

Complete Report Card 2016

AY 2014-15

Institution Information

Name of Institution: Mills College

Institution/Program Type: Traditional

Academic Year: 2014-15

State: California

Address: 5000 MacArthur Blvd
Oakland, CA, 94613

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Multiple Subject, Single Subject, Early Childhood Special Education	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other postgraduate or graduate

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.mills.edu/education/programs/teacher-education.php>

Please provide any additional comments about or exceptions to the admissions information provided above:

Graduate students are conditionally admitted if they have not passed all sub-tests of the subject matter (CSET) tests or the CBEST. They need to pass all required exams before they are allowed to register for courses.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

3.61

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	2
Unduplicated number of males enrolled in 2014-15:	1
Unduplicated number of females enrolled in 2014-15:	1

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	1
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and	67

PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	50

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	48
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	24
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	10
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	1
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	

Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	5
Psychology	
Social Sciences	
Anthropology	1
Economics	1
Geography and Cartography	
Political Science and Government	8
Sociology	4
Visual and Performing Arts	3
History	2
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	6
Philosophy and Religious Studies	1

Agriculture	2
Communication or Journalism	1
Engineering	1
Biology	
Mathematics and Statistics	3
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Child Development	6

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 48

2013-14: 46

2012-13: 48

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

8

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

No

How many prospective teachers does your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

8

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

8

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

6

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

60

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Teacher candidates are required to complete English Language Development and Content Instruction Methods courses for either multiple or single subject credentials. In this course, teaching candidates are provided with instances of teaching practice, taught about current and pertinent theories, research findings, and prevailing language development practices. Other courses in the program include content that specifically addresses the education of language minority students from the course's particular perspective and emphasis. Further, candidates are placed in student teaching placements that are linguistically diverse.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Analysis of the candidates' Performance Assessment for California Teachers (PACT) scores suggests that efforts to explicitly address language development in the content areas for single subject candidates by providing them with examples of materials, followed by a debriefing of the pedagogical and curricular principles that such examples contain have been successful in enhancing the candidates' pedagogical language knowledge. We intend to continue providing candidates with such examples of curricula and pedagogy that both make content accessible to students from diverse language backgrounds while scaffolding students' ability to produce both orally and in writing.

Provide any additional comments, exceptions and explanations below:

All of our current students are being prepared to teach limited English proficient students in their classrooms. However, our coursework and practicum requirements aim to prepare teachers who teach with language development in mind, regardless of official linguistic designation of the students in their classrooms. In other words, we believe that all students need to become proficient in using language for academic purposes in order to be academically successful, regardless of context.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

60

Provide any additional comments, exceptions and explanations below:

This year, greatly in response to the influx of unaccompanied minors into the Oakland Unified School District and other surrounding districts, we have incorporated content and activities that help teacher candidates consider the socio-emotional development and trauma experiences of the students many

teachers can expect to work with. This work has been informed by professional development with OUSD teachers who are currently teaching in classrooms with newcomer students.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

45

Provide any additional comments, exceptions and explanations below:

We have submitted a grant proposal to the US Department of Education that, if funded, will allow us to expand our efforts to prepare teachers of newcomer students in a variety of ways. One such effort will consist of the creation of a teacher residency program at Oakland International High School, a school with a successful program for newcomer students. Although the grant will directly support a small group of single subject teachers, lessons learned from this effort will inform other strands in our preservice teacher education program as well as our master's in education program.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The preliminary teacher preparation program and its prerequisites

include a purposeful, interrelated, developmentally designed sequence

of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to

teach all K12 students and to understand the contemporary conditions of schooling, including attention to California public education.

Mills College's Teachers for Tomorrow's School (TTS) program offers four teacher credential programs that are characterized by three features and that are guided by six principles reflecting an overarching concern with social justice in education.

First, the TTS program is cohort based, preparing both elementary and secondary teachers; it is our aim to provide candidates with a broad and solid foundation for their careers in education, whether secondary or elementary. We believe teachers must become teachers first and specialists second. Not only do teachers of different grade levels (including teachers of

graduate students) share many dilemmas in common, they also share a profession in common. Within our profession, teachers of different grade levels and subject matters are connected in many ways. Naming those common dilemmas and connections is important to building a spirit of community and collegiality, which are important emphases of TTS.

A second feature is a professional focus that is embodied in the TTS coursework and field experiences, which provide teacher candidates with multiple opportunities to discuss the roles and ethical responsibilities of teaching. These professional responsibilities include the specialized body of knowledge that characterizes the work and a set of core ethical commitments that guides it. Our location in the heart of Oakland, California raises, for our constant consideration and action, a set of issues associated with educating urban children and youth. Guided by an ethic of care and social justice, which includes a commitment to equity and access, we aim to create a context for teacher learning that promotes an honest exploration of questions associated with teaching in the changing and complex circumstances of urban schools. Our commitment includes preparation for the teachers' work both in and

outside the classroom. We are concerned with the institution of school and recognize that in order for teachers to do their work, they need to be in an environment that supports and sustains them. For this reason our teacher education effort is organized in various ways to cross school/college boundaries.

A third feature of our program is that we aim to instill in teacher candidates an inquiry stance toward teaching practice. We recognize that learning is at the core of teaching, which is why we provide candidates with repeated opportunities to demonstrate the knowledge, skills, and disposition to plan and inform their teaching based on data they gather from students and how they learn. Most of the scholarly work of TTS faculty follows the Scholarship of Teaching and Practice (SOTL) model, which is a prominent, and increasingly popular approach for research in teacher education. In this sense, TTS faculty in fact apprentice teacher candidates into research practices and methodologies that have the potential to play a transformative role in the development of beginning and experienced teachers.

A final feature of our program is its coherence, which stems from the program's explicit emphasis on social justice and reliance on six principles that articulate, explicitly, the connections between theory, research, and practice. These six principles have been created and refined over time, responding to changes in faculty members' understanding of current research and practice as well as developments in public schools both local and throughout the state. The principles guide the overall design of the TTS program and provide a framework and the language for content and pedagogy in courses as well as discussions of field experiences are framed as standards for achievement of teaching.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
098 -CBEST Evaluation Systems group of Pearson All program completers, 2014-15	46	170	46	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2013-14	48	177	48	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2012-13	35	167	35	100
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	5			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	9			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	5			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	9			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	5			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	9			
081.1 -RICA.1	22	240	22	100

Evaluation Systems group of Pearson All program completers, 2014-15				
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2013-14	23	243	23	100
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2012-13	26	240	26	100
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2013-14	5			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2012-13	9			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	47	47	100
All program completers, 2013-14	53	53	100
All program completers, 2012-13	44	44	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes

- use technology effectively to analyze data to improve teaching and learning

Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

By completing the Mills Information Literacy Evaluation portion of the Teachers for Tomorrow's Schools Technology Requirement tutorials and assessments, candidates demonstrate an intermediate level of proficiency with MS Office software (i.e., Word, Excel, PowerPoint, and Outlook) as well as the skills necessary to conduct online research and determine the reliability of online content. Candidates must utilize MS Word and MS Excel as well as MS PowerPoint when planning curriculum examples in ways that maximize their potential for communication and representation. Candidates in EDUC 352 and EDUC 353 are also introduced to the MERLOT Content Builder, a free web-hosting and construction tool that is administered by the CSU system. Both single and multiple subject candidates build websites documenting a required inquiry project on teaching language for academic purposes at their student teaching field placement. The program also plans to expand the requirements for curriculum planning as part of the EDUC 352 and EDUC 353 Inquiry Assignment for candidates to research and incorporate technologies to enhance the academic language development of students. Similarly, we have plans to add on to the requirements in EDUC 300A/B, EDUC 301A/B, and EDUC 305 A/B for curriculum planning to incorporate technologies for relevance, effectiveness, and alignment with state standards. Finally, through a collaborative arrangement with KQED, the local PBS affiliate, candidates learn about free online resources that are appropriate for use in the classroom by TV station personnel trained to be resources for teachers.

Candidates are required to research and incorporate technology into their lesson planning requirements for both single and multiple subject Curriculum and Instruction courses. The discussion of equitable access to technology is included throughout the program. However, we are planning on increasing the focus on technology as an important consideration of content and pedagogy in the English Language Development Methods courses for either multiple (EDUC 352) or single subject (EDUC 353) candidates. Our goal is to incorporate digital media and instructional technology into both courses, expanding the scope into an examination of discourse in education that includes traditional, in person interaction and content as well as digital, synchronous and asynchronous interactions.

The Mills Information Literacy Evaluation portion of the Teachers for Tomorrow's Schools Technology Requirement tutorials and assessments, includes information, tasks, and assessment intended to teach candidates about the authenticity, reliability, and validity of the information they gather online. Candidates rely on these recommendations to research materials and information they utilize to collaborate in the creation of posters and related materials about special needs students. Candidates present this information to one another during the second of two whole program retreats.

In both EDUC 352 and EDUC 353, candidates are provided with a model for and the experience of creating websites for publication and dissemination of information. Furthermore, candidates' experience interfacing with BlackBoard provides them with yet an additional model for content and interaction management tools for instruction. The program plans to enhance instruction on and opportunities for candidates to manipulate and analyze data about students' learning, informing their teaching practice with these data as well as utilizing available tools to inform families of their children's performance securely and accurately.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Teacher candidates are asked and provided opportunities to demonstrate their knowledge and skills of teaching special populations through a variety of means in their course work and through their student teaching experiences. In terms of assessing the learning and language abilities of students, teacher candidates enroll in in EDUC 352 and 353. All teacher candidates learn about administering the California English Language Development Test (CELDT) to assess students' English proficiency level. They learn to use CELDT scores and other formal (Mean Length Utterance, IDEA, Running Records, Miscue Analysis) and informal assessment tools to determine whether the English development patterns of particular students merit referral to speech, special education, or gifted and talented specialists for further assessment. Candidates come to understand typical second language development in EDUC 352, 353, and 379. In EDUC 380 elementary candidates are taught to use the CORE, Running Records, Miscue Analysis, Informal Reading Inventories, and Concepts About Print to gain appropriate information that will allow them to differentiate instruction and select appropriate instructional materials so that students can access the core curriculum. In their Child Study Paper assignment in EDUC 379 teacher candidates are required to do a set of repeated assessments with one student in their student teaching classroom. They explore how to use the results of such tests to determine whether or not a student should be referred for special education and/or gifted and talented testing. Whenever candidates consider lesson planning for their student teaching placements in general or more specifically, they learn how to plan and deliver differentiated instruction for students identified with special needs or those who are gifted and talented so that these students have access to the core curriculum. In EDUC 352 and 353 teacher candidates are exposed to strategies for differentiating for English language development. In EDUC 352 candidates examine curricula they plan for linguistic demands as well as opportunities to develop oral and written language skills. They also consider the linguistic functions associated with the content and process objectives and, referring to the California Department of Education's English Language Development Standards, derive appropriate language development objectives. Furthermore, candidates consider pedagogical modifications, particularly the use of participant structures and explicit language instruction, as they refine their plans in preparation for an inquiry project in which they collect and analyze data in the form of student work and, when appropriate, interviews to examine students' linguistic development.

In EDUC 339 Development and Learning in Adolescents, candidates gather and receive more specific information about appropriate instructional materials and technologies for students with special needs, including assistive technologies, and differentiated teaching strategies. Additionally, in EDUC 300 and 339 teacher candidates learn strategies for welcoming students with special needs into their classrooms, as well as how to create a classroom climate that offers multiple opportunities to learn so that all children, including those with special needs, will have access to the material being taught.

One of the three full program retreats is focused on special education. Though the program changes from year to year, there is always a keynote speaker who talks about new ideas and approaches in special education, and a panel of teachers who talk about working with special needs students and providing them access to the core curriculum of their class. Additionally, teacher candidates research one of major health/mainstreaming category throughout the fall semester. This assignment is done in conjunction with EDUC 300 and 347. They do this research in groups that include candidates from both elementary and secondary programs so that they explore these categories as they regard students K-12. They are to investigate the nature, characteristics, statistics, symptoms, available resources including organizations, literature, curricula, websites that relate to their category of health or mainstreaming issue. They also research potential promising strategies for meeting the needs of these special populations in the mainstream classroom, including assistive technologies, outside resources, etc. They share this information with their colleagues at the end of the semester in the form of poster presentations and take-away brochures.

Because the development of understanding of the needs of and curricular responses to special needs populations, students in both elementary and secondary programs engage in a Special Education Study (EDUC 300B, 305B). Teacher candidates are required to identify and observe a child in their student teaching placement who has been identified with an IEP. Teacher candidates will research the particular disability with which their focal student has been diagnosed. They will interview their cooperating teacher, asking about interventions and strategies used to help the student be successful with his/her academic work. The teacher candidate will also interview the resource specialist teachers, gathering information about the referral process, the IEP meetings, structured and mandated support systems, as well as asking about specific information on the disability with which their focal student has been diagnosed. Teacher candidates present their data and findings in class.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Early Childhood Special Education Credential Program is a comprehensive research-based program based on the rationale that the most effective manner in which to meet the comprehensive needs of young children with disabilities and their families has proven to be through an interdisciplinary, interagency, collaborative model designed to build positive relationships within a complex system. Candidates learn how to apply instructional practices to infants and young children in ways that meet diversity and individual and group differences in culture, ethnicity, gender, age, religion, socio-economics, life-style orientation, and linguistic and cognitive abilities.

The Program provides knowledge and application of pedagogical theories, development of academic language, and principled practice for English language usage leading to comprehensive literacy in English. Candidates learn age-appropriate strategies and techniques to develop early communication and English language skills that lead to comprehensive English literacy

Candidates learn appropriate and accurate assessments for culturally and linguistic learners with disabilities. They practice screening tools for initial identification and ongoing assessments to make sure IEP goals are on target. Candidates are taught how to develop an IEP to meet the child's unique needs and the family's concerns. They learn how to express goals, measurable objectives, and outcomes in written plans that are culturally appropriate and effective in meeting the child's individual needs.

Candidates demonstrate the knowledge and skill required to inform the family and other team members about the IFSP/IEP process; to collaborate with team members in the development of the IFSP/IEP; to write developmentally and functionally appropriate outcomes and goals; and to monitor a child's progress based on IFSP outcomes and IEP goals. Candidates demonstrate skills required to gather family members' and caregivers' immediate concerns and priorities about their child's development and education and to write outcomes that express the family's goals for their child.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The four teaching credential programs are consolidated into a single entity we call the Teachers for Tomorrow's Schools credential program. The Teachers for Tomorrow's Schools credential has several distinguishing features that are associated with its goals. First the program prepares both elementary and secondary teachers; it is our aim to provide candidates with a broad and solid foundation for their careers in education, whether secondary or elementary. We believe teachers must become teachers first and specialists second. Not only do teachers of different grade levels (including teachers of graduate students) share many dilemmas in common, they also share a profession in common. Within our profession, teachers of different grade levels and subject matters are connected in many ways. Naming those common dilemmas and connections is important to building a spirit of community and collegiality, which are important emphases of the Mills Program. A second feature of our program is its commitment to urban education. Our location in the heart of Oakland, California raises, for our constant consideration and action, a set of issues associated with educating urban children and youth. Guided by an ethic of care and social justice, which includes a commitment to equity and access, we aim to create a context for teacher learning that promotes an honest exploration of questions associated with teaching in the changing and complex circumstances of urban schools. Our commitment includes preparation for the teachers' work both in and outside the classroom. We are concerned with the institution of school and recognize that in order for teachers to do their work, they need to be in an environment that supports and sustains them. For this reason our teacher education effort is organized in various ways to cross school/college boundaries. A third feature of our program is its foundation on developmental, constructivist learning theory. As we explore the many challenges of teaching in complex, diverse, urban settings, we recognize the central importance of understanding the subject matter and learners fully and building an academic program for learners that is developmentally appropriate and inclusive. The ambitions and transformative teaching we envision for ourselves and our novice colleagues, therefore, is designed to provide multiple opportunities for students of all ages and situations to acquire and construct solid subject matter knowledge, which will, in turn, provide them access for future opportunities and learning. Mills aims to provide its candidates with the conceptual knowledge required of thoughtful, intelligent, reflective teaching practice. This reflective practice is what leads some to consider teaching a form of "informed artistry." What to teach, how, and why, are questions teachers must answer repeatedly every day as they attempt to teach wisely. To contemplate the alternate routes available in the course of action, teachers must be well versed in the theoretical underpinnings of their profession. An important aim of our program is to provide our candidates with useful theory. But theory alone is not enough. Nor is the direction between theory and practice unidirectional. Our aim is to help our candidates learn to act in ways that are consistent with both their theoretical understandings and their ethical commitments. Such consistency entails their active engagement in teaching guided by a repeated examination of the dynamic exchange between teaching theory and practice. This is what we mean by "reflective teaching." Our program is guided by a set of six

principles that are all dedicated to the creation of social justice and equitable, excellent outcomes for all students. Framed as standards for achievement of teaching the six principles are as follows: The Ethic of Care The student teacher demonstrates an ethic of care and respect in relationships with both students and adults. The candidate's curricular and instructional planning demonstrates a concern for creating a caring environment that invites students to engage with subject matter in positive ways that are inclusive and mutually respectful of diverse cultures, linguistic patterns, learning styles, interests, and achievements. S/he communicates effectively by presenting ideas and instructions clearly and meaningfully to students. While sensitive to diversity in people and ideas, the candidate can articulate her/his own value system regarding teaching and learning. Collegiality The student teacher recognizes the importance of collaboration in teaching and learning as a way to engage students in learning and to promote equity and respect among students and among teachers. The candidate uses various interactive grouping strategies to enhance and assess students' abilities to think critically and solve problems in and across subject areas. The candidate observes high professional standards while collaborating with students, parents, administrators, academicians, community members, and colleagues. S/he considers group and individual characteristics while furthering collegial relationships among students and among other school members. Reflective Practice The candidate sees reflection in teaching as a means of professional development. S/he demonstrates the ability to engage in reflective practice in the assessment of students' needs, achievements, and prior knowledge, in curricular and instructional planning for all learners, and in the provision of reflective learning experiences for his/her students. Constructivist/Developmental Theory The candidate demonstrates the ability to construct a conception of teaching and learning based on constructivist/developmental learning theories. Each candidate applies these theories in developing and teaching appropriate lessons and units in and across the subject areas, in motivating and involving all students, in diagnosing students' needs and achievements, in delineating cognitive outcomes of teaching for all learners, and in enhancing students' ability to independently evaluate information, think critically, and reach sound conclusions. Teaching as a Political Act The candidate recognizes the power of education in providing access for all students to full participation in a democratic society. The candidate demonstrates teaching practices that equitably enhance the knowledge, skills, and dispositions of all students and that invite, value, and honor multiple perspectives. The candidate maintains high standards of professional conduct with colleagues, administrators, families, and other community members. Content Knowledge The candidate demonstrates a strong working knowledge of subject matter and is able to organize a curriculum to support students' understanding of its central themes and concepts through the preparation of at least one unit plan and several lesson plans that are appropriate for diverse learners. These plans define and coordinate subject matter goals, objectives, strategies, activities, materials and assessment plans. The candidate's subject matter goals include fostering a positive attitude towards the subject matter, and preparing students to evaluate subject matter information, think analytically, and reach sound conclusions. Teachers for Tomorrow's Schools (TTS) has four areas of specialization. Each candidate is enrolled in one of the four groups. These are Elementary (Multiple Subject), Secondary Humanities (Art, English, Foreign Language & Social Studies, Secondary Math & Science (MCMS), Developmental Perspectives in Teaching/Elementary & Early Childhood Emphasis (DPT). Teachers for Tomorrow's Schools is a two-year program. For most candidates the first year leads to a preliminary multiple subject or single subject California Teaching; more than half of the Master's degree requirements are completed in the first year. The second year may be taken concurrently with full or part-time teaching. The candidate can enroll in year two any time within five years of successfully completing the credential year. At the completion of the second year the candidate will receive a Master of Arts Degree in Education with an emphasis on teaching (MEET). Those candidates earning a multiple subject credential with an Early Childhood emphasis earn a Masters of Arts Degree in Early Childhood Education (MA-ECE). Work toward their Masters immediately precedes the credential year. The program has two interconnected parts—course work and fieldwork—which are organized to build in a developmental manner over the two-year sequence. This developmental sequence rests on our coupled beliefs that knowledge is socially constructed, and that the complex work of teaching school is best done with colleagues working collectively. For these reasons, the program is arranged with one entry time each year (August) which allows candidates to proceed through the first year of the program as a member of a consistent cohort group. The cohort group context provides our candidates opportunities to learn with others who are similarly committed to the excellent teaching of all students and to their own continuous learning and

professional growth. Ultimately, our goal is to create the opportunity for our candidates to learn how to think and act in ways that will render them agents of change in their own lives and in the lives of the children in the classrooms and schools where they teach. Each candidate must consult carefully with his or her advisor and the Mills Coordinator of Teacher Education about special needs and/or actual credential filing procedures. In combination with the early childhood education MA, the Early Childhood Special Education Credential program prepares students to work in early intervention and preschool special education settings with infants and young children who have developmental disabilities. Graduates learn that working with families, caregivers, and communities is integral to the education and care of young children with special needs. Graduates are prepared to apply for a credential in early childhood special education, which certifies them to work with children ages zero to five with special needs. This credential may be combined with an MA in child life in hospitals or with an MA in infant mental health. Course work integrates theory and practice to prepare students to teach in urban settings and is guided by an overarching concern for social justice. The curriculum meets the state of California's credential requirements for a preliminary education specialist credential with the specialty area of early childhood special education and added authorizations in autism spectrum disorder and emotional disturbance disorder. Student teaching in early childhood special education is an essential feature of the program. In their four field placements, students have an opportunity to demonstrate their understanding of effective early intervention and preschool special education. The field placements challenge students to evaluate their teaching, to reflect on their teaching practice, and to enhance their skills as professional and special-needs educators. The program faculty work with the teaching placement staff to form a team that facilitates students' entrance into the special education profession.

Supporting Files

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