

Annual Report of Actions and Deliberations  
Teacher Education and K-12 Relations Committee  
Academic Senate, California State University

2006-2007 Academic Year

## **Introduction**

It is a pleasure to submit this report of activity conducted by the Teacher Education and K-12 Relations Committee (TEKR) of the Academic Senate, CSU. The committee met monthly during the academic year and participated in a number of endeavors. Committee members wrote and submitted resolutions for consideration by senate colleagues, participated in university development meetings and activities sponsored by the Chancellor's Office, and participated in a variety of curriculum and service functions. The committee also considered many issues that may continue to be a part of its agenda in the next academic year. This report is organized under headings that reflect the areas of TEKR activity described above.

## **Resolutions submitted by TEKR**

The committee submitted a number of resolutions to plenary session that were ultimately approved by the senate. Categories of concern for the resolutions submitted include resolutions in support of:

- state legislation that positively affects teacher preparation at the CSU,
- K-12 student academic success and facilitation of college attendance,
- changes to federal legislation affecting public schools, notably the *No Child Left Behind Act*,
- modification to state policy in teacher preparation and K-12 practices, including suggestions for modifying the approach to achieving state curriculum standards,
- facilitation of the new Ed.D programs in educational leadership.

Some areas of resolution activity are likely to continue into the future, and next year's TEKR committee may want to remain observant about developments in several areas. The *No Child Left Behind* act is likely to become law with changes in teacher education and school performance accountability. New regulations from the U.S. Department of Education may have an impact on pre-service and in-service teacher education conducted by the CSU. The first group of independent Ed.D. programs will become operational with the Fall term of 2007. TEKR will be interested in monitoring the roll-out of these new program and finding mean to support their success. Finally, the

California Department of Education will continue to develop reform initiatives intended to improve school performance with respect to student achievement of curriculum standards. TEKR will be interested in observing policy in this area as it continues to evolve.

### **University development activities:**

The committee and several of its members provided services and advice to a number of university development activities through the year. The committee provided guidance and support for the development of the Mathematics and Science Teacher Initiative (MISTI), commentary concerning the evolving activities of the CSU system-wide evaluation of teacher preparation programs, and continuing observation of the EAP program.

### **Curriculum and service functions:**

The committee as a whole, and a number of its members, conducted services in support of the CSU. Three of the members reviewed and provided input in support of Ed.D. program proposals submitted by various campuses. These reviews facilitated the ultimate approval of new Ed.D. programs that will be operation in the 2007-2008 year. Moreover, two members attended the CSU Teacher Education Professional Development Day held in Burlingame on March 9<sup>th</sup>, 2007 and they informed their colleagues on the committee of the events that transpired at that conference. Additionally, members of the committee attended the strategic planning conference for University held at Newport Beach, California.

### **Looking forward**

A number of issues came before TEKR that remained unaddressed or in need of additional attention in the 2007-2008 academic year. These area include:

- Improvements in the use of educational technology by pre-service and in-service educators should be considered. The system-wide evaluation of teacher education has identified this as an area of relative under performance that may be in need of support.
- TEKR would benefit from a comprehensive annual review of teacher education across the system that could be used to guide policy development. Teacher education programs are experiencing significant changes in the supply and demand of teachers across California, and policy issues of the California Department of Education and the Commission on Teacher Credentialing affect teacher education profoundly. The Chancellors Office staff may be called upon to provide TEKR with a comprehensive state of teacher education report at the start of the academic year.

- The CalStateTEACH program has been operated by the Chancellors Office for almost a decade. Its original mission and purposes have been modified since it was last reviewed by the senate. The continuing operation of an academic program by the Chancellors Office should be reviewed.
- The professional development aspects of the EAP program were reported to be progressing unevenly from campus to campus. Further monitoring of the development of the EAP program may be in order.
- State policy with regard to school effectiveness seems incoherent. Curriculum standards were established in core subjects at every grade level, yet many of these are not addressed in schools as language arts programs are supported by the State as the dominant strategy for improving student academic achievement. There is concern that the State Board of Education and the State Department of Education have place too much stock in approved curriculum programs while neglecting the role of teacher knowledge in skills within the current reform environment.
- Finally, the new Ed.D. programs should be reviewed and monitored with respect to their development. Every effort should be made to facilitate excellence in educational leadership preparation by the CSU.