's strengths that can be adopted by teachers and parents.

2. As a continuation of an afternoon presentation to the Student Affairs staff, I offered to make a presentation to Student Affairs Vice-President Terry Piper and the Student Affairs management team. I've just received an offer to make that presentation/workshop on July 20th from 1-4 PM in the USU Northridge Center.

3. Dr. Merri Simon, Coordinator of the EPC's College Counseling/Student Services program asked me to present Strengths to one of her classes.

MEETINGS/CONFERENCES:

In late 2008 I discovered that Claremont Graduate University would be holding an all-day symposium on practical applications of positive psychology early January 2009. Twelve of my advanced students, all students in my EPC 662 (Current Issues in Career Education) attended the symposium. Some the cutting edge researcher that presented in that setting included: Dr. Christopher Peterson (Michigan), Dr. Martin E. P. Seligman (Pennsylvania), Dr. Mihalyi Csikszentmihalyi (Claremont) and Dr. Barbara Frederickson (North Carolina).

CONTRACTS/COLLABORATIONS:

I've had some contacts and discussions with Dr. Terry Piper, Tina Stamper, and Richard Goldman. I shared my discovery of Your Child's Strengths with Dr. Mike Rivas of the Secondary Education Department.

Dean Michael Spagna has requested that I create a Strengths presentation to COE faculty and staff in the 2002-10 academic year. He also suggested that I make contact with faculty of the College of Business and Economics regarding collaborations.

IMPACT ON CSUN STUDENTS

Since I've included a Strengths as a subject in my EPC 662 class, I've noted major changes in student's ability to reflect on and use Strengths as a part of their personal and professional lives. As a result, my students have made major progress in utilizing this material in their career counseling practice.
Invited to provide an overview of Bridging Cultures to ELPS Department: 2-19-09
Interest seemed high regarding the connections between Bridging Cultures and ELPS.
Arranged to provide a one-day retreat for the ELPS faculty but the three-day retreat was reduced to a one-day with a jammed schedule
Bridging cultures guest lecture to Judy Lombardi’s class: 6-2-09
Presented a 2-hour talk that integrated Bridging cultures with the needs of English learners and students with special needs.

Retreat with core members – 6-22-09
Organized core team and planned for the fall semester. Faculty from special education, elementary education, secondary education, ELPS, and Ed Psych attended. The core team decided on a common project: identifying one targeted course for fall, with a guest lecture by Rothstein-Fisch, including a pre-post test, and one assignment that integrates the workshop into a course-specific application. A graduate student interested in the topic will be recruited to help observe during each workshops and record notes. Core team members will also keep notes on how the framework of individualism and collectivism seem to be influencing their students’ work. The goal is to gather data and publish findings.

Individual meetings with faculty as needed, correspondence: Next meeting of core team: August 24, 12-2.

Two articles submitted:
Progress Report on Initiative #2:

In-service Preparation
The CTL Fellows have engaged in work that has direct impact in K-12 schools. The enclosed reports demonstrate a variety of innovative activities being implemented to assist teachers. These projects focus on professional development in critical thinking, learning/teaching strategies, deaf education, and Culturally Responsive Education, as well as methods and strategies to assist newly credentialed teachers.

Please see Appendix B for a representative sampling of faculty work products to illustrate how these efforts are being implemented.

- PowerPoint – Critical Thinking
- PowerPoint – Diversity
- SIM Regional Conference
- Positive Psychology, Instructional Intelligence
- Newsletter - TCARE
- Flyer- SLIP
PROJECT: TCARE

ACTIVITIES / ACCOMPLISHMENTS

- Expanded Connections with Seminar Leaders to include Mild/Moderate Disabilities Student Teaching Seminar
- Led Teacher Story exercise and Helpee Role Exercise
- Discuss Imposter Syndrome and Wounded Healer in relation to helper development theory
- Met with students, explored Helper/Helpee Roles
- Surveyed teacher candidates to assess interest level in T-CARE activities
- Invited to join T-CARE
- Gathered Participants and sent invite letter to grads
- Established Participant Data Bank (Majordomo List)
- Layout, research, and publication of newsletters

CONTACTS / COLLABORATIONS

Attendees at Spring Fellows meeting, all individuals on Newsletter distribution list, Attendees at Mindset Innovation meeting, Carol Bartell (Dean CLU), Dennis Sheridan (Assoc. Dean., CLU), 5 seminar instructors, Brian Foley, Debbie Leidner, and Jim Cunningham (CSUN)

IMPACT ON CSUN STUDENTS

65 additional Teacher Candidates were introduced to T-CARE Program in 2009. They were educated about teacher retention and the 6 phases of the experiences of being a first-year teacher. Teacher Candidates explored and acquired a better understanding of the intrapersonal obstacles confronting all helpers. They expressed appreciation and relief because we attended to important issues not typically addressed during teacher training. Many students were excited to join T-CARE.

ASSESSMENT

Teacher Candidates’ interest level in T-CARE activities were assessed through classroom discussion, written exercises, and email based survey

PUBLICATIONS

Second Edition of the T-CARE E-Newsletter with expanded distribution list.

PRESENTATIONS

- 4 Classroom Based Teacher Induction presentations.
- Presented at the Mindset Innovation meeting.
- Presented at the Spring Fellows meeting.
ACTIVITIES/ACCOMPLISHMENTS
- Coordinated activities with other CTL Fellows and the Innovation Group
  - CIELO presentation
- New readings, activities, and assignments in courses related to neurodevelopment
- Proposal accepted to present workshop at the National Board for Professional Teaching Standards national conference in Atlanta in July. Topic is differentiating instruction based on neurodevelopmental needs of students with mild/moderate disabilities.
- Continued work on autism spectrum disorders curriculum in SPED credential revision.
- Arranged workshop by Jenny Jones on Neurodevelopment for Teachers, presented to SPED Intern Support Providers

MEETINGS AND CONFERENCES
- Meetings with Neurodevelopment Innovations group
- Meetings with PD Leaders group
- Meeting with Bridging Cultures group 6.22.09
- Webinars, phone conferences, and meetings with CTC staff and CA Assoc. of Professors of SPED regarding new SPED credentials, including content on neurodevelopment

CONTACTS/COLLABORATIONS
- Worked with new contacts at the Commission on Teacher Credentialing on Program Assessments and a university CTC/NCATE site visit.

IMPACT ON CSUN STUDENTS
- SPED Interns were supported in their learning about neurodevelopment.
- SPED credential candidates gained knowledge and experience in identifying and planning instruction for students with varying neurodevelopmental needs.

IMPACT ON TEACHERS
- CIELO Presentation – received very positive feedback from participants, who were faculty from across the university. Have been asked to present again in the Fall Faculty Development series.

ASSESSMENT
- Assessment of K-12 students with Mild/Moderate disabilities impacted through work in SPED 509 Introduction to Assessment. See syllabus.
- As a result of the knowledge gained from being a PACT reviewer for 9 Elementary Early Literacy portfolios, incorporated new ways of assessing preservice and early inservice teachers’ abilities to design instruction based on individual neurodevelopmental needs.

RESEARCH
- Survey – skills and knowledge needed by teachers of students with autism spectrum disorders in the mild/moderate range.

PRESENTATIONS
- CIELO Faculty Presentation, March 16, 2009, 9:30-11:00.
  Title: "Effective Strategies to Engage and Mentor Students"
  Virginia Kennedy, SPED; Mira Pak, SED; and Sandra Chong, EED

- NBPTS 2009 National Conference & Exhibition
  "New Voices, New Visions: Teaching for Tomorrow, Today" Friday, July 17, 2009
  Presentation Title: Moving Ahead—Effective Teaching of Students with Disabilities - Students with mild to moderate disabilities now experience the majority of their school day in general education classrooms. Teachers who understand the neurodevelopmental learning characteristics of students with learning disabilities, emotional/behavior disorders, attention deficit disorders, high-functioning autism and Asperger's syndrome can create highly effective instruction and supportive learning environments for these students.
MEETINGS and CONFERENCES

CTL meetings, Affinity group meetings, Bridging Culture meeting, CEC conference, Brooks conference call, CTL research meetings, CHIME research meetings, Lavoie presentation

CONTACTS/COLLABORATIONS

Working with Affinity groups; Connecting new EdD program with CHIME/CTL work; Combined 2 research groups; Worked with CHIME middle

IMPACT ON CSUN STUDENTS

Did not teach this semester but did write proposal to co-teach next semester with CHIME MS faculty which will impact CSUN students

IMPACT ON TEACHERS

Conducted meetings on how to write professional articles; facilitated CTL/CHIME meetings; wrote article with teachers; worked on integrating PD for teachers; wrote grant for ongoing support for PD for CHIME teachers

ASSESSMENT

Research committees (chime & ctl) will be looking at assessing the impact of ctl innovation work (FINALLY)

RESEARCH

Spoke with Affinity group and larger CTL group about research; Facilitated meeting with CHIME faculty members regarding how to write about their research experiences; Met with Steve Holle (EED) to help him with publication; participated in all research committee meetings; Am facilitating research committee meeting at CHIME – have held 2 meetings thus far

PUBLICATIONS

I have 1 book out with Corwin Press – the other is coming by Dec 2009. In both, I mention the work of Mel Levine & Rick Lavoie, include pictures of faculty at CHIME, and discuss collaboration and co-teaching. I have an article co-authored with CHIME MS faculty which will be submitted to Ed Leadership June 2009.

PRESENTATIONS

Hundreds. Mostly on co-teaching. Have also done presentations at CHIME and for CHIME.
ACTIVITIES / ACCOMPLISHMENTS

Presented Test Taking Strategy on March 21, 2009
Planned CAL-SIM conference
Presented at 2 AET Study Groups
Presented 3/28 to administrators
Contacted lots of people.

MEETINGS and CONFERENCES

3/23 Culturally Responsive Teaching- Bill de la Torre
3/29 CTL meeting
4/3 CTL PD meeting

CONTACTS/ COLLABORATIONS

Meeting at WestMark 3/4/09 re: conference
Numerous phone calls with Tony van Reusen
Numerous emails back and forth with Patty Graner

IMPACT ON STUDENTS AND TEACHERS

Presented overviews of SIM in 3 courses
Presented Test Taking Strategy
ACTIVITIES / ACCOMPLISHMENTS

- Wrote an article on "Critical Thinking: Is Your Umbrella Open?" for the Learning Landscapes Web site and presented a Live Meeting Webinar on critical thinking, in collaboration with AKOM participants
- Continued to contact publishers regarding the secondary knowledge base book

MEETINGS and CONFERENCES

- Bridging Cultures
- Met with Innovation Group (Rick Lavoie) led by Kathy Coleman
- Attended three CSUN faculty workshops on student engagement/instructional strategies for learning

CONTACTS / COLLABORATIONS

- Met online and in phone conferences with AKOM Scholar Network directors
- Engaged participants in critical thinking Webinar
- Responded to follow-up questions to critical thinking article on Learning Landscapes
- Invited Carrie Rothstein-Fisch to present on Bridging Cultures to my SED525ESL class

IMPACT ON CSUN STUDENTS

- Represented CSUN as a faculty member in my online publications/presentation for AKOM
- Integrated neurodevelopmental constructs into CSUN credential classes

ASSESSMENT

Continue to introduce masters-level students to Levine's neurodevelopmental constructs and the importance of authentic assessment.

RESEARCH

- Finding ways neurodevelopmental constructs fit into the new Performance Assessment for California Teachers (PACT), which has a context (learner profile/case study) piece.
- I am writing a book for Pearson Allyn Bacon on PACT, which provides in-depth opportunities for research/study in this area.

PUBLICATIONS

- "Cloud Computing: Why Your Head in the Clouds is a Good Thing," AKOM Learning Landscapes Web site
- "Critical Thinking: Is Your Umbrella Open?" Learning AKOM Landscapes Web site
- Articles available online at http://akomlandscape.org
ACTIVITIES / ACCOMPLISHMENTS

First workshop CTL: CRRE & SJ faculty workshop held on March 25, 2009

MEETINGS and CONFERENCES

CRRE & SJ advisor meetings preparing for CRRE & SJ faculty workshop (1/6, 2/3, 3/10, 3/17, 4/20, 5/27)

CONTACTS / COLLABORATIONS

Met with Chicano Studies faculty to discuss their involvement with the CTL CRRE & SJ collaborative (5/27)

IMPACT ON CSUN STUDENTS

The CRRE & SJ Urban Ed collaborative will impact CSUN teacher credential students because the proposed activities that faculty will engage with one another. For example, Theresa Montano & William De La Torre are working together on a 417 Equity and Diversity class teaching idea (cultural journey) that they assigned as a required assignment for their students. We will examine how the students respond to this teaching idea. Also, the student data will be analyzed to evaluate how it influences students' teaching knowledge about culturally responsive and relevant education and social justice.

IMPACT ON TEACHERS

There has been involvement with one LAUSD staff development person who has helped design the first CRRE & SJ activity. A major element in the CRRE & SJ urban ed collaborative is examining urban teachers concerns related to the preparation of future teachers. Also, drawing from urban teachers' practitioner knowledge contributes to developing activities and teaching ideas that better prepares future urban teachers. For example, the fall 2009 there will be a panel presentation of urban ed teachers related to teacher preparati

RESEARCH

Theresa Montano and I are doing a preliminary study on the impact of the cultural journey assignment implemented in our 417 classes. We are trying to understand how this teaching idea will influence pre-service teachers' attitudes and practice related to culturally responsive & relevant education and social justice. We are planning to present our initial findings at the next AERA annual conference in spring 2009.
Rachel Friedman Narr  Project title: Deaf Education And Families Project

ACTIVITIES / ACCOMPLISHMENTS

- Created network of outreach and education efforts for families with deaf children.
  - Coordinated Play Groups and Families ASL Classes
  - Continued working with CSUN Speech/Hearing Clinic
  - Attended Valley Non-Profit Resources workshop and luncheons.
  - Prepared a “Case for Giving” associated with the project
  - Met with Susan Andraus, Director of Corporate and Foundation Relations.
  - Attended several meetings to network with Early Start Service Providers in Los Angeles and neighboring communities.
  - Worked with State Dept of Education (CDE) to create resources for Parentlinks Grant.
  - Need to REWRITE the Parent links Grant this Summer. (RFA Scheduled to come out in May, to be submitted in June).

MEETINGS AND CONFERENCES

- So Cal. Hearing Coordination Center Semi-Annual Meeting in Northridge – March 2009
- So. East Hearing Coordination Center informal meeting- March 2009
- So. East Hearing Coordination Center Semi-Annual Meeting- May 2009
- Continued Study Group & Conversations with Deaf Studies Faculty- Feb, March, May 2009
- Attended Family Resource Center Conference (FRSI) in Northern CA, April 2009
- Attended Early Hearing Detection and Intervention Conference (EHDI) in Dallas, March 2009

CONTACTS/COLLABORATIONS

- Numerous contacts and collaborations at the EHDI Conference
  - Terylene Saccheti with Clerc Center- she asked me to be on her Educational Board.
- Numerous outreach and networking with other Family Resource Centers at the FRSI conference.
  - Nancy Littekin (Club 21)

IMPACT ON CSUN STUDENTS

- We continue to build this part of the project; candidates are involved in the Family Sign Classes and the Play Groups as volunteers for support.
- Intern Julienne Nguyen from Psychology continued working with the D.E.A.F. project, specifically organizing and supporting parents in the Sign Classes.
- We have two interns from Deaf Studies working with the Project for 100 hours each.
- Students see that the greatest impact can work from the ground-up, starting when children are very young. We need teachers to know that their work in the schools is important so when these young children reach them, they are maximizing the learning curve to achievement!

IMPACT ON TEACHERS

- We continue to work most directly with teachers in LAUSD. We are co-sponsoring the Parent Infant Program Spring Symposium May 16.

RESEARCH

- We started a new database using WEBEX (Web Office). We are collecting a lot of data!!

PRESENTATIONS

- Waiting for the CALL for papers for EHDI 2010.
Chapter 5

Progress Report on Initiative #3:

Pupil Assessment
The Center for teaching and Learning, in collaboration with the Teaching, learning and Counseling Consortium (TLC) is in a strong position to be a model site for comprehensive assessment services. The CTL is coordinating a Strength Based Assessment Project with one of our Educational Psychology faculty members and professionals from our national network. This project is focusing on pre service work, initially in EPC 611. In this course school psychology students are provided opportunities to conduct strength based assessments. In addition, implementing these assessments into the TLC is a major goal of the project.

Please see Appendix C for a representative sampling of faculty work products to illustrate how these efforts are being implemented.

- Strengths Based Assessment
- Syllabus - EPC611: Seminar in Educational Psychology
MEETINGS and CONFERENCES

Have participated in various meetings with Mr. Rick Goldman and various professionals, as stated above, to discuss our needs and learn more about strengths based assessment. Have also met with various individuals in the various programs at the TLCC in order to begin assessment services through the Berke Clinic and Assessment library.

CONTACTS/COLLABORATIONS

Have had contact with Mr. Rick Goldman, Ms. Karen Grites, Dr. Doug Bouman, and Mr. Sam Schwarzmer to continue to learn about strengths based assessment.

I also made contact with Dr. Greg Jackson to learn more about positive psychology and how this can enhance our Strengths Based Assessment model.

IMPACT ON CSUN STUDENTS

My work will hopefully result for opportunities to train school psychology students on how to conduct strengths based assessment through the EPC 611 class, as well as opportunities for practice at the Berke Clinic and Assessment library. Mr. Sam Schwarzmer and I will be co-teaching this class this summer.

ASSESSMENT

My work directly relates to assessment at the pre-service and inservice levels, as previously mentioned. Students will learn about strengths based assessment in EPC 611 and hopefully have the opportunity to practice at the Berke Clinic and Assessment Library.

PUBLICATIONS

Ms. Karen Grites and I will be discussing the write up of an article on Strengths Based Assessment.
Chapter 6

Progress Report on Initiative #4

Research and Dissemination Activities
The CTL continues to develop and incorporate a research program that documents and studies the impact of the various faculty projects. The CTL has developed a Resource Bank which includes books, articles, bibliographies and other resources from the Fellows. These materials are available in the CTL library. In addition, a Research Steering Committee has been formed to promote the research goals of the Center and support our faculty.

Appendix D includes a representative sampling of faculty work products to illustrate how these efforts are being implemented.

- Minutes: CHIME Research Focus Group
- CTL Bibliography – Resiliency in Education Research
ACTIVITIES / ACCOMPLISHMENTS

My work as Fellow of CTL involves a continuation and expansion of research initiatives. These included:

- Development of the Fellows Resource Bank (FRB) in collaboration with Rick, Jim, Marcia, and Ashlie. Activities include: collection of faculty materials (books, articles, bibliography, other resources); making the materials available in the CTL library held in the conference room; creating a check-out system; development of an indexing system based on author names and descriptors to be included on the webpage.
- Expansion of my role as CTL Research Coordinator and Liaison will include coordinating the various research activities of the CTL in addition to responding to research requests forwarded by the Director of the CTL. This coordinatorship will include working with the newly created integrated research group as well as various subgroups of the CTL. This past semester, I have met with the CTL Innovations Group regarding developing their research interests and initiatives. This will continue over the summer and into next year.
- Supervised student assistant, Ashlie, for development of descriptor list, contact with faculty for the FRB, and development of bibliographies on Resilience in Education and Instructional Intelligence. See Addendum.
- Participated in Webinar with CSUN and AKOM.

MEETINGS and CONFERENCES

- American Educational Research Association, April, 2009, presenter
- Western Psychological Association, April, 2009, presenter
- Meetings with CTL Fellows Resource Group (Rick, Jim, Marcia, Ashlie), Jan 28, May 5, May 19.
- Webinar Conference: April 21
- Meeting with Innovations Group: April 28

CONTACTS or COLLABORATIONS

- CTL Fellows Resource Group
- Innovations Group
- Participated in initiation of Integrated Research Group
- Webinar

IMPACT ON CSUN STUDENTS

- The purpose of developing the FRB and bibliographies is to provide a research resource for the CTL. The FRB, and bibliographies are available to faculty and students, including EdD students, and hence pertinent to pre-service and in-service students, assessment and research. CTL currently has developed the following bibliographies: Schools Attuned research, resilience in education, and instructional intelligence.
- As Research Liaison, I welcome and respond to requests for research resources by CSUN faculty and students, and also by other education professionals either self-referred or referred by CTL Directors and Fellows.
- My ongoing research on academic intrinsic motivation is relevant to promoting excellence throughout the College of Education, including the CTL. My research is regularly incorporated in my courses, and I also have students work on the data for their theses. Regarding this, I recently supervised two MA Theses that comprised empirical data analysis, one concerning the development of a prosocial behavior assessment scale (Katherine Kelso); and the other on the role of peer expectations on advanced course taking in high school (Ashlie Fox). This latter project utilized data from my longitudinal project. I also supervised a third MA student working on a handbook for parents and professionals regarding understanding and providing services for autistic children.
- Publications and presentations listed in addendum materials.
Research
Continue as CTL Fellow, and Research Coordinator and Liaison of the CTL. Work with the Integrated Research Group and specific interest groups on developing research conceptualizations and implementations. Continue with my research on academic intrinsic motivation.

Assessment
- Assessment is part of the research process; Evaluation of effectiveness of innovations needs to be included in the research initiatives; I teach motivational assessment with the CAIMI.

James Cunningham

1) See I. The Research Group will continue to collect and make available relevant research in all areas in which the CTL is involved. The Lavoie Group will develop assessment instruments and foster the implementation of these in an Action Research program at Lorne and other schools. Members of the CTL Leadership Group have Web sites on which they have placed articles and results related to their research regarding teaching and learning. I have added, as requested, these links to the CTL Web site. I would be willing to assist in the writing of grant proposals related to research envisioned and conducted by the CTL.

   1) I wrote an article entitled "The Role of Intuition in Math Problem Solving" which has been placed on the All Kinds of Minds Web site. Also, I have submitted my books, Hands on Physics Activities and Hands on Chemistry Activities, that directly relate to teaching science.

Judy Lombardi
- Finding ways neurodevelopmental constructs fit into the new Performance Assessment for California Teachers (PACT), which has a context (learner profile/case study) piece.
- I am writing a book for Pearson Allyn Bacon on PACT, which provides in-depth opportunities for research/study in this area.

William DeLaTorre
Theresa Montano and I are doing a preliminary study on the impact of the cultural journey assignment implemented in our 417 classes. We are trying to understand how this teaching idea will influence pre-service teachers' attitudes and practice related to culturally responsive & relevant education and social justice. We are planning to present our initial findings at the next AERA annual conference in spring 2009.
APPENDICES

Selected representative samples of faculty projects including:

Flyers
Powerpoints
Syllabi
Articles
Publications
APPENDIX A

In-Service

- Presentation: Active Learning Instructional Intelligence
- Flyer: Bridging Cultures
- Article: Cultures in Harmony
- Flyer: SLIP
- Syllabus for SPED 505MM – Curriculum & Instruction for Diverse Learners with Mild/Moderate Disabilities
- CTL on the Cutting Edge – Positive Psychology
APPENDIX B

Pre-Service

- PowerPoint – Critical Thinking
- PowerPoint – Diversity
- SIM Regional Conference
- Positive Psychology, Instructional Intelligence
- Newsletter - TCARE
- Flyer- SLIP
APPENDIX C

Assessment

- Strengths Based Assessment
- Syllabus - EPC611: Seminar in Educational Psychology
APPENDIX D

Research

- Minutes: CHIME Research Focus Group
- CTL Bibliography – Resiliency in Education Research
APPENDIX E

CTL Publications and Fellows' Bibliographies

- CTL Author Index
- CTL Topic Index
- CTL on the Cutting Edge – Deaf Centers
- CTL on the Cutting Edge - TCARE
# Center for Teaching and Learning
## Fellows Resource Bank
### Author Index

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|                   | Center for Teaching & Learning  
|                   | CTL T-Care Project  |                       |
| Cunningham, James | Educational software  
|                   | Math & Science  
|                   | Classroom activities  
|                   | Inductive/deductive learning (discovery learning/concept attainment)  |                       |
| Delatorre, William| Urban education  
|                   | Culturally responsive and relevant education  
|                   | Social justice  |                       |
| Goodwin, Alan     | Psychological issues & wellness in college students  
|                   | Domestic violence  
|                   | LGBT students  
|                   | Psychological aspects of teaching  |                       |
| Gottfried, Adele  | Relationship of academic intrinsic motivation to achievement and course taking  
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| Lasky, Beth       | Special education  
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| Lombardi, Judy    | English language learners (ELLs)  
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| Murawski, Wendy   | Co-teaching  
|                   | Collaboration  
|                   | Inclusive education  
|                   | Teacher education  |                       |
| Rothstein-Fisch, Carrie | Culture in learning and development (Bridging Cultures)  
|                   | Early Childhood Education  
|                   | Classroom management  
|                   | School readiness and child care  |                       |
| Spencer, Sally    | Teaching methodology  
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|                   | Teaching reading to students with learning disabilities  
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Center for Teaching and Learning
Fellows Resource Bank
Author Index

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Social justice
Special education
Teacher/Administrator education

Teaching methodology
Teaching reading to students with learning disabilities
Urban education

Author
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Goodwin, Alan
Goodwin, Alan
Gottfried, Adele
Rothstein-Fisch, Carrie
Delatorre, William
Lasky, Beth
Lasky, Beth; Murawski, Wendy and Spencer, Sally
Spencer, Sally
Spencer, Sally
Spencer, Sally
Delatorre, William
The Center for Teaching and Learning is pleased to support the work of Drs. Ellen Schneiderman, Rachel Friedman Narr, and Tomas Garcia in their focus on Deaf Education.

The Deaf Education and Families Project

DHH children and their families have a long history of being underserved. Now, more than ever, families need to be able to see the possibilities that lie ahead for their deaf children. The Family Focus Resource & Empowerment Center (FFREC) is proud to extend their educational resources and activities to families with Deaf or Hard of Hearing (DHH) children. Educational activities are centered around the abilities of the deaf child, focusing on what deaf children can accomplish when given access to comprehensible communication through American Sign Language. Some of the activities of the Project include: 1) offering family sign language classes, 2) facilitating play groups for deaf children, 3) providing family support groups, 3) providing outreach and education to parents, and 4) matching deaf peers and role models.

Since the DEAF Education and Families Project’s inception in May 2007, planning and outreach efforts for families with DHH children have included:

- Training FFREC staff related to Deaf Culture, American Sign Language, and Deaf Education;
- Development of resources specifically for families with DHH children;
- Outreach at medical centers, Regional Center, Local schools, and community events;
- Family Sign Language classes on Tuesday evenings at Mayall Elementary School;
- LAUSD;
- ASL Play Groups (Ages 1-5), at CHIME Infant/Toddler Program.

Parent Links Grant

The Deaf Education and Families Project and Family Focus Center received $50,000 from the CA Dept. of Education for one year to follow-up with families whose child needs continued hearing evaluations as a result of the Newborn Hearing Screening.

Visit us on the web at www.csun.edu/deafed/deafproj
Research Questions

What role does a teacher's "inner world" of thoughts and feelings play in the "outer world" of the classroom? What is it like for the teacher to experience frustration and failure? What emotions and thoughts do these experiences generate within the educator? How do these reactions become expressed in their teaching? What methods can a teacher use to first identify and then diminish the impact of these personal challenges/struggles? CTL is pleased to support the work of four CTL Fellows to address these and other related questions. Professors Steve Holle and Robin Mlynarik and Drs. Corinne Barker and Alan Goodwin created the T-CARE project to assist teachers to confront these commonly experienced but uncommonly discussed issues.

The Project

The T-CARE project focuses on the value of both research and practical applications as means of assisting teachers to acknowledge and normalize the challenges all helping professionals confront. Via confidential meetings with individuals, small groups, and email questionnaires, T-CARE has utilized feedback provided by both in-service and pre-service teachers. T-CARE endeavors to establish and maintain a close, supportive network of educators who will work together to achieve professional growth. Semi-structured group discussions have been a vehicle for beginning to sensitize teaching professionals to the value of cognitive and behavioral self-affirming practices that help develop higher levels of mutual support, resiliency and job satisfaction. A T-CARE newsletter and website provide additional resources.

What's Next...

The T-CARE team is actively seeking opportunities to involve all education professionals to the T-CARE program. Current activities include classroom lectures and presentations at conferences. Expansion to pre-service teachers at other universities and online support options are also planned. In addition, the effectiveness of the T-CARE interventions are measurable; faculty and students have enthusiastically embraced the idea of focusing doctoral projects and possible research related to the impact these activities have on teacher job and life satisfaction.

For more information
818 677 7494
www.csun.edu/education/ctl/