

Teacher Education and K-12 Relations Committee

Minutes

February 8th, 2008

Office of the Chancellor: Room 410, 10:00 a.m.

Members present indicated by bold type.

Otto Benavides, Fresno, Curriculum and Instruction;

Bob Buckley*, Chair, Sacramento, Computer Science;

Calvin Caplan, East Bay, Kinesiology;

Marshall Cates, Los Angeles, Mathematics;

Kathleen Kaiser, Chico, Sociology;

Barbara Swerkes, Northridge, Kinesiology;

Lillian Vega-Castaneda, Channel Islands, Language, Culture & Literacy Education;

Jim Wheeler, Vice Chair, Maritime, Chemistry

Ex Officio:

Dr. Beverly Young, Assistant Vice Chancellor for Teacher Education and Public School Programs

Guests: Dr. Joan Bissell, Director, Teacher Education and Public Schools Programs.

1. Open Forum:

Kathy Kaiser noted the financial position that many California school districts will face as a result of the proposed current year budget cuts as well as those proposed for 2008-09. Districts must file Interim Reports with their respective County Office of Education. One of the requirements is that available reserves for any budget year or two subsequent fiscal years must be 3% (for districts with 1,000 to 30,000 average daily attendance – there are other percentage requirements for districts of different size). If this is not the case, a “negative certification” is possible. This could lead to intervention by County Offices. Early indication is that the impending budget cuts will result in many if not most of the 1,000 school districts not having sufficient reserves.

Kathy also noted that Districts will be preparing “pink slips” for significant numbers of school personnel (teachers, counselors, et al.) in anticipation of the budget cuts. The Districts are required to notify all personnel that may be laid off prior to the 2008-09 school year no later than March 15th. As was noted, the potential negative impacts on California’s public schools will be enormous.

2. The agenda was approved as reordered.

3. The minutes for the January 16th, 2008 meeting were approved as submitted.

4. Joan Bissell, Director, Teacher Education and Public School Programs provided a detailed update on the following initiatives, which facilitated discussion with the Committee. Joan also provided a number of handouts that provided additional detail on each of these initiatives. The following is a brief summary of Joan’s comments.

Carnegie Project on the Education Doctorate (CPED). The Carnegie project is a five-year project designed to strengthen the education doctorate. The project will focus on the redesign and transformation of doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders and

professional staff for the nation's schools and colleges and the organizations that support them. A CSU delegation (including a faculty member and a student from each of the 7 Ed.D. programs as well as representation from those campuses with joint Ed.D. programs along with Chancellor's Office folks) attended a two day meeting – January 29 and 30 – with the Carnegie sponsors. The goals of the conference were the following:

- Introduce the CSU Carnegie Project on Education Doctorate
- Envision Signature Pedagogies
- Examine Student Assessment
- Discuss CSU Project Framework through Discussion with CPED National leaders

Elements that are intended to inform the work of the CSU participants include: (1) the scholarship of teaching, (2) identification of a “signature pedagogy” to guide work efforts, (3) creation of “laboratories of practice” within which “best evidence analyses” will occur, and (4) new “capstone” experiences. The *big picture* goal of the Project is to reclaim the education doctorate and to transform it into the degree of choice for the next generation of school and community college leaders.

CSU Commitment to Double Mathematics and Science Teacher Production – Campuses have made significant progress in meeting the goals of this system-wide initiative. Short term success includes a 37.6% increase in the number of credentialed science and mathematics teachers over the last three years. More specifically, teachers earning the credential required for mathematics instruction have increased 63.9%, for chemistry and physics, 42%. One of the initiatives designed to impact the long-term generation of committed science teachers is the *Science Teacher and Researcher (STAR) Program*. The STAR program is dedicated to strengthening K-12 science teaching through professional research opportunities. Initial collaborative partners include the CSU, Cal Poly-SLO, the US Department of Energy, Office of Science and the NASA Ames Research Center. Undergraduate students with an interest in science teaching will have opportunities to engage in summer research programs, ultimately designed to enhance both their commitment to and the quality of their teaching.

6. The Committee joined members of the Executive Committee and the other three committees for a presentation on “Troops to College: A California Initiative” (time certain: 11:30 AM).
7. The Chair gave a brief report on morning meeting with the Executive Committee and the Committee Chairs. Included in the discussion was the list of tentative referrals drafted by the Executive Committee and discussed with the Committee Chairs. Concern was expressed as to whether the Executive Committee intended to micro-manage the Committees' agendas. The Chair expressed the opinion that the apparent intent was to first identify the full scope of issues that would normally be addressed by Senate committees and then to match the issues with the charges of each committee, also indicating where two or more Committees would collaborate.

The Executive Committee also requested that members review the final version of the “Academic Excellence” strategic plan document. One member who had reviewed the document provided the following feedback. First, that the document was not a plan in that no priorities were specified and therefore no indication was apparent as to how the document would be used to inform decisions. The positions stated were very general. For example, the statements indicated CSU's commitment to producing graduates that meet the economic needs of the state, ensure an informed electorate, and possess the values of a general education and the value of life-long learning. The report also indicated that the CSU values its faculty as teachers and scholars and will redouble its efforts to achieve the tenure/tenure track balance specified in ACR 73. All in all, the member considered the report to be harmless and non-offensive.

8. The Committee unanimously approved the proposed Bylaws revisions which would change the name of the Committee to the *Academic Preparation and Education Programs* Committee. The approval included minor revisions to charge (appended to the minutes). However, there was discussion over how best to include a more meaningful reference to “education programs in the CSU”. A suggested change in wording is included in the attached addendum and will be considered prior to conveying the Committee’s proposed changes to the Senate’s Executive Committee.
9. A *Resolution for the Proper Use of the California High School Exit Exam* prepared by ICAS was referred to both TEKR and Academic Affairs. The ICAS resolution recommends changes to how CAHSEE should be used by high schools as a graduation requirement. The Committee unanimously agreed that the ICAS resolution was not an appropriate position for the CSU to endorse. The State Board of Education defines what constitutes graduation requirements for public high schools. Our role is defined in our requiring a high school diploma for freshmen admission to a CSU campus (along with the appropriate course requirements fulfilled). The Chair will communicate the Committee’s position to Academic Affairs prior to the March meetings.
10. Analysis and recommendation regarding foreign language entry requirement. This item is a referral from Executive Committee based upon a prior referral of the issue by the General Education Advisory Committee to the Executive Committee (James Wheeler).

The issue: Freshman applicants must complete the same pattern of 15 units of required high school courses to be eligible for admission to either the California State University or the University of California, including Language Other Than English (LOTE) – 2 years required/3 years recommended (at least two years of the same language). CSU transfer applicants have no Language Other Than English (LOTE) proficiency requirement for admission. However, UC transfer applicants must pass a LOTE proficiency exam (reference: to IGETC and <http://www.csumentor.edu/Planning/transfer/>).

The Committee discussed whether of not the CSU should add the requirement that its transfer students also demonstrate LOTE proficiency. The Committee did not reach closure on this topic/issue and will be taken up at the Committee’s meeting in March.

11. Resolutions (old and new).
Review of Second Reading resolution
(<http://www.calstate.edu/AcadSen/documents/ASCSUJan2008ResolutionPacket.pdf>)
AS-2834-08/TEKR Support for the California State University (CSU) Request to Delay Implementation of the New State-Mandated Teacher Performance Assessments. No changes required.
Tentative resolutions for considerations:
 - Career Technical Education (CTE) – postponed until additional information can be provided by Chancellor’s Office personnel.
 - Educational Leadership, Teacher Education and Professional Learning Communities (see attachment – article from *Ed Leadership*). Not discussed.
 - Coordinated and Collaborative Outreach: Chancellor, Campus President, Faculty and Administration. Not discussed.
12. Updates/Ongoing Business:
 - (a) Office of the Chancellor Updates and Anticipated Issues for 2007-08
 - (b) Tracker-scout reports on TEKR related issues:
This item was not addressed and will be taken up at the Committee’s meeting in March.
13. Adjournment: the meeting was adjourned at 3:30 pm.

Addendum: **BY-LAWS - REVISION.**

(4) Academic Preparation and Education Programs (APEP) Committee.

The committee shall evaluate and make recommendations on matters effecting and influencing *1) students prior to matriculation within the CSU system, and 2) programs in the CSU that provide for the professional development of public school teachers, administrators, and counselors.* In addition, the committee will maintain liaison relationships with CSU colleges and schools of education, community colleges and K-12 schools.

The committee shall recommend to the Academic Senate on matters of statewide concern, including, but not limited to the following:

- (a) Admission policies and procedures;
- (b) Academic entry level preparation and testing (e.g. early assessment and remediation efforts and math and science education);
- (c) Freshman level admission requirements (e.g. a-g requirements);
- (d) Entry level requirements (e.g. entry level math and English placement testing);
- (e) Outreach and recruitment programs;
- (f) Remedial education;
- (g) Transfer issues;
- (h) Legislation related to the education of school personnel;
- (i) Intersegmental efforts to improve teaching at all levels;
- (j) Educational Doctorate (Ed.D.) programs;
- (k) State legislation having the potential impact on the CSU responsibility to educate school personnel;
- (l) State legislation and regulations concerning the requirements for credentials under the jurisdiction of the Commission on Teacher Credentialing;
- (m) Policies and statewide activities affecting campus teacher education and other credential programs;
- (n) Other matters as may be brought before it by the Executive Committee or the Academic Senate