

Minutes of the Committee on Teacher Education and K-12 Relations (TEKR)
December 3, 2004 --- Room 410, Chancellor's Office

Present: Marvin Klein (Chair), Craig Smith (Secretary), Jim Wheeler, Cal Caplan, Sam Edelman, Beverly Young (Chancellor's Office), Barbara Swerkes, Nancy Hunt, Lillian Vega-Castaneda, Gayle Hutchinson (by phone).

Absent: Mark O'Shea (who sent material to TEKR)

1. Minutes from November 10, 2004 were approved.
2. Jim Wheeler volunteered to begin work on a lexicon of terms in TEKR.
3. General discussion and meeting with Academic Affairs was substituted for formal agenda.
4. Beverly Young reported on activities of the CCTC. Senate Bill 57 on fast track internship was discussed. Test has been offered but no passing grade has been established. (Campus interns who qualify by passing this test will be given a waiver of course work. However, the Commission was unable to agree on test standards and grading. (See CCTC website <http://www.ctc.ca.gov>; the passing score item will come back for further consideration.)
5. Lynne Cook and Bob Cherny joined the meeting as liaison from Executive Meeting.
 - a. Jim Wheeler narrowed the issue to what TEKR can do to create a report that supports our agenda.
 - b. Bob Cherny talked about how his earlier report on resources was created starting in Academic Affairs Committee, then on to a conference, and so forth. It took over a year to get the report reading for senate action.
 - c. Marvin Klein: What is the role of the CSU in teacher education? What is the role can TEKR play in promoting teacher education California? We might assess pathways, testing, etc.
 - d. Where would we get data for such a campaign? Currently evaluation focuses on opportunities to learn (indirect evaluation), outcomes (indirect evaluation), and student learning (direct evaluation). How do you link teacher preparation to student learning?
 - e. Beverly Young distributed an early version of "Outcomes of CSU Teacher Preparation," December 1, 2004.
 - f. We need a culture of collaboration between CSU teachers of undergraduate subject matter and CSU teachers of pedagogy. A lack of effective collaboration negatively impacts blended-integrated undergraduate programs, among others. There is a perception that such collaboration is currently lacking in higher education. Furthermore, there seems to be little reward on campuses for improving interdisciplinary and off campus connections.
 - g. Lynne Cook advocated a narrow focus for a day-long workshop on what TEKR could do through the senate for teacher education. The Early Assessment Program (EAP) might provide such a focus. Cherny added that we might want to focus on rewards for collaborative work among faculty in teacher education across disciplinary lines as related to blended and integrated programs. Gayle Hutchinson endorsed a focus on a "culture of collaboration." The Maxson report two years ago examined some of these issues. Should

the RTP process be reexamined in light of collaboration? What walls exist and how can we knock them down?

h. Consensus emerged that a study of the culture of collaboration in blended programs should be undertaken as a first step in TEKR's re-assessment of its role. It might include breaking the inquiry and recommendation into phases: workshops on gathering information about the causes of problems, and recommendations on models and rewards for facilitating collaboration. Later this study might be used to report on the relationship between the CSU colleges of education, the State and schools.

6. The Committee met jointly with Academic Affairs Committee for lunch to talk about EAP.

7. The Committee agreed to conduct a survey on the "culture of collaboration" that exists in support of blended degrees. A draft of the suggested survey follows:

Preamble: The CSU is committed to producing the best teachers in the country. Part of that effort revolves around how we teach our teachers and prepare them for their roles in the K-12 system. One of the newest innovations is the blended credential route that brings instructors of teacher education together with subject matter instructors. The purpose of this survey is to examine the collaborative process between these two groups. Please fill out the survey for use by the Committee on Teacher Education and K-12 Relations (TKER):

NAME:

CSU CAMPUS:

1. To what extent does collaboration exist on your campus between instructors of teacher education and instructors of undergraduate subject matter that has been incorporated into blended teaching degree programs?

2. What kinds of walls exist to such collaboration?

3. What incentives or rewards exist to pursue or enhance collaborative efforts?

4. What models of such collaboration exist on your campus?

5. What recommendations would you make to enhance collaboration between instructors of teaching education and instructors of undergraduate subject matter?

8. The Committee then moved on to CSET. Need for data was discussed. It was decided that at present TEKR will not address the CSET question further.

9. Meeting adjourned.