

# Teacher Education and K-12 Relations Committee

## Minutes

September 5th, 2007 - 10:00 a.m.  
Office of the Chancellor - Room 611

PRESENT: Bob Buckley, Cal Caplan, Otto Benavides, Barbara Swerkes, Lillian Vega-Castaneda, Marshall Cates, Kathy Kaiser, Jim Wheeler, Beverly Young

GUESTS: Rochelle Kellner

### 1. Open Forum:

a. Otto Benavides discussed the need for the improvement in Technology Education and instruction throughout the system. The issues will be further discussed at a subsequent meeting with the possibility of a resolution being presented to the Senate for consideration.

b. Members indicated their additional Committee Assignments for 2007-08:

Barbara Swerkes - LDTP Advising, LDTP Steering Committee; LDTP Workshops; GE Advisory Committee; CCC - CSU Transfer Advisory Committee, ICC Committee on Transfer

Jim Wheeler - EAP Steering Committee; GE Advisory Committee

Marshall Cates - LDTP committees, EAP Steering Committee, ELM-EAP Test, Development Committee, GE Course Review - special cases.

Calvin Caplan - CSU Doctoral Incentives Program Committee, GE Advisory Committee

Otto Benavides

and Bob Buckley- Academic Technology Advisory Committee (ATAC)

Lillian Vega-Castaneda - California Academic Partnership Program (CAPP), Advisory, Financial Aid Advisory Council

2. The agenda was reviewed and approved unanimously.

3. The minutes for the May 9, 2007 Meeting were approved unanimously.

4. Dr. Beverly Young, Assistant Vice Chancellor for Teacher Education and Public School Programs, provided the committee with an update on the status of previous resolutions passed by the Senate and current issues of interest to the Committee. The following is a summary of the update and discussion.

AS-2793 Establish Doctorate in Education Advisory Committee. The Committee has yet to be formed. Membership may differ to some degree from that recommended in the resolution.

AS-2792 High Quality Ed.D. Programs in Educational Leadership. No action has been taken on the recommendation to establish system wide the following: 1) colloquia on the most promising research and practices, 2) organized research units that advance scholarship and inquiry, and 3) sponsorship of conferences or similar events for the dissemination of research findings... The recommendation is viewed positively, but no action has been taken to support this type of culture-nurturing commitment.

However, the CSU has joined with 21 other universities in the Carnegie Project on the Education Doctorate (CPED)\*. The Project 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.

\* <http://www.carnegiefoundation.org/programs/index.asp?key=1867>

In addition, the CSU has established “Teaching and Learning Commons”, which is modeled after the Carnegie Foundation's idea of a "teaching commons"\*\*. The commons represents a community of faculty and students within the discipline – in this case the Ed. D., who are committed to collaboration in teaching and learning in which they exchange ideas and best practices, discuss policy issues, and explore central research questions in educational leadership and reform. While faculty engaged in scientific research and disciplinary scholarship have long enjoyed collegial interactions and gained professional recognition through their participation in conferences and symposia, the intent is to have an Ed. D. “commons” which could provide for such collaboration and involve students and leaders in P-12 and community college education as participants.

\*\* <http://teachingcommons.cdl.edu/edleadership/>

Campus Ed.D. Programs. The seven first wave campuses (Sacramento, Fresno, Fullerton, Long Beach, San Bernardino, San Diego and San Francisco) began their programs this fall. 326 applications were received and 148 admitted. All 148 are working full-time in either P-12 or Community College. Two thirds are on the P-12 track and one-third on the Community College Track. The 2<sup>nd</sup> wave campuses (Bakersfield, East Bay, Northridge, and Stanislaus) are preparing proposals for initiating programs in the fall of 2008. The East Bay campus will be proposal will include only a P-12 track. This decision reflects the difficulty of finding appropriate faculty with experience in Community College leadership.

The pre-proposal review process has been used during 1<sup>st</sup> wave proposal review will not be continued due to the lack of time between completing the campus approval process and the due date for submittal to the Chancellor's Office. Including faculty on the Chancellor's Office review team may be an alternative option. The Committee suggested that faculty involved in preparing 1<sup>st</sup> wave proposals could contribute most effectively in the review process.

A press conference featuring Chancellor Reed and Senator Scott will be occurring at the Capitol this week on Friday, the 14<sup>th</sup>. This public relations event will highlight the rollout of the CSU Education Doctoral Program with the catch-phrase characterization, “Excellence in Preparing Educational Leaders.”

Early Assessment Program (EAP) Update. Percentages of students establishing competence haven't changed except that students in greater numbers are taking the EAP augments in both English and Mathematics. Student Reports are now on the back of the California Standards Test report that go out to parents and students as a matter of course each year. Pre-Service/In-Service: Materials for in-service teacher preparation are being adapted for use in the pre-service milieu; however workshop attendance has not been strong. Overall, the integration of EAP instructional/pedagogical training directed toward the in-service English and mathematics teacher populations into CSU pre-service programs is proceeding at a slower-than-desired rate.

Mathematics-Science Teacher Preparation Initiative. The CSU has met system-wide targets and a \$2 Million augment has been included in the current state budget for the MSTI.

CalState TEACH update: A brief update in the form of a one-page document was distributed. Concern has been raised over the extent to which this program was competing away students that would have normally attended a local campus. The program does not openly compete, but has not monitored the decisions made by students entering the program. The following table was included in the handout.

<b><i>Region</i></b>	<b><i>Summer '06 Headcount</i></b>	<b><i>Fall '06 Headcount</i></b>	<b><i>Spring '07 Headcount</i></b>
Monterey Bay	125	207	223
Fresno	142	196	193
Los Angeles	89	134	119
Fullerton	132	212	202
<b>TOTAL</b>	<b>488</b>	<b>749</b>	<b>737</b>

Teacher Preparation Assessment (TPA) update: Lack of Resources continues to delay the full implementation of the TPA. Nonetheless, many campuses have partially implemented or are fully implemented the TPA protocols without having the funding support same. The system's concern is that such efforts will compromise continued efforts to lobby effectively for TPA implementation funds.

5. Review and Comments: Report from the Committee on Educational Policy entitled *California State University Remediation Policies and Practices: Overview and Prospects*.

The Committee spent most of the afternoon discussing the report and listing a number of difficulties in improving College readiness in prerequisite English and Math skills of incoming freshmen encountered in the Early Assessment Program (EAP). The report is to be presented to the Board at their September meeting. Whatever action is to be taken is expected to occur at the January Trustees' meeting. The Committee will be preparing a resolution to be presented at the next Plenary.

Background. In 1996 the Trustees adopted a policy to reduce the need for remediation. The goal set was to have 90% of the entering freshmen in fall 2007 passing both the English Placement Test (EPT) and test and the Elementary Math (ELM) test. In 1997, EO 665 established a one-year requirement for all freshmen requiring remediation in one or both areas to complete this remediation in one year. By the fall of 2007 campuses have been able to remediate 80% or more within their first year with a number of campuses having remediation rates above 90%.

6. New Business. The following items were *deferred*:

- TEKR members: roles and responsibilities
- TEKR membership... How to increase preferences for membership in TEKR?
- Proposed issues/concerns for 2007-08

7. The Committee will continue the process of monitoring various K-12 organizations in order to keep current on K-12 issues. Committee members agreed to monitor the following organizations:

- California School Board Association (CSBA) - Bob Buckley
- Association of California School Administrators (ACSA)-Bob Buckley
- State Board of Education - Barbara Swerkes
- California Post-secondary Education Commission (CPEC) - Cal Caplan, Kathy Kaiser
- California Department of Education (CDE) - Otto Benavides
- California Commission on Teacher Credentialing (CCTC) - Otto Benavides

- California Teachers Association (CTA) - Lillian Vega-Castaneda
- California Faculty Association (CFA) - Lillian Vega-Castaneda

8. FYI handouts.

- 39th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools
- NY Times; September 4th, 2007, As Support Lags, Colleges Tack on Student Fees.

9. Adjournment: The meeting was adjourned at 3:00 p.m.