

Teacher Education and K-12 Relations Committee

Minutes

January 16th, 2008

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

Members:

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 of Teacher Education and Public School Programs

1. The committee joined members of the Executive Committee and of the other three standing committees from 10:00 until 11:00 AM for a briefing on the Governor's proposed 2008-09 budget briefing Patrick Lenz, Executive Vice-Chancellor for Finance. The Committee began the meeting at approximately 11:15 AM.
2. Open Forum: Grandchild updates provided by Senators Caplan, Cates, Vega-Castaneda, Wheeler and Buckley.
3. Review and approval of the agenda: Agenda approved as amended.
4. Approval December 7, 2007 minutes: Minutes approved with one minor editorial change.
5. Executive Committee's request for feedback on the following two items:
 - (1) RE: Resolution on Priorities and Principles Guiding Possible Funding Reductions (FGA) – Should the ASCSU offer recommendations, ostensibly by way of resolution, as to how possible CSU funding reductions should be addressed by individual campuses? The committee agreed that any recommendation should stress the importance of process (open, transparent, and collaborative), as opposed to prescribing priorities. In addition, the committee also agreed that campuses should carefully document the impact of all cuts proposed and implemented.
 - (2) Graduate Business Fees (AS-2825-07/EX) – Committee had no comments to offer.
6. Discussion of proposed Bylaws revisions: (1) Change of name from TEKR to *Pre-Collegiate Education and Transfer Committee*; and (2) revision of the Committee's charge – a DRAFT document, the work product of the Executive Committee and four Senate Committee Chairs was provided for review and discussion.

The Committee entertained extensive discussions on a possible name change for TEKR. A revised "charge" document was reviewed, which reflected fundamental changes in the focus, scope, and ultimately the priorities of a newly-named committee.

Support of the general notion of revising and expanding the purview of what is now TEKR was discussed. Support for eliminating "Teacher Education" from the name of the committee was voiced, generally. Student preparation prior to matriculation – either at the high school level or for community college students – was promoted as a unifying framework/theme for the charge of the committee. This general perspective would include or be related to not only teacher education, but also issues related to ELM, EPT, MSTI, EAP, LDTP, GE/EO 595, IGETC, ICC Transfer Committee, etc. Many possible names for the name for the *new* committee were discussed.

A final recommendation of “Academic Preparation and Education Programs Committee (APEP)” was approved unanimously by the Executive Committee. A tentative list of charges was also approved. The committee agreed to the following unifying theme that would define the scope of issues to be addressed by the committee: “All that effects or influences the preparation of students prior to their beginning collegiate work at a CSU campus.” The committee’s suggested revision to the By-laws is attached.

7. Report on Executive Committee & Standing Committee Chairs December 15th Retreat Updates

Agenda Included:

- (1) Committee Liaison responsibilities
- (2) Proposed revisions to bylaws
- (3) Review of guidelines and responsibilities for ASCSU members and redefine committees
- (4) Summer expectations for Executive Committee and Standing Committee Chairs.

The chair discussed briefly the issues discussed at the Retreat, which focused primarily on the proposed revisions to the Senate’s By-laws.

8. Review of TEKR sponsored Second Reading resolutions:

<http://www.calstate.edu/AcadSen/documents/ASCSUNov2007ResolutionPacket.pdf>:

AS-2823-07/TEKR Annual report on the Efficacy of CSU Teacher Education and K-12 Collaborations – Possible revisions to this resolution were discussed; Dr. Young suggested that, as presently crafted, the likelihood of this resolution being the catalyst for the generation of a report as contemplated, generated by the Office of the Chancellor and his staff, seems quite unlikely. A request to table this resolution was agreed to - with a proviso that meetings and discussions will occur between Dr. Young. Chair Buckley and member Caplan will meet with Dr. Young prior to the Interim Meetings in February.

AS-2824-07/TEKR Response to the Board of Trustees (BOT) September 2007 Agenda Item – CSU Remediation Policies and Practices: Overview and Prospects – reviewed, and revised.

AS-2826-07/TEKR: Role and Responsibilities of the CSU Doctorate in Education Advisory Committee. An addition to the rationale will be included in the 2nd reading version of the resolution. This will include the November 2007 revised draft language specifying the membership and charge of the Advisory Committee.

9. Other business (new or old).

Tentative resolutions for considerations:

- Pedagogy and Use of Technology in Teacher Education Programs (Otto). A first reading draft resolution was prepared for review prior to the start of Thursday’s Plenary Meeting.
- Career Technical Education (CTE). A decision on whether or not to proceed with a resolution was deferred until a review of the issues could be completed.
- Educational Leadership, Teacher Education and Professional Learning Communities (the Committee was provided with a related article for *Ed Leadership*). A decision on whether or not to proceed with a resolution was deferred until a review of the issues could be completed
- Funding the Unfunded Mandate for Teacher Performance Assessment (TPS).

A background discussion included a brief history associated with this state mandate.

SB 2042 (1998) made significant changes to the structure of the teacher credentialing process. The new credentialing system now consists of two parts: teacher preparation and induction. Teacher preparation involves the courses and assessments teachers take to earn a preliminary (Level I) credential, and induction occurs during the first two years of teaching when teachers take courses and the assessments necessary to earn a professional (Level II) credential. The Standards of Quality and Effectiveness for Professional Teacher Preparation Programs specify that programs should incorporate the new Teaching Performance Expectations (TPEs) also established by SB 2042. TPEs highlight what teachers should know and be able to do before earning a preliminary credential. A prospective teacher’s performance on the TPEs is measured by the Teaching Performance Assessment (TPA),

which at that time was being field tested. Implementation of a TPA requirement was to be contingent upon state funding.

Senator Scott's omnibus education bill, SB 1209, was enacted in 2006. It included the requirement that TPA be instituted as a statewide requirement for teacher preparation programs beginning in July 1, 2008 – with no stipulation of funding being provided by the state.

The Chancellor's Office has estimated that the cost per candidate would be \$400 and an additional \$100 per candidate would be needed for start-up. In 2005 the CSU credentialed 13,000 teachers. At this rate, the annual cost to implement TPA would be \$5.2 million with an additional \$1.3 million start-up cost.

The committee agreed that state mandated actions that result in significant costs to the CSU should be challenged. Dr. Young indicated that the Chancellor was intending to request of Senator Scott that he in turn request that the Commission on Teacher Credentialing defer implementation until funding is provided. A draft resolution was prepared for first reading at the Thursday Plenary meeting.

10. Tracker-scout reports on TEKR related issues. Reports were deferred as a result of the work needed to prepare for Thursday's plenary.

11. The meeting adjourned at approximately 4:00 PM.

The committee met on Thursday, prior to the Plenary meeting.

The draft of the proposed resolution on Pedagogy and Use of Technology in Teacher Education Programs (Otto) was reviewed and the committee agreed to hold off on moving this to first reading and to perfect the language at the interim meeting in February.

An additional resolve, provided by Senator Darlene Yee, was approved and added to the resolution AS-2826-07, which commended the Chancellor's Office for extending their consultative efforts to develop the charge and membership for the Ed. D. Advisory Committee.

Dr. Young provided the committee with the following updates:

- CSU participation in the Carnegie Project on the Education Doctorate (CPED)

Background: CPED is a three-year effort sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. The participating colleges and universities have committed themselves to working together to undertake a critical examination of the doctorate in education with a particular focus on the highest degree that leads to careers in professional practice. The intent of the project is to redesign and transform 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.

Participants will frame their work with an emphasis on:

1. The scholarship of teaching
2. The identification of a "signature pedagogy" to guide the work
3. The creation of "laboratories of practice" in which future practitioners experiment and undertake "best evidence analyses"
4. New "capstone" experiences in which future practitioners can work together to produce outstanding demonstrations of their proficiency

The goal of CPED is to reclaim the education doctorate and to transform it into the degree of choice for the next generation of school and college leaders.

Update. Each of the seven Ed. D. programs that began this fall will send a faculty member and a graduate student to a CPED meeting at the end of January. Representatives from member institutions will discuss issues related to the four items above. In addition, the attendees will spend an entire day in discussion

and dialogue with Lee S. Shulman, President of The Carnegie Foundation for the Advancement of Teaching.

- Math and Science Initiative. CSU continues to have a major responsibility in preparing math and science teachers. \$2.7 million continues in the state budget along with a diminished funding amount and role for UC in this initiative. The Teacher and Scientist program has placed 20 interns at Lawrence Livermore and the Bechtel Corporation has committed to providing funds to expand participation. In addition, Cal Poly SLO is working with the Chancellor's Office in preparing a proposal to the Gates Foundation to further expand these efforts.
- Yet another Governor's Commission on K-12 education is preparing their report (Students First Renewing Hope for California's Future – (Dr. Young provided committee members with a copy of the draft). The recommendations are costed at a total of \$6.6 billion with a recommendation of funding all or none. One of the recommendations calls for the involvement of more agencies in the credentialing of teachers.

The meeting was adjourned at 9:50 a.m., Thursday, January 17, 2008

ATTACHMENT:

BY-LAWS - REVISION

(4) Academic Preparation and Education Programs Committee.

The committee shall evaluate and make recommendations on matters regarding academic preparation of entering students and on issues involving education programs in the CSU. 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 areas:

- (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 (e.g. lower division transfer requirements);
- (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