

## Sacramento State: Vision for Professional Preparation Programs (Revisions on 10-26-20)

***CS element:** The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.*

***Evidence:** Provide Vision Statement and a Brief description (not to exceed 500 words) of the research-base for vision and how it is consistent with preparing educators. Links to institution's website, handbooks, or other supporting materials may also be included. Do not link to the actual research literature.*

**Vision Statement:** Sacramento State prepares professionals who will practice in educational settings using transdisciplinary[1] strategies to advocate, lead, collaborate and effect systems change. Grounded in principles of racial social justice and responsive to learners' intersectional identities, our candidates' innovative and rigorous professional practice reflects the interests of and responds to the needs of our diverse community. They meet the highest standards of ethics and inclusion. They are reflective practitioners that promote the success, development, and health of the whole child, ensuring a commitment to life-long learning.

We promote the multidimensional nature of professional preparation programs where clinical practice, program curriculum, program pedagogy, and co-curricular activities all contribute to the education of future school-based professionals. Our vision encompasses these elements.

- **Who we serve:** the whole child and typical California children and youth - mostly low income, culturally, racially and linguistically diverse who exhibit typical and atypical development.

- **How we do our work:** in partnership and collaboration with all K-12 personnel specializations on campus; parents, families, and caregivers in our region; and, school and community partners, with a focus on equity, excellence, and advocacy.

- **What we believe works:**

- explicit models of "best" practice that candidates can observe and aspire to;
- cohesive, articulated programs where field experiences, coursework, and formative feedback build candidates' capacity to apply theory to practice in increasingly complex and sophisticated ways;
- varied and coordinated opportunities for candidates to develop an equity lens and the professional skills to address injustice, unfairness, exclusion, power and privilege as they occur in educational settings;

- **How we measure success for our programs:**

- Alumni who:

- actively engage as members of collaborative and/or transdisciplinary teams
- effectively perform their professional duties
- participate in multi-tiered systems of support to maximize students' learning, social and emotional development, and personal health and well-being;
- collaboratively analyze and transform social determinants that reproduce inequality;
- demonstrate leadership, especially by advocating for policies and programs that promote equity, excellence, and justice for all students.

#### References:

Preparing School Social Work for the future: An Update of School Social Worker Tasks, Peckover & Vasquez, *Children & Schools* Vol. 35 Jan. 2013 (9-17). 2) Educating Today's School Social Workers: Are School Social Work Classes Responding to the Changing Context? Berzinc & O'Connor, *Children & Schools* Vol. 32 Oct. 2010 (237-249)

Interprofessional Education Collaborative (2016). Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel. Washington, DC. Retrieved from:

<https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>

<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

Center for Excellence in School Counseling (CESCal) – model for joint preparation of counselors and school leaders

For ECSE: Macy, M., Squires, J. K., & Barton, E. E. (2009). Providing optimal opportunities: Structuring practicum experiences in early intervention and early childhood special education preservice programs. *Topics in Early Childhood Special Education*, 28(4), 209-218.

For all SpEd programs: Sindelar, P. T., McCray, E. D., Brownell, M. T., & Lignugaris/Kraft, B. (2014). *Handbook of research on special education teacher preparation*. NY: Routledge.

Teacher Ed: LDH, *Constructing 21<sup>st</sup>-Century Teacher Ed AND Journal of Teacher Education*, Vol 57, Issue 3, pp. 300 – 314, **First Published** May 1, 2006; <https://doi.org/10.1177/0022487105285962>

#### **From Communication Sciences and Disorders:**

*Accrediting Body Evidence-Based Practice Portal:*

American Speech-Language-Hearing Association. (2017). *Practice portal: Clinical education and supervision*. Baltimore, MD. Retrieved from:

[http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942113&section=Key\\_Issues](http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942113&section=Key_Issues)

*Seminal Work on Clinical Education and Supervision:* Andersen, J. (1988). *The supervisory process in speech-language pathology and audiology*. Boston: MA: Collee-Hill.

*Research Supporting Case-Study Learning Using Bloom's Taxonomy:* Nkhoma, M. Lam, T. Sriratanaviriyakul, N., Richardson, J., Kam, B., & Lau, K. (2017). Unpacking the revised Bloom's taxonomy: Developing case-based learning activities. *Education + Training*, 59(3), 250-264.

*Sentinel Interprofessional Education (IPE) Articles/Resources:* Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

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<https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>

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[1] We use the term “transdisciplinary” purposefully. Our institution prepares educators in almost all of the specializations possible for certification in California. Through this vision statement, we make explicit our aspirations to provide curriculum, opportunities, and activities that integrate the theoretical frameworks, knowledge, and skills from our various disciplines, thus providing our candidates with the possibilities of creating systemic and holistic approaches to complex challenges.