

Center for Teaching and Learning

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Progress Report on Activities

July 1, 2010 – June 30, 2011
Year nine



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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.

Report of the Director and Endowed Chair

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 or Endowed Chair wendy.murawski@csun.edu

Wendy W. Murawski
Eisner Endowed Chair

Richard L. Goldman
Director

CTL Fellows 2010-2011	Initiative 1 Pre-Service	Initiative 2 In-Service	Initiative 3 Assessment	Initiative 4 Research
Kathy Coleman	X	X		X
Jim Cunningham		X		X
William Delatorre		X		X
Jody Dunlap		X		X
Brian Foley		X		
Greg Jackson	X	X		
Virginia Kennedy	X	X		
Wilda Laija-Rodriguez			X	X
Greg Knotts		X		X
Beth Lasky	X	X		
Judy Lombardi		X		X
Robin Mylnarik	X	X		
Carrie Rothstein-Fisch		X		X
Ellen Schneiderman	X	X		
Erin Studer	X	X		X
T-CARE Group: Steve Holle Corinne Barker, Alan Goodwin, Robin Mylnarik		X		X

Progress Report on Initiative #1:

Pre-service Preparation

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.

Initiative #1: Pre-Service Preparation

Beth Lasky

CAL-SIM Conference September 24-25, 2010

Dr. Lasky hosted the second year of this tremendously successful conference held at the MDECOE. With over 150 people in attendance this event served teachers, administrators, CSUN students and Higher Education faculty.

Dr. Lasky is currently collecting data on the Course Organizer and its use in High School Government classes.

Erin Studer

ACT Neurodevelopment project

Erin delivered a CSUN-CIELO workshop on Instructional Intelligence, helped develop Project Connect and provided ongoing consultation to the implementers of the project, provided neurodevelopment curriculum to faculty upon request, and developed a new ND Language PD workshop

Erin collaborated with Steve Holle on a research project that entailed conducting a professional development workshop for teachers using Bennett's work on cooperative learning. He will be following these teachers for the next three months studying their implementation of the strategies learned during this workshop.

His work in the ACT project and the CIELO workshop impacted CSUN teachers by providing them with information about learning and pedagogical approaches with the hope that the CSUN teachers use this info to improve instruction/learning for their students.

1:

Mr. Studer is involved in the CTL research committee providing feedback and on several research projects; he is consulting with the Project Connect implementers, and is conducting his own research on the implementation of professional development.

Robin Mlynarik

Project Connect

Robin established MOU with CTL/Sylmar and then:

- Met with Principal and selected Master Teachers (MT's)
- Orientation meeting with MT's
- Met with Jessica/ presenter for curriculum and content development
- Established meeting series timelines
- Held 5 meeting/professional development with MT's

- Supported Student Teachers (ST's) w/ content, 4 clinical observations
- Collected related MT content samples, audio recorded meetings, and ST reflections

Robin's work has directly impacted Sylmar MT's, CSUN ST's and the children at Sylmar with content knowledge and application to teaching practices.

In preparation for the research aspect of this project, Robin collected related MT content samples, audio recorded meetings, and ST reflections.

Steve Holle
T-CARE

Steve has presented at CIELO, conducted workshops in two SED 561 classes, and presented at CHIME. He has met with District 2 Director and Principal to explore PD needs for Valley Region # 9. He has generated and presented a PD Plan for Valley School # 9.

Steve's work with Instructional Intelligence has provided SED students an opportunity to explore Instructional Intelligence strategies. Grades 3-5 teachers at CHIME were also offered an opportunity to explore Instructional Intelligence strategies.

Virginia Kennedy

Virginia continues to work on her research into the Changing Roles of Special Education Teachers. She collected data from several groups to add to the data previously collected. The data collected for the Changing Roles project is intended to shape improvements in teacher preparation programs, as well as having a wider impact upon publication. Special education teachers' roles and responsibilities continue to evolve in many ways:

- the nature of students' needs has shifted, e.g. the increase of the number of students with autism spectrum disorders
- economic realities have resulted in larger class sizes in special education
- economic realities may result in less support and professional development for inservice teachers
- new teachers and experienced teachers can learn from each other and co-develop new skills in assessment, instruction, and collaboration

She developed, implemented and refined an assignment in SPED 404: Teaching Diverse Learners with Social Communication Disabilities including Autism that is based on neurodevelopment, specifically social cognition. The assignment is based on readings on the AKOM website, including an analysis of a student's social cognition and a selection and justification of teaching strategies from the site that would help this student.

She is including a reading and an activity about helping students identify their strengths, etc. in two of her classes (SPED 628 and SPED 629) based on Greg Jackson's Strengths Finder workshop.

Progress Report on Initiative #2:

In-service Preparation

Initiative #1: 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.

William De La Torre

Culturally Relevant & Responsive Social Justice (CRRSJ)

The CTL-CRRSJ group designed and presented a Culturally Relevant & Responsive Education professional development program for Vina Elementary School teachers.

Dr. De La Torre met with the principal of Locke Charter School who expressed interest in the CRRSJ professional development program for his teachers. The CTL-CRRSJ Advisory group decided to initial the professional development program with Vina Elementary first and provide Locke Charter High School a CRRE program at a later date.

Bill is collaborating with Theresa Montano (Chicano Studies) on an article on teacher preparation and Culturally Relevant & Responsive Social Justice Education. They have developed an initial draft of a manuscript on CRRSJ and teacher preparation.

Brian Foley

The Teacher Resource Database has been created at pilot tested. The site is available at <http://edutech.csun.edu/trd>

The purpose of this website is to provide a way for students, faculty and alums can share resources and quickly identify resources that they need for their instruction. This site will replace the eduwiki site (edutech.csun.edu/eduwiki) which has been used by multiple classes in SED and EED for several years.

Students in Brian's SED 514 class pilot tested the site. It provides a useful place for them to share the results of their research. Eventually dozens of classes will be able to utilize this site.

So far the project has been all development. There are still a number of features that need to be implemented such as an automatic screen shot of the website that people contribute and better search tools. Now that the site is fully implemented Dr. Foley will conduct research on its use and effectiveness.

Carrie Rothstein-Fisch

Carrie presented the work of the CTL/TTDP at the National Multicultural Conference – an arm of the American Psychological Association in Seattle on January 27, 2011. The presentation is titled: Relating Culture, Social Context, Human Development, and Schooling: Implications for Education Professionals. She discussed how this project is the natural and latest outgrowth of the Bridging Cultures Project that began in 1996.

Dr. Rothstein-Fisch continues to collaborate have been among the various team members – the LAUSD members have been invaluable in their anchoring our ideas to the realities of teachers in the classroom. The group have also used CSUN resources, such as the library, for videos as well as on-line sources.

The goal for the project was not necessarily to directly impact CSUN students this semester but to create a module that would influence other CSUN faculty. However, several CSUN

faculty have been including more of the BC framework in their classes this semester and will be field testing the module (or parts of it) in their spring courses.

Several publications are in the conceptual stage

Gregory C. Jackson

Dr. Jackson organized and presented a two two hour workshops with small groups of COE faculty and staff

A number of students are using the material with clients and students in their fieldwork settings for his Positive Psychology class in EPC.

Greg's primary activity includes reviewing current and past research on the area of positive psychology so he can continue to be an effective resource person for the COE faculty. He has already chaired at least five Master's projects which use PP as a strategy.

Dr. Jackson is assembling a notebook of critical articles and such that can serve as a reference for interested COE faculty.

Greg Knotts

Dr. Knotts has a Literature Review and annotated bibliography (attached); completed creation of survey (attached); and distributed survey to 32 pre-service student teachers; The distribution of the survey has already had a profound impact on student teachers in that some were very comfortable in addressing the issues contained on the survey and others were aware that they had no familiarity and exposure in their instruction here at CSUN.

Greg's presentation through CIELO impacted, interdepartmentally, what kinds of teaching might occur using the Instructional Intelligence framework.

Dr. Knotts is currently compiling data for an article for submission to the *Journal of LGBT Youth*.

Jody Dunlap

Dr. Dunlap is focused on professional development activities for superintendents (budget/finance, curriculum/instruction, Federal/State mandates, and local district governance, and is acting as the liaison between the Ventura County Office of Education, Ventura Superintendents, Pivot Learning Partners, and CTL.

Ongoing discussions with Stan Mantooth, the Ventura County Superintendent of Schools with agreement reached that a representative for Pivot Learning Partners would present at the Dec. 10 meeting for all local district superintendents regarding the offering of a professional development program that specifically focuses on the needs of superintendents.

Dr. Dunlap has had individual meetings with each local district superintendent (21) in Ventura County and 3 meetings with Stan Mantooth, Ventura County Superintendent of Schools to look at involving Pivot Learning Partners, CTL, and the ELPS Dept. in programs designed for the local district superintendents in Ventura County. In addition she met with Ventura County Superintendent of Schools, local district superintendents, Mike Miller, Joe Condon, and Joe Nardo (Pivot Learning Partners).

Judy Lombardi

Dr. Lombardi attended:

PACT Conference, University of San Diego, November 2010—attended sessions on the national model of PACT called TPAC (Teacher Performance Assessment Consortium) currently being field tested by 21 states, including California

National Council of Teachers of English, Orlando, conference on literacy, November 2010—attended sessions on the importance of brain-based and interactive learning to the acquisition of academic language and literacy skills

Master teacher and university supervisor workshops on Neurodevelopmental Methodology in ACT, Northridge Academy High School, fall 2010—identified and invited participants and attended sessions

Judy shared her preliminary ND research on PACT with Stanford PACT Central Consortium and have been invited to score and consult on benchmarks from the national TPAC results in 21 states. She also shared preliminary ND research on PACT with Cal Teach and have been invited to by the Executive Director to consult with them on adding PACT features and information to their program and Website

She taught ND constructs in SED521 literacy class and SED610 Secondary Issues class with task analysis and presented “Our Brain and How We Learn” mini-workshop

Judy collected evidence from study of control vs. experimental group on ND constructs in PACT with the ACT (Accelerated Collaborative Teacher) group can shape future discussions about placing ND methodology into Traditional and Intern programs.

Dr. Lombardi completed a research study with Anne Wilcoxon, Orfalea grant evaluator, to conduct a control vs. experimental study of use of ND constructs in the secondary PACT Teaching Events and a study on faculty perception of ACT candidates’ preparedness

She is currently working on a draft of a major article, “Effects of Neurodevelopmental Methodology on Teacher Performance Assessment Outcomes” for the *Journal of Teacher Education*

Dr. Lombardi presented on June 10, 2010, for all 5 boroughs of NYC Schools on “Our Brain and How We Learn,” at a districtwide teacher conference—presentation included ND constructs, brain imaging information, and instructional intelligence with interactive workshop following the presentation.

Chapter

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Progress Report on Initiative #3:

Pupil Assessment

Initiative #1: 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.

Wilda Laija-Rodriguez

Wilda continued to meet monthly with Rick Goldman, Karen Grites, Doug Bouman, Jenny Jones, and Craig Pohlman to continue expanding our Leveraging Strengths Assessment and Intervention Model (LeStAIM). As a result of this collaboration she presented a workshop to the California Association of School Psychologists.

She also submitted a manuscript for publication to the California School Psychologist Journal (Name has recently changed).

Her CSUN School Psychology third year graduate students are involved in implementing SBA at the TLCC.

Progress Report on Initiative #4

**Research and
Dissemination Activities**

Initiative #1: Research and Dissemination Activities

The CTL continues to develop and incorporated 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.

James Cunningham

Dr. Cunningham's work with the CTL Research Committee encouraged him to write a book, *Using SPSS: An Interactive Hands-On Approach*, with my co-author, James Aldrich. The book will be published by SAGE Publishing Inc. in June, 2011. He hopes this book will assist CTL Fellows and others with their research.

He maintains and updates the CTL Web site, serves as CTL photographer and wrote a review of Dan Pink's book, *Drive*.

Dr. Cunningham continues to assist (Tutor) CTL Fellows and others in the use of SPSS to facilitate their research. In addition he assisted in the design, and work with others in the production of a collaborative CTL poster presented at the Faculty Retreat in January.

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APPENDICES

Selected representative
samples of faculty projects
including:

Book Reviews

Powerpoints

Syllabi

Articles

Publications

APPENDIX A

Pre-Service

- **CTL Project Connect**

- **Syllabus SPED 404**

APPENDIX B

In-Service

- **Seminar in CRR and SJE**
- **Dynamics of Bridging Cultures**
- **Symposium Proposal**
- **Syllabus SED 521**
- **Newsletter - TCARE**

APPENDIX C

Assessment

- Strengths Based Assessment Abstract
- Summary Strengths Based Assessment
- Syllabus - EPC611: *Seminar in Educational Psychology*

APPENDIX D

Research

- **Motivation Check List**
- **CTL Bibliography – Motivation**

APPENDIX E

Book Reviews and CTL Publications

- **Totally Positive Teaching Book Review**
- **Brophy Book Review**
- **Drive Book Review**
- **Lavoie Book Review**
- **Yes but if they like it they'll learn it Book Review**
- **CTL on the Cutting Edge – Project Connect**
- **TCARE Volume 7**
- **TCARE Volume 8**

Center for Teaching and Learning Fellows Resource Bank Author Index

<u>Author</u>	<u>Research Interests</u>	<u>Location</u>
Barker, Corrine	Clinical services Campus services 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 Developmental change in academic intrinsic motivation Parental influences on motivation and achievement	
Lasky, Beth	Special education Administrative resources Teacher/Administrator education	
Lombardi, Judy	English language learners (ELLs) Brain-based research Neurodevelopmental learning	
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 Teacher education Teaching reading to students with learning disabilities Collaboration	

Center for Teaching and Learning Fellows Resource Bank Author Index

<u>Research Areas</u>	<u>Author</u>	<u>Location</u>
Administrative resources	Lasky, Beth	
Brain-based research	Lombardi, Judy	
Campus services	Barker, Corrine	
Center for Teaching & Learning	Barker, Corrine	
Classroom activities	Cunningham, James	
Classroom management	Rothstein-Fisch, Carrie	
Clinical services	Barker, Corrine	
Collaboration	Murawski, Wendy and Spencer, Sally	
Co-teaching	Murawski, Wendy	
Culturally responsive and relevant education	Delatorre, William	
Culture in learning and development (Bridging Cultures)	Rothstein-Fisch, Carrie	
CTL T-Care Project	Barker, Corrine	
Developmental change in academic intrinsic motivation	Gottfried, Adele	
Domestic violence	Goodwin, Alan	
Early Childhood Education	Rothstein-Fisch, Carrie	
Educational software	Cunningham, James	
English language learners (ELLs)	Lombardi, Judy	
Inclusive education	Murawski, Wendy	
Inductive/deductive learning (discovery learning/concept attainment)	Cunningham, James	
LGBT students	Goodwin, Alan	
Math & Science	Cunningham, James	
Neurodevelopmental learning	Lombardi, Judy	
Parental influences on motivation and achievement	Gottfried, Adele	
Psychological aspects of teaching	Goodwin, Alan	
Psychological issues & wellness in college students	Goodwin, Alan	
Relationship of academic intrinsic motivation to achievement and course taking	Gottfried, Adele	
School readiness and child care	Rothstein-Fisch, Carrie	
Social justice	Delatorre, William	
Special education	Lasky, Beth	
Teacher/Administrator education	Lasky, Beth; Murawski, Wendy and Spencer, Sally	
Teaching methodology	Spencer, Sally	
Teaching reading to students with learning disabilities	Spencer, Sally	
Urban education	Delatorre, William	



The Center for Teaching and Learning at the Michael D. Eisner College of Education

Issue #
November 2008

CTL on the Cutting Edge

Deaf Center Projects

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.

Parentlinks 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

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The Center for Teaching and Learning
at the Michael D. Eisner College of Education

Issue 4
March 2009

CTL on the Cutting Edge



TEACHERS CONNECTING TO ADVANCE
RETENTION AND EMPOWERMENT

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/