

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:30 a.m., Wednesday, November 13, 2002
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
William D. Campbell, Vice Chair
Harold Goldwhite
Murray L. Galinson
William Hauck
Shailesh J. Mehta
Ralph Pesqueira
Kyriakos Tsakopoulos
Anthony M. Vitti
Martha Walda

Consent Items

Approval of Minutes of Meeting of July 17, 2002

Discussion Items

1. Modification of California State University Admission Policy for Upper-Division Transfer Students, *Information*
2. California State University Accountability Process—The Second Biannual Report, *Information*
3. Report of the California State University Presidents Commission on Teacher Education, *Information*
4. California State University Northridge Participation in the *Teachers for a New Era* Initiative, *Action*

**MINUTES OF THE MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

September 18, 2002

Members Present

Roberta Achtenberg, Chair
William D. Campbell, Vice Chair
Martha Fallgatter
Debra S. Farar, Chair of the Board
Murray L. Galinson
Harold Goldwhite
William Hauck
Shailesh J. Mehta
Ralph R. Pesqueira
Charles B. Reed, Chancellor

Members Absent

Kyriakos Tsakopoulos
Anthony M. Vitti

Other Trustees Present

Robert Foster
M. Alexander Lopez
Dee Dee Myers
Frederick W. Pierce IV
Erene S. Thomas

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Christine Helwick, General Counsel
Gary A. Hammerstrom, Associate Vice Chancellor, Academic Affairs

Chair Achtenberg called the meeting to order on September 18, 2002, at 8:43 a.m.

Approval of Minutes

The minutes of July 17, 2002, were approved by consent as submitted.

California State University Enrollment Management Policies

Chair Achtenberg reintroduced the amended enrollment management policy that was proposed at the July 2002 Board meeting. The modifications are needed to guide campuses as they address the growing enrollment pressures across CSU. Executive Vice Chancellor Spence commented that additional changes had been incorporated into the July version after consultation with CSU Presidents.

Academic Senate CSU Chair Kegley stressed that the president's advisory councils should inform and consult with the faculty and community regarding admission policies and procedures developed by the campus. Mr. Bruce Wolfe, California State Student Association member, commented that the students should be represented through their organization on the campus and that this should be reflected in this resolution. Executive Vice Chancellor Spence responded that the Board of Trustees adopted a policy addressing this issue two years ago.

The committee recommended approval by the board of the proposed resolution (REP 09-02-07).

Academic Plan Update for Fast-Track Program Development

Executive Vice Chancellor Spence gave a brief summary of the traditional and fast-track procedures for reviewing and approving new degree programs. California State University, Fresno submitted a request to establish Bachelor of Science degree programs in Viticulture and Enology; California State University, Sacramento to establish an interdisciplinary Master's degree in Urban Land Development; and California State University, San Bernardino to establish a Master of Arts in Teaching Mathematics.

The committee recommended approval by the board of the proposed resolution (REP 09-02-08).

Preparing Teachers to Teach Reading Effectively

Chair Achtenberg noted CSU's focus and priority on reading and how CSU prepares school teachers to teach reading. She cited several recent CSU initiatives including the establishment of a CSU Center for the Advancement of Reading, the development by CSU reading faculty from all campuses of a publication on CSU's approach to preparing reading teachers and the planning of a CSU reading conference to be held on October 23 in Los Angeles.

Executive Vice Chancellor Spence stated that he is convinced after over a year of learning about our reading faculty and what they do, that if all public school teachers were prepared by CSU there would be much higher reading achievement in our public schools.

Not only do CSU faculty prepare future teachers to teach to the new state school standards for reading achievement and within the instructional frameworks established by the State, they also provide school teachers with the capacity to identify how best to address the different needs of individual students and to use a variety of strategies to move these students as directly as possible to where they can read critically and with comprehension.

It is also important to emphasize that CSU reading faculty base their preparation of teachers of reading on methods that have been developed and tested through the highest forms of scholarship and research. Many of our CSU reading faculty are leading scholars in the field of reading and learning.

The goal of our reading faculty is not just to reach federal targets, such as those set out in the “No Child Left Behind” initiative, but also to help every student to achieve their highest level of reading ability, as directly as possible.

As public interest increases regarding student achievement in K-12 schools, there continues to be a great focus on reading. There has been, and continues to be a lot of differing opinion, even controversy about the best ways to teach reading. As the major preparer of new teachers in California, it is important for the public and for policymakers to be aware of the work CSU faculty do in preparing teachers to be effective teachers of reading. CSU needs to be seen as part of the solution in this area, and a constructive force in improving student achievement.

Dr. Spence described several CSU initiatives related to reading. He stated that a new Center for the Advancement of Reading has been established under the direction of Dr. Beverly Young, Director, Teacher Education and Public School Programs, and will be led by two co-directors, Ms. Nancy Brynelson and Dr. MaryEllen Vogt.

Executive Vice Chancellor Spence further stated that since CSU prepares the majority of new teachers within California, it is essential that they are prepared to assist students in meeting the state academic standards and utilizing the state instructional frameworks. The publication, *Preparing Teachers to Teach Reading Effectively*, is the collective work of campus reading faculty aiming to inform the public. Dr. Spence introduced co-editors Dr. Hallie Yopp Slowik, CSU Fullerton, Dr. MaryEllen Vogt, CSU Long Beach, and Dr. Gail Tompkins, CSU Fresno. Dr. Slowik gave an overview of the publication and how it was developed.

Dr. Spence also noted that CSU faculty are currently working with English teachers in 150 targeted high schools on how to teach reading at the secondary level. This initiative involves 800 high school teachers statewide.

Chair Achtenberg congratulated faculty and staff who worked on the report, and commented that she was impressed with its clarity and substance. Trustees Galinson and Pesqueira also congratulated the faculty. Trustee Pesqueira questioned if there was a difference in emphasis on preparing teachers to teach reading between multiple subject and single subject candidates. Dr. Vogt responded that reading preparation programs are attentive to specialized needs in both types of preparation programs.

Notable Accomplishments in California State University Teaching, Research, and Scholarship: The Student Research Competition

Chair Achtenberg noted that the California State University Student Research competition, now in its seventeenth year, offers students a chance to showcase their talents and display the results of their work. This event is hosted by a different CSU campus each year. In 2003 it will be held at California State University, Stanislaus on May 2nd and 3rd. Executive Vice Chancellor Spence introduced a video that showed excerpts from this year's competition at San Jose State University. After the presentation, President Caret, San Jose State University, stated that the competition provides a way for students, who are interested in research, to excel. President Hughes, California State University, Stanislaus commented that the contribution of faculty to the program as mentors is invaluable. President Hughes invited all campuses to be represented at the May 2003 event at CSU Stanislaus.

Trustees Goldwhite and Pesqueira praised the program, and congratulated Presidents, faculty, and students for their participation. Academic Senate Chair Kegley added her congratulations.

Chair Comments

Chair Achtenberg commented that currently the graduation rate for CSU is approximately fifty percent and stressed the importance of improvement. Chair Achtenberg added that graduation is the responsibility of both the student and the institution, and that the graduation rates need to improve to help students and California's society and economy achieve the highest possible value for their investments of time and resources. A task force of administrators, faculty, and students is currently working on a report on how this will be accomplished. Chair Achtenberg invited members of the Board to attend the October 4 task force meeting in San Francisco. Campuses will be asked to develop their individual plans for improving graduation rates upon completion of the task force's work.

Adjournment

The meeting adjourned at 9:37 a.m.

COMMITTEE ON EDUCATIONAL POLICY

Modification of California State University Admission Policy for Upper-Division Transfer Students

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Donald R. Gerth
President
California State University, Sacramento

Summary

The Admission Advisory Council, on which President Donald R. Gerth and Academic Senate representative Dr. Hal Charnofsky serve as chair and vice chair respectively, recommends that the Board of Trustees amend *Title 5, California Code of Regulations* to require that a student complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer student. This revision would be a change from the current provision that a student may establish eligibility for admission as an upper-division transfer upon completion of 56 or more transferable semester units (84 quarter units).

This policy change is submitted to the Board of Trustees for information at its November meeting and will be presented for action at the Trustees' January 2003 meeting. If adopted, the change would be effective for students seeking admission to fall 2005 and subsequent terms.

Background

The Admission Advisory Council recommendation to amend *Title 5, California Code of Regulations* to require that a student complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer was based upon the following considerations:

- The current definition leads to confusion among students and counselors with regard to financial aid eligibility.

- Students who obtain loans as sophomores are not eligible for additional loans until they have completed 60 semester units, even though they may have been admitted to the CSU as upper-division transfers.
- There are different maximum federal loan limits based on class level, and junior class level is based on 60 semester units (sophomore limit is \$3,500 and junior limit is \$5,500).
- 60 transferable semester units completed are required to establish junior level standing.
 - Currently, upper-division *admission eligibility* may be established with 56 semester units.
 - The current upper-division eligibility definition of 56 semester units is confusing to students, counselors, outreach, and admission staff because transfer students who enter with 56 semester units are classified by CSU as sophomores, not juniors. Sophomores typically receive the lowest priority for course registration.
- 60 semester units will represent four semesters (six quarters) of full-time study (at 15 units per semester) needed for timely progress toward the baccalaureate degree.
- 60 semester units will simplify external reporting and make the reports consistent with the CSU admission upper-division transfer policy.
 - CPEC, IPEDS, and NCAA classify students based on class level definitions that identify juniors as having 60-89 semester units.
- Admission application projections, processes, tracking, and reporting are currently confused when different class level and enrollment bases are used.
- The University of California requires students who were not eligible for admission as first-time freshmen to complete 60 transferable semester units to establish eligibility as transfer students.

This proposal was reviewed and supported by presidents, provosts, vice presidents of student affairs, admission and records directors, the Academic Senate, and the California State Student Association. Discussions were held with representatives of the California Community Colleges who also support this change.

A revision is needed to Title 5, *California Code of Regulations*, Sections 40803, 40803.1, 40804, 40804.1, 40805, 40805.1, and 40806, to increase from “56 or more” to “60 or more” transferable

semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer student. These changes would be effective for students seeking admission to the fall 2005 and subsequent terms.

Proposed Resolution

The following resolution will be proposed for adoption at the January 2003 meeting.

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code, that the board hereby amends its regulations in Title 5, Division 5, Chapter 1, Subchapter 3, Article 5, Sections 40803, 40803.1, 40804, 40804.1, 40805, 40805.1, and 40806 and Article 6, Sections 40900 and 40901 as follows:

40803. Applicants Who Are California Residents and Who Have Completed 56 the Prescribed Number of Units of College Credit.

An applicant who is a resident of California may be admitted to a campus as an undergraduate transfer, upon satisfaction of the requirements of subdivisions (a), ~~(e)~~(b), and (d) or ~~(b)~~(a), (c), and (d), as appropriate:

- ~~(a)~~ For admissions prior to fall term 2000, the applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;
- ~~(b)~~(a) Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;
- ~~(e)~~(b) For admission prior to fall term 2005, ~~the~~ applicant has attained a grade point average of 2.0 (grade of C) or better in at least 56 semester (84 quarter) units of transferable college credit;
- (c) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit;

- (d) The applicant was in good standing at the last college attended.

§40803.1. Applicants Who Are Not California Residents and Who Have Completed ~~56~~ the Prescribed Number of Units of College Credit.

An applicant who is not a resident of California may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of subdivisions (a), ~~(e)(b)~~, and (d) or ~~(b)(a)~~, (c), and (d), as appropriate:

- ~~(a) For admissions prior to fall term 2000, the applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;~~
- ~~(b)(a)~~ Commencing with admissions to the fall term 2000, the applicant has completed satisfactorily at least 30 semester (45 quarter) units in courses at a level at least equivalent to General Education-Breadth courses, including courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics and quantitative reasoning;
- ~~(e)(b)~~ For admission prior to fall term 2005, the applicant has completed at least 56 semester (84 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;
- (c) Commencing with admission to the fall term 2005, the applicant has attained a grade point average of 2.0 (grade of C) or better in at least 60 semester (90 quarter) units of transferable college credit and has attained a grade point average in all units of transferable college credit which places the applicant among the upper one-half of eligible California residents who are applicants for admission under Section 40803, the required minimum grade point average to be determined by the Chancellor;
- (d) The applicant was in good standing at the last college attended.

§40804. Applicants Who Were Eligible for Admission As First-Time Freshmen and Who Have Completed Fewer Than 56 the Prescribed Number of Units of College Credit.

An applicant who has completed fewer than 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term of college credit may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following lettered subdivisions:

- (a) The applicant was eligible for admission to a campus as a first-time freshman, either
 - (1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901, and including satisfactory completion of the comprehensive pattern of college preparatory subjects as defined in subsection (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent; or
 - (2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, including satisfactory completion of any college preparatory course requirements in effect at that time or an alternative program determined by the Chancellor to be equivalent, if the applicant has been in continuous attendance at a college since graduation;
- (b) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college units attempted;
- (c) The applicant was in good standing at the last college attended.

§40804.1. Applicants Who Were Ineligible for Admission As First-Time Freshmen for Failure to Meet Course Requirements and Who Have Completed Fewer Than 56 the Prescribed Number of Units of College Credit.

An applicant who has completed fewer than 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005

term and who was not eligible for admission to a campus as a first-time freshman solely because of failure to complete satisfactorily the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent may be admitted to a campus as an undergraduate transfer upon satisfaction of each of the following lettered subdivisions:

- (a) Except for satisfactory completion of the comprehensive pattern of college preparatory subjects defined in subdivision (n) of Section 40601 or an acceptable alternative program, the applicant who was eligible for admission to a campus as a first-time freshman, either
 - (1) on the basis of the admission requirements in effect at the time of the application, other than the provisions of Sections 40757, 40758, 40900, or 40901; or
 - (2) on the basis of the admission requirements in effect at the time of the applicant's graduation from high school, other than the provisions of Sections 40757, 40758, 40900, or 40901, if the applicant has been in continuous attendance at a college since graduation;
- (b) Subsequent to high school graduation, the applicant has completed satisfactorily whatever college preparatory course requirements were in effect at the time of the applicant's graduation from high school, or an alternative program determined by the Chancellor to be equivalent;
- (c) The applicant has attained a grade point average of 2.0 (a grade of C) or better in all transferable college units attempted;
- (d) The applicant was in good standing at the last college attended.

§40805. Applicants with Particular Majors.

An applicant not eligible under Section 40804 or 40804.1 may be admitted to a campus as an undergraduate transfer upon satisfaction of the requirements of each of the following subdivisions:

- (a) The applicant has completed satisfactorily the comprehensive pattern of college preparatory subjects defined in subsection (n) of Section 40601 or an alternative program determined by the Chancellor to be equivalent;

- (b) The degree objective is such that at least 56 semester (84 quarter) units for admission prior to fall term 2005 and at least 60 semester (90 quarter) units commencing with admission to the fall 2005 term, or the equivalent, of appropriate course work are not offered at the college from which the applicant seeks to transfer;
- (c) The applicant has completed that portion of the curricular program required by the campus for the degree objective, as is offered at the college from which the applicant seeks to transfer;
- (d) The applicant has attained a grade point average of 2.0 (grade of C) or better in all transferable college work attempted;
- (e) The applicant was in good standing at the last college attended.

§40805.1. Veterans.

An applicant who is not eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of application for admission as an undergraduate transfer, who has not completed 56 semester (84 quarter) units of college credit for admission prior to fall term 2005 and 60 semester (90 quarter) units of college credit commencing with admission to the fall 2005 term, and who is not otherwise eligible under the provisions of this Article, may be admitted to a campus as an undergraduate transfer; provided, that the applicant is an "eligible veteran" as that term is defined in subdivision (a)(1) of Section ~~1652~~ 3452, Title 38, United States Code and if the applicant is a California resident. The Chancellor is authorized to establish and from time to time revise procedures appropriate for the administration of this section.

§40806. Other Applicants.

An applicant who does not meet the requirements of Sections 40803, 40804 and 40805, but who is eligible for admission as a first-time freshman on the basis of the admission requirements in effect at the time of the application for admission as an undergraduate transfer, other than the provisions of Section 40759, or who has completed 56 semester (84 quarter) units of transferable college credit for admission prior to fall term 2005 and 60 semester (90 quarter) units of transferable college credit commencing with admission to the fall 2005 term, may be admitted to a campus as an undergraduate transfer, if in the judgment of the appropriate campus authority, the applicant can succeed at the campus.

§40900. General Exceptions.

An applicant who is not otherwise eligible for admission as either a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 56 semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that the number of applicants enrolled in The California State University ~~and Colleges~~ pursuant to this Section for any college year shall not exceed 4% of all undergraduate students who enrolled for the first time in The California State University ~~and Colleges~~ during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may prescribe, and may from time to time revise, procedures for the administration of this Section.

§40901. Exceptions for Applicants to Special Compensatory Programs.

- (a) An applicant who is not otherwise eligible for admissions either as a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 56 semester (84 quarter) units for admission prior to fall term 2005 and fewer than 60 semester (90 quarter) units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that he or she is a disadvantaged applicant for whom special compensatory assistance is available, and provided further that the number of applicants enrolled in The California State University ~~and Colleges~~ pursuant to this Section for any college year shall not exceed 4% of all undergraduate students enrolled for the first time in The California State University ~~and Colleges~~ during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article. The Chancellor may establish, and may from time to time revise, procedures for the administration of this Section.
- (b) As used in this Section, the term “disadvantaged applicant” means an applicant who comes from a low-income family, who has the potential to perform satisfactorily on the college level, but who has been and appears to be unable to realize that potential without special assistance because of economic, cultural, or educational background or environment.

COMMITTEE ON EDUCATIONAL POLICY

California State University Accountability Process – The Second Biannual Report

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Cornerstones Principle 9 committed the CSU to account for its performance through periodic reports to the public. After the Cornerstones Implementation Plan was approved by the Board in March 1999, the CSU Accountability Process was developed through a participative systemwide process that included input from the Alumni Council, the California State Student Association, and the Academic Senate CSU. The Accountability Process was subsequently approved by the Board in November 1999. At the September 2000 meeting of the Board, the first report on Accountability was presented.

At the November 2002 meeting of the Board, the second report on Accountability will provide trend information on nine performance areas:

1. Quality of baccalaureate degree programs
2. Access to the CSU
3. Progression to the degree
4. Graduation
5. Areas of special state need
6. Relations with K-12
7. Remediation
8. Facilities utilization
9. University advancement

The second biannual systemwide accountability report, and campus synopses, will be distributed at the meeting for discussion.

COMMITTEE ON EDUCATIONAL POLICY

Report of the California State University Presidents Commission on Teacher Education

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Robert C. Maxson
President, CSU Long Beach
and Chair, Presidents Commission on Teacher Education

Summary

Five years ago, the CSU Board of Trustees received the report of the Presidents Commission on Teacher Education. This work, "*Teacher Education for the Twenty-First Century*," focused on three central ideas and resulted in the Board's adoption of ten goals for the improvement of CSU teacher preparation.

In fall 2001, Chancellor Reed asked President Maxson to reconvene the Presidents Commission, this time to focus on the special issues and challenges surrounding the preparation of secondary teachers for California's schools. Over the past year, three subcommittees have addressed the issues of standards-based education, CSU secondary preparation program structure, and recruitment and retention of teachers in shortage areas. The Presidents Commission, made up of twelve campus presidents, received the reports of these subcommittees. Upon careful consideration of the work, the Presidents Commission is presenting this summary. It is anticipated that the Presidents Commission will be returning to you in the near future with recommendations regarding CSU preparation of secondary teachers based on these findings.

COMMITTEE ON EDUCATIONAL POLICY

California State University Northridge Participation in the *Teachers for a New Era* Initiative

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Jolene Koester
President
California State University, Northridge

Summary

Four foundations, led by the Carnegie Corporation of New York, have made a commitment to strengthen K-12 teaching by supporting the development of state-of-the-art teacher education programs. After a careful evaluation of university and college programs throughout the country, seven universities were selected as finalists for this extraordinary opportunity to participate in a landmark effort to improve teacher education. California State University, Northridge was fortunate to be selected first as a finalist and then as one of the first four universities invited to participate in the *Teachers for a New Era* initiative.

The process used to determine the grant recipients was different from the typical approach of announcing the availability of funds, evaluating proposals, and selecting recipients. Instead of applying for the grant, CSU Northridge was sought as a participant in the program and invited to submit a proposal. Only after submission of a proposal and notification by the funding agency of approval of the award, was the president asked to take the proposal to the governing board for formal approval. Approval of the governing board is the final step required for the initial transfer of funds to take place. The purpose of this item is to seek formal approval of the attached proposal by the Board of Trustees.

Background

In January 2002, California State University, Northridge was notified by the Carnegie Corporation of New York that the university had been selected as one of seven finalists for consideration for funding through the *Teachers for a New Era* initiative. This selection came after a review, by a national advisory panel, of teacher education programs throughout the country to identify those institutions that have the capacity to offer the most effective teacher education programs.

The purpose of the initiative, developed by Carnegie and other funding partners including The Ford

Foundation, The Annenberg Foundation, and The Rockefeller Foundation, is the development of nationally recognized models of best practice teacher education programs that will prepare teachers who will significantly improve the achievement of K-12 students. Once created, these models of excellence in teacher education will be disseminated to other universities throughout the nation. In support of the creation of replicable models, each institution selected to be part of the initiative will receive up to \$1 million per year, for up to five years. Additional grant funding will be available to cover evaluation and up to \$750,000 may be granted to each institution to share with local partners including school districts and other teacher education programs.

The *Teachers for a New Era* initiative is based on three design principles described in the executive summary of the prospectus:

First, a teacher education program should be guided by a respect for evidence, including attention to pupil learning gains accomplished under the tutelage of teachers who are graduates of the program. Second, faculty in the disciplines of the arts and sciences should be fully engaged in the education of prospective teachers, especially in the areas of subject matter understanding and general and liberal education. Finally, education should be understood as an academically taught clinical practice profession, requiring close cooperation between colleges of education and actual practicing schools; master teachers as clinical faculty in the college of education; and residencies for beginning teachers during a two-year period of induction.

As part of the selection process, each of the seven nominated campuses was visited by a review team from the Carnegie Corporation of New York and the RAND Corporation. During the two-day campus visit in February 2002, CSU Northridge demonstrated its commitment to the development of teacher education programs that respond to the needs of students in K-12 schools. Evidence of that commitment included the building of integrated pedagogy and arts and sciences content into new curriculum, exploration of new forms of organization with a focus on how to improve performance of students in public schools, and excellent working relationships with the community and our partner schools.

In March 2002, California State University, Northridge was notified that it had been selected as one of four universities in the country to be invited to submit proposals to participate in the *Teachers for a New Era* initiative. On October 21, 2002, CSU Northridge was notified that its proposal had been accepted. With this selection, CSU Northridge joins the University of Virginia, Michigan State University, and Bank Street College of Education in New York City in a cooperative effort to improve the quality of teacher education. In announcing the selection of the four institutions, Vartan Gregorian, president of the Carnegie Corporation, stated, "Teaching reform is central to school reform and these institutions are pioneers in the movement. If we really want to improve student achievement, we have no choice but to improve teaching." As the 19th century French philosopher, Victor Cousin, succinctly put it, "As is the teacher, so is the school."

California State University, Northridge is grateful for the valuable guidance and support provided by

the Office of the Chancellor throughout each phase of the development of the proposal.

Recommended Action

Approval of the proposed resolution will fulfill the requirement of the Carnegie Corporation of New York that the Board of Trustees of the California State University formally approve the proposal that enables CSU Northridge to participate in the *Teachers for a New Era* initiative.

RESOLVED, By the Board of Trustees of the California State University, that the proposal submitted by California State University, Northridge to the Carnegie Corporation of New York to participate in the *Teachers for a New Era* initiative (as contained in Attachment A to Agenda Item 4 of the November 12-13, 2002 meeting of the Committee on Educational Policy) is approved.

California State University **Northridge**

Carnegie Corporation of New York
Teachers for a New Era Initiative

Carnegie Proposal – Narrative
July 15, 2002



California State University **Northridge**

The Carnegie Corporation of New York **Teachers for a New Era Initiative**

Carnegie Proposal – Narrative July 15, 2002

I. DESIGN PRINCIPLES

Guided by the principles and characteristics of a successful teacher education program identified in Teachers for a New Era, CSUN will engage in a comprehensive review of our teacher education program that will directly aim to improve K-12 pupil performance. Our current program contains some of the elements of the model described in the prospectus, and we welcome the opportunity to articulate more clearly the principles and organize and extend the components of the model. With the use of grant funds and our own resources we will create the following infrastructure: Under the supervision of the Provost and led by the Project Director, a steering committee will be formed that will include Deans and other senior administrators, faculty from the arts and sciences and education, and K-12 partners. From this group, teams will be formed, led by a dean or senior academic administrator, to address each of the three principles and to address the issues identified in Part II of the prospectus. In the case of the principle on the use of evidence, the leadership will include a member of the Achievement Council of Los Angeles. While these teams will have primary responsibility for developing further the plan and overseeing the implementation of the activities for the design principles or issues, they will also meet regularly as a group with the Project Director to oversee and advise on the project as a whole.

In all of the activities designed to accomplish the design principles, we intend to engage our school partners both as institutions and as individual teachers. In the initial phase, we will select partners from the schools with which we already have a very close relationship. We will include teachers from different types of schools. We intend to increase the number of school partners as we progress through the grant. When we identify the schools that will provide the information for a pilot program in data collection about K-12 teacher and pupil performance, the same schools will be the location of our clinical practice activities. We envision a three-part collaboration, consisting of faculty and administrators from education, the arts and sciences, and K-12. Later in the project we will reach out to local community colleges.

The CSUN faculty members on these teams will be reassigned from their teaching duties for half of their workload. They will be named Teachers for a New Era Fellows, and will be the first group of fellows so named. Other faculty from education and the arts and sciences will also participate in the activities described below and, depending upon the amount of their involvement, may also be

identified as Fellows. In the first year of the grant the University will advertise six faculty positions to be identified as Teachers for a New Era Fellows, and these new faculty will be assigned to the work of the grant, including both teaching and advising in the new high school that will be built on our campus starting this summer. Current faculty will also be assigned to the work of the high school. We intend to start with a limited number of faculty who are specifically associated with the project. However, CSUN has a large number of faculty across the colleges who comprise the teacher education faculty, and we envision a series of concentric circles of involvement with the activities of Teachers for a New Era. By the end of the fifth year, all of our teacher education faculty in the colleges of education and the arts and sciences should be routinely basing decisions upon evidence, collecting data about student performance, revising curriculum and pedagogy as a result of the data, etc. In short, we will have changed the culture of decision making.

The teacher education program at Northridge is vast and complex, and it encompasses six of the University's eight colleges (Arts, Media and Communication; Education; Health and Human Development; Humanities; Science and Mathematics; and Social and Behavioral Sciences), each with its own faculty and administration and its own ethos. Undergraduate programs for prospective elementary school teachers include the traditional Liberal Studies program, the new Integrated Teacher Education Program (ITEP) that begins in the freshman year, and the ITEP that begins in the junior year. More than two thousand students are enrolled in these programs alone. Prospective middle and high school teachers may choose from an array of subject matter programs or the new First Year Integrated Programs (FYI). We offer many post-baccalaureate programs, including traditional, ACT, pre-internship, internship, and many master's programs in elementary, secondary, and special education, educational psychology and counseling, educational leadership and policy studies, and in the arts and sciences. In the year 2000-01, CSUN recommended 1,650 credentials, awarded approximately 400 masters' degrees in the College of Education alone, and had approximately 5,000 students enrolled in College of Education programs. These numbers do not include the many thousands of students enrolled in the teacher preparation programs in the arts and sciences colleges.

With a program this large and complex, inevitably CSUN starts from a different point for each of the design principles and issues. In the use of evidence, faculty from Northridge have kept current through their service on state committees that created the curriculum frameworks and new state standards. Our faculty participate in various professional organizations and regularly attend conferences. In designing CSUN curriculum, surveys were conducted of K-12 teachers, administrators, university faculty, and parents. For some time the provost and deans have attempted to create a culture of evidence. However, until now we have not put in place procedures and policies that would ensure that our decisions begin with a review of the research and are based on data about pupil learning and the effect of the teaching of our credential students and graduates on the achievement of pupils in their classrooms. Some individual faculty have data on the performance of K-12 pupils. However, CSUN will start from close to the beginning in creating and implementing a plan for the identification, collection, and use of data in improving pupil performance.

Arts and sciences faculty have always participated vigorously in the teacher education program at CSUN. In the last few years arts and sciences faculty have worked with education faculty to address

the new state academic content standards. Recently, arts and sciences faculty worked collaboratively with education faculty to design the new ITEP and are working on the FYI program for middle and high school teachers. Teams from education and the arts and sciences are planning induction programs with the local school districts. However, except in few instances, arts and sciences faculty have not spent much time in the schools, have not supervised student teachers, and have not regularly kept up with changes in school policy and culture. In particular, arts and sciences faculty have not spent time in becoming informed about the issues related to K-12 education, including such matters as what constitutes good teaching, what is pedagogical content knowledge, etc. Their knowledge base must be strengthened through professional development activities.

We have much work to do in the area of teaching as an academically taught clinical practice profession. The newly designed teacher education programs include field work experience as required in the new California Standards for the Teaching Profession. CSUN has a particularly rich relationship with the CHIME elementary school and Francis Polytechnic High School. We are planning a new academy high school on our campus in collaboration with Los Angeles Unified School District. In the last year we had two teachers on faculty appointment, one in Elementary Education and one in Secondary Education. We have for a long time offered a Beginning Teacher Support and Assessment Program. However, most of these activities have progressed piecemeal, independently one from the other. We have not institutionalized these efforts through policy and funding, nor coherently related them to an overall plan. This we will now do.

In addressing the principles and issues identified by Teachers for a New Era, we have kept in mind the need to adhere to new California regulations resulting from a systemic reordering of the credentialing structure. Credentialing now functions under Senate Bill 2042, which calls for the creation of multiple routes into teaching, accreditation requirements for all of the routes, the alignment of teacher preparation standards with State-adopted academic content standards for K-12 students, a two-tiered credential structure that includes basic preparation and a guided, supported induction program, and required assessment at various points in every accredited professional teacher preparation program. In this context, we are in a position to build upon our teacher education program so that it meets state requirements and at the same time ensures that CSUN prepares teachers for a new era.

A. Decisions Driven by Evidence

Because we agree that a good teacher education program should be evaluated against the most credible evidence of the most effective practices and policies, CSUN intends to develop an infrastructure that advances quality training of future teachers and also informs across the disciplines the curriculum and pedagogy of our teacher education programs.

Our five-year goal is to have established the practice of continuous review and refinement of the program that directly incorporates internal and external evidence of the program's impact and effect on our graduates and ultimately K-12 pupil performance. Additionally, we intend to have in place a systematic process for collecting data about the relationship between teacher education programs and pupil performance. CSUN education and arts and sciences faculty will, by Year 5, consistently use evidence to improve teacher education instruction. We recognize that this reliance on evidence calls for a paradigm shift in the role of faculty, both at CSUN and in K-12. In this model student

performance is the ultimate test of good teaching, and the teacher's performance is the one factor that can be significantly altered and improved in order to improve student performance.

1. Drawing upon research

The driving force behind this component is that CSUN begin systematically drawing upon evidence as a basis for developing, implementing, and evaluating our teacher education program. Starting in Year 1, under the leadership of the evidence team, faculty and administrators from the arts and sciences and education with our school partners will engage in detailed conversations and review of existing teacher education literature and data. The conversation will be directed by the need to focus upon the assessment of the following: effective practices and policies, methodological issues arising out of such practices and policies, new directions and approaches that challenge best practices and policies, and K-12 student achievement. Upon completion of this review, we will undertake an assessment of how CSUN practices align with commonly agreed best practice and state and local standards. From this comparison, education and arts and sciences faculty in consultation with K-12 partners will design and develop a technological-based assessment system that will evaluate applicant qualifications and performance of teacher education candidates and our graduates teaching in K-12. Part of the assessment will include an evaluation of all of CSUN's options and pathways to the credential and granting of degree. We will develop a set of criteria by which evidence on teacher and K-12 pupil performance will be evaluated. Further, we will institutionalize the practice of the use of these criteria as we continue to revise the teacher education program in future years. The criteria, of course, will be informed by the incorporation and assessment of the latest consensus on effective practice and reflect state and local standards. In Year 2 we will undertake a cost effectiveness analysis of selected pathways to the credential and degrees. Such a study is not intended to determine lowest cost but rather to help us to map out the most effective way of using resources to prepare teachers who are trained according to evidence of best practice, current research, and K-12 student achievement. In measuring student achievement, we acknowledge that all students have differing abilities and talents, and students from historically underrepresented groups have suffered from lack of access and equity. Regardless of differences and backgrounds, all students should have access to the core curriculum and achieve their full potential.

In Year 3 the evidence leadership team in consultation with education, arts and sciences faculty, and K-12 partners, will begin to plan the way in which curriculum decisions, budgeting, etc. function as processes that are based upon evidence of the most effective practices and policies and K-12 student achievement data. This plan should ensure that by Year 5 CSUN has in place a system for evaluating teacher education programs based upon evidence of best practice. Such a system will help us to regularly inform ourselves and to debate issues surrounding best practices, emerging practices, and K-12 student achievement. The foundation of such a system will be securely enshrined in the institution's policies, processes, and procedures including program approval, faculty personnel hiring and evaluation, and administrative procedures. In all such matters, there will be an acknowledgment that evidence of best practice and K-12 student achievement data should be the determinant of our teacher education program.

2. The role of pupil learning

While we have evidence that CSUN credential graduates are much sought after by local school districts and fared especially well in a recent CSU pilot evaluation of first-year teachers, we have almost no data on the effect that our graduates have on K-12 pupil learning. Thus, under the

leadership of the evidence team, CSUN will begin in Year 1 and continue throughout the life of the grant and thereafter to examine existing means of collecting and analyzing data on the effectiveness of our teacher education program in regards to teacher and pupil performance. This will include looking at existing means of determining teacher competency by both CSUN faculty and our school partners and then aligning such identified competencies with indicators of competency identified by research on best practices. In Year 2 pupil learning will be examined by CSUN arts and sciences and education faculty in partnership with selected schools. This will necessitate an evaluation of the various kinds of formative and summative evaluations, and assessments of pupil performance and achievement. Such evaluation will, of course, be informed by the literature on best practice. Throughout this effort the Achievement Council of Los Angeles will be our link to data on pupil performance in the Los Angeles Unified School District. We expect also to work closely with the superintendents of Areas A, B, and C in LAUSD to identify these data. Part of our plan will be focused on looking at the ways in which pupils are engaged in assessing their own learning.

As a result of the review, the evidence team will assist CSUN to study the extent to which our teacher education students and graduates demonstrate ability to assess general subject matter competency (including writing, oral communication, computation, information retrieval, problem solving) at various grade levels according to new state standards. This study will lead to an assessment of how CSUN teacher education candidates and graduates demonstrate skills in applying the principles and elements of evidence-based research to their own teaching. We will also study the ways in which teacher education candidates and graduates can collect and use multiple sources of information, including standardized test scores, grades, and learning portfolios, to assess pupil learning and performance based on state and local standards. We intend to incorporate activities of the complementary Eisner Foundation grant on the work of Mel Levine to help us to understand why pupil performance does not always reveal the extent of pupil learning. This will help us to prepare our teachers to help pupils to perform to their best ability and to achieve the goals of state and local standards.

We intend to demonstrate that CSUN teacher candidates and graduates are competent in measuring pupil performance throughout the academic year, in establishing and meeting pupil learning goals based upon state and local standards, and are competent to design and evaluate pupil self assessment measures including learning portfolios. Finally, but not least, CSUN teacher candidates and graduates will learn to evaluate the effect of their own teaching upon pupil performance.

By the second year we will have in place a pilot program for collecting and analyzing data relating CSUN's teacher education program to teacher and pupil performance. As we design and develop a pilot program, we realize the need to search for and identify multiple measures of assessing teacher and pupil performance. We are conscious that this may require designing new measures that can complement standardized tests, even as we understand the need for measures that match with standardized tests. Such a program will include the following teacher and pupil performance components: systematic and regular evaluation by CSUN arts and sciences and education faculty and partners of teacher performance; teacher competencies to include indicators related to pupil achievement; the use of formative and summative evaluations of pupil performance consistent with research-based best practices and aligned with state and local standards; the regular assessment by K-12 pupils of their own learning through a variety of assessment methods.

By the end of Year 2 CSUN will put into place a model for modifying the teacher education program based upon evidence of teacher and pupil performance. Such a model will be designed, implemented, and evaluated on the basis of evidence collected from teacher candidates, graduates, beginning teachers, CSUN arts and sciences and education faculty, and school partners. The model will use the following quality indicators: regular assessment of general subject matter competency; the identification by teacher candidates, graduates, and beginning teachers at specified points of the principles and elements of evidence-based research required in effective teaching; the collection of multiple sources of information and data; the establishment and meeting of learning goals for pupils based upon state and local standards; the regular assessment of performance with a variety of assessment measures that teachers design and implement themselves; and periodic self-assessment of the effects of their teaching upon pupil performance.

In subsequent years (3-5) CSUN will implement the model in partner schools and then assess its effectiveness. Effectiveness to a large part will be determined by (a) the need for CSUN arts and sciences and education faculty to have in their courses embedded assessment methods that are based upon best practices research and aligned with state and local standards; and (b) the ability of selected CSUN faculty teaching in the teacher education program to collect data on how our teacher candidates, graduates, and beginning teachers apply principles and elements of evidence based research in their classrooms; and (c) the establishment of a culture in which expectations about pupil performance are consistent with state and local standards. Teacher candidates and graduates and beginning teachers must be provided regular feedback on collected evidence so as to improve teacher practice and pupil performance.

The implementation of the model will allow CSUN and its partners by Year 5 to evaluate teacher competency on an ongoing basis, using agreed upon criteria and rubrics. It will also allow indicators of teacher competency based upon best practices research and aligned with state and local standards to be applied consistently across the University's large and diverse teacher education program. The model will allow for pupil performance to be evaluated by commonly agreed upon markers consistent with research based practices and aligned with state and local standards. This includes self-assessment. The data will be collected by teacher candidates, graduates, and beginning teachers, and will be used to make improvements in the teacher education program.

B. Engagement with the Arts and Sciences

Our university has had a long history of campus-wide engagement in the preparation of teachers. Many of our academic departments provide courses designed for teacher candidates, and our largest major (approximately 2200 students) is in Liberal Studies, which prepares elementary school teachers and crosses a number of disciplinary lines. Our Integrated Teacher Education Program (ITEP) resulted from campus-wide collaboration of subject-matter specialists and members of the College of Education. The Teachers for a New Era Initiative will provide us an opportunity to strengthen our integrated approach to teacher preparation, engaging us in the pursuit of two primary goals: strengthening the pedagogical content knowledge of all of the courses taken by our teacher candidates, including those in General Education, and providing our arts and sciences faculty with knowledge and understanding of the needs of K-12 teachers and the means by which pupil achievement can be effected and measured. The project will bring together discipline-based faculty

and College of Education faculty to consider issues identified by the Teachers for a New Era Project as central to the improvement of teacher preparation.

1. Subject matter understanding

A significant portion of our work to strengthen the pedagogical content knowledge of our courses will take place within the context of California's activities to refine and strengthen its standards for teacher preparation. We have taken a leadership role in the review and adaptation of new standards for the state, having been designated an "early adopter," and we have already brought most of our programs into compliance with the new standards. All of CSUN's subject matter programs for prospective teachers are currently approved by the California Commission on Teacher Credentialing or are under review. CSUN's undergraduate program in Liberal Studies is now in the final phase of state approval. Standards for subject matter programs for secondary teachers in the fields of English, mathematics, science, and social sciences are currently being written to align with California K-6-12 academic content standards. As soon as these standards are agreed upon, CSUN will review its secondary programs for alignment with these standards. At the same time, the university will develop four-year integrated programs for students in the sciences, social sciences, and the arts. A significant milestone for our program by the end of year two will be the alignment of our multiple subject matter courses with the new state standards. By the end of year five, our evaluation of our teacher candidates will reflect the new standards.

We accept the fact that standards reform is central to our state's efforts to improve teacher preparation and pupil learning, and our institution has been a leader in the revision of California's standards for teachers with members of our faculty serving on state standards committees. Attention to standards alone will not effect the changes that are needed in our state. Other changes will be needed, including the examination and questioning of the organization and content of many of the courses offered in our various certification programs. A preliminary review of these courses leads us to suspect that we have an institution-wide need to challenge the coverage model that underlies much of our teaching. As we have sought to keep our students and ourselves abreast of new developments in our fields, and as we have committed ourselves to compliance with the most demanding of standards from the state and our accrediting body, we have too often attempted to meet challenges with additional coverage of more material. We believe merely reviewing the curriculum for unnecessary overlap and repetition, although useful, will be inadequate to meet our goal. Rather, we need to examine and question some of the underpinnings of our curriculum and find ways of assuring that our teacher graduates have life-long skills for intellectual inquiry. To this end, our Center for Excellence in Learning and Teaching (CELT) has designed a two-year project for engaging members of our various curricular bodies in colloquia and workshops on the subject of alternatives to the coverage model.

As we look at the underpinnings of our curriculum, we will also consider new approaches in its design. We are especially interested in piloting gateway and capstone courses for our teacher preparation programs. Faculty from our College of Education and from the arts and sciences have already completed the preliminary design for a gateway course for our ITEP students. The course will introduce students to the state's K-8 standards and to approaches to information retrieval and intellectual inquiry across disciplines. The curriculum for this gateway course will be finalized in Fall 2002, and in Spring 2003 we will begin to offer multiple sections. Since the course will be phased into the curriculum, we will be able to assess its effectiveness with comparative studies of

students who have and have not had access to the course. We will also examine the numerous capstone courses offered in our various discipline specific majors and, based in part on an assessment of their effectiveness, model a capstone course for our various teacher preparation programs.

Although we expect to improve significantly the pedagogical content knowledge of our teacher preparation programs through redesign of our programs and the content of our courses, we do not believe that a single avenue toward preparation for teaching is desirable or even possible in an institution of our size. Over the past five years we have consciously sought to develop alternative pathways to certification, and we will use the Teachers for a New Era to pursue additional alternative pathways, relying on a honing of stated learning outcomes for our teacher candidates and assessments of their achievements.

In addition to working on pathways to certification as a means of strengthening pedagogical content knowledge, we will also improve the ability of our faculty to work with teacher preparation students. In particular, we will use the project as an opportunity to expand the involvement of arts and sciences faculty in the preparation of teachers. Additional arts and sciences faculty will be assigned as student teaching supervisors. In Fall 2002 we will begin professional development activities to prepare arts and sciences faculty for intern supervision, and by Spring 2003 we will have a significant number of faculty supervising and/or co-supervising with College of Education faculty. Arts and sciences faculty and K-12 teachers will participate in a series of workshops designed to emphasize shared responsibility in teacher preparation. For example, few arts and sciences faculty are at all familiar with the textbooks and related electronic teaching materials that are used in the K-12 schools, despite the fact that such materials have a significant place in many K-12 schools. As part of the Teachers for a New Era Project, university faculty and teachers will review the research literature that exists on the use of textbook and related electronic materials in K-12 and decide how future teachers in their course work and in their inductions can be trained to evaluate such materials and use them judiciously. Most importantly, arts and sciences faculty will explore with their K-12 colleagues the discipline-based central knowledge and understandings that need to be tracked through the K-16 curriculum. Our arts and sciences faculty and their K-12 colleagues will also learn common approaches to conducting classroom research and assessing student performance.

When LAUSD's new academy high school is completed on our campus in Fall 2004, many of our arts and sciences faculty will work on a daily basis with their Academy High School colleagues to refine the secondary curriculum and to test pedagogical innovations.

To provide appropriate acknowledgement of the contributions made by faculty to the preparation of teachers and to the various forms of scholarship that inform the university's partnerships with K-12 schools, the university has already begun a review of its policies and procedures for faculty professional advancement (e.g., promotion and tenure). A task-force of faculty and administrators last year conducted a conference on the subject of "new synergies for teaching, scholarship, and service," and the university's highest level personnel committee has scheduled a review of criteria for promotion and tenure as part of its next year of activities. Well after we had committed ourselves to the task of reviewing our faculty rewards structure, a commission of the university presidents in the CSU System prepared for the Board of Trustees a series of recommendations for the strengthening of teacher preparation in the System, including the recommendation that "CSU

campuses should also develop reward systems embedded in the Retention-Tenure-Promotion and Merit Pay processes that evaluate and reward faculty contributions to teacher preparation, and to teaching and learning in general. Rewards structures should honor collaboration for curriculum development, research, scholarship, field-based teaching and research, external grants, and school reform efforts.”

In addition to involving a broad range of faculty, the project will utilize our existing programs for Department Chair and Dean development to understand and advance the goals of an integrated, performance-based approach to teacher preparation.

2. General and liberal education

A key component of effecting change in preparation of teachers as broadly educated professionals will be the identification of specific courses and curricula that best meet the needs of transfer students. The majority of our future teachers (and the majority of our students overall) come to us from community colleges. We have been successful in forging articulation agreements for general education with the 22 community colleges that are our primary “feeder” institutions. We need to be as successful in articulating agreements for teacher preparation. In too many cases, students arrive at our institution, eager to build on the teacher preparation base in their community college records but only to discover that our departments do not deem their community college work sufficiently comparable to that offered on our campus. By the end of the second year of our Teachers for a New Era Project, we will have reached articulation agreements with three of our feeder community colleges for lower-division work in teacher preparation, and these agreements will then serve as models for future conversations with other institutions. The task of drafting these model articulation agreements and submitting them for campus-wide review and discussion will be given to a special curriculum committee that is comprised of faculty from various parts of the university and from the community colleges.

Nearly all of our faculty agree that our transfer students would benefit from improved writing skills, and we will use the Teachers for a New Era Project to revitalize our program in writing across the curriculum. This program became moribund, ironically in part because of the success of our university-wide writing assessment program. All of our junior-level students are tested for their writing skills and may not graduate until their skills have met the university’s expectations. We have data that argues the success of that program, but it has been too easy to rely on testing alone. Thus, a few years ago we revised our upper-division general education courses to require that all of the courses require a significant amount of writing, and we have begun a “writing in the disciplines” program through the Center for Excellence in Learning and Teaching to assist faculty in the disciplines to integrate writing in their course designs and to assign and evaluate writing effectively. We have developed a manual for teaching writing in general education courses, and we plan to update the manual with assistance of faculty from various disciplines and make it available to all faculty who teach courses in general education and our teacher preparation program.

Another significant project by the university to improve general education has been the information literacy project headed by our librarian faculty. Our Dean of the Library has been at the forefront of the CSU System’s efforts to instill information literacy into the curriculum, and our librarians provide an array of learning experiences for our students, including instruction in online research.

Through our project, we will expand these activities and focus some of the library's instruction on the needs of future teachers.

In addition to the projects in writing in the disciplines and information literacy, the university will target specific skills and knowledge sets as identified by the Teachers for a New Era Steering Committee, which will revive and expand upon the work of the previous All University Teacher Education Committee (AUTECE). This committee will ensure that specific general education competencies are addressed in the syllabi of all general and liberal education courses used in teacher preparation programs.

C. Teaching as an Academically Taught Clinical Practice Profession

Within the framework of the Teachers for a New Era Project, California State University, Northridge will strengthen its long-held commitment to prepare K-12 teachers who share our faculty's concern for effective pedagogy. Although our faculty maintain active research agendas, effective teaching remains at the heart of our institution's mission, and we seek both to impart effective teaching skills and to model them. Our goals and plans for the project will strengthen our institution as a center for teaching as an academically taught clinical practice. We will engage our teacher candidates and our faculty throughout the institution in focusing on core principles of effective pedagogy. We will assure the efficacy and relevance of the clinical experiences we offer to our teacher candidates. We will establish stronger ties to our K-12 colleagues in joint efforts to improve teacher preparation. We will provide varied and meaningful options for Northridge graduates to develop professionally as classroom teachers, during and after their induction periods. Throughout all that we do in the project, we will maintain our focus on the learning of pupils and the means by which teachers can positively impact that learning.

1. Pedagogy

Within the area of pedagogy, we will work with our K-12 partners to articulate core principles of effective pedagogy and to assure that those principles are emphasized in our university courses, both in and out of our defined teacher preparation programs. This effort will involve the review of existing research literature on effective pedagogy as well as a review of California's recently fine-tuned standards for teacher preparation. We will prepare definitions and descriptions of articulated core principles of effective pedagogy for use by our faculty and our various curricular bodies, addressing such subjects as assessment as a departure for learning, effective curriculum design, accommodation of diverse learning styles and abilities, collaboration with families and colleagues, and continuous assessment of pupil learning. We intend to remain watchful of the differences that exist among various levels within K-12 and between K-12 and the university; however, our emphasis will be on basic principles of effective pedagogy that cross levels and subject matter disciplines. We understand effective pedagogy to be other than the mere accumulation of discrete teaching skills. Rather, it is the ability of teachers to be guided by underlying principles as they draw upon large repertoires of teaching strategies, appropriate to time, audience, and place.

To enable our faculty to engage with these principles, we will craft a faculty professional development plan, based on an assessment of the needs of our teacher preparation faculty in education and the arts and sciences, and designed to facilitate self-reflection and peer support. We

will conduct workshops, and colloquia on topics related to effective pedagogy, capitalizing on our existing resources for the improvement of teaching, including our Center for Excellence in Learning and Teaching (CELT). We will work with our faculty governance bodies to strengthen the role that effective teaching plays in the rewards for our faculty, building upon the groundwork that has already been laid during the past two years by a university-wide task force on faculty roles and rewards. We will assess the means by which we evaluate the mastery of pedagogy by our candidates. These means will include but not be limited to the outcomes assessment required in the new state standards for professional teacher preparation programs. In addition, we will further assess the mastery of pedagogy by our graduates at a period still to be determined. The assessment of mastery of pedagogy will be reviewed in light of how pupils of our candidates and graduates learn. We will integrate the activities of this portion of the project with activities associated with the design principle of assessment so that the assessment of learning remains at the core of all our efforts to improve teaching.

2. Schools as clinics

One of the major strengths of our existing teacher preparation programs has been their extensive use of clinical settings. We have formed significant partnerships with numerous K-12 schools, in the Los Angeles Unified School District and elsewhere. To a certain extent, our strength has been our challenge, for we are sometimes over-extended in our efforts to partner with the schools. The Schools for a New Era project will provide the opportunity for us, in collaboration with our partners, to evaluate and improve the means by which we enter into partnerships, expand and build upon existing partnerships, and assure that those partnerships remain vital. We plan to review research on the best models of clinical practice, refine our statements of principle for our partnerships, identify the criteria for the selection of partners, and develop and test a model partnership agreement.

At the center of the project's work with schools as clinics will be the creation of a consortium of Schools for a New Era, the primary task of which will be to establish long and deep relations between K-12 and university faculty, including both faculty in our College of Education and in the arts and sciences. We will identify and develop the roles of K-12 and university faculty liaisons, create team teaching and other sharing opportunities for K-12 and university faculty, and study ways that faculty at all levels can be rewarded for their contributions to collaborative relationships. We understand that discipline-based faculty, wherever they are working, benefit from interactions with other discipline-based faculty. We will seek as well to cross disciplines as we develop common professional development activities for K-12 and university faculty. At the heart of the consortium's work will be the development of a systematic process for the use of information on pupil performance to improve teacher preparation. We intend to make use of existing research on this endeavor, but we anticipate that we will have to forge new territory as we seek to establish links between pupil performance and teacher preparation, whether those links reside in the skill sets of pupils and teacher candidates, the standards of performance for pupils and teacher candidates, or some yet unknown correlation. By the end of the second year we will have conducted a pilot program in our Schools for a New Era, and this pilot program will include our own student teachers placed in these schools.

3. Teachers on faculty appointment

Through the Teachers for a New Era Project, we will assure that both the university and our K-12 partners have additional opportunities for the exchange of ideas and expertise. We will work with our K-12 partners to provide opportunities for our faculty, including arts and sciences faculty, to work in the schools. Likewise, we will create places for K-12 faculty on our campus.

Our university has already taken steps to create institutional links between the university and our K-12 partners through appointing K-12 personnel to our faculty. We have recruited a number of recently retired school administrators for our faculty. In addition, we have created positions for Teachers in Residence, so that current K-12 teachers and administrators can join our faculty for a year or more. Crossing the lines of two highly unionized work environments has proved to be challenging but possible, and we have been able to negotiate the many personnel arrangements that have to be made for such visiting appointments.

Through the project we will also expand our appointment of Teachers in Residence through the development of new recruiting strategies and clarification of the roles and responsibilities of Teachers in Residence. In addition, we will create a support program for our Teachers in Residence to assure that they are fully integrated into the work and cultural life of our faculty. We will draw upon some of our existing support services for faculty, including our faculty mentoring program and the faculty orientation program of our Center for Excellence in Learning and Teaching. We will also create new programs to support our Teachers in Residence, with a special concern for helping these individuals to establish relationships with other faculty both in the College of Education and in the arts and sciences. We will also appoint some Teachers in Residence to the Teachers for a New Era Fellows group, bringing special expertise to the group's tasks in coordinating project activities.

4. Residency (induction)

California's standards for teacher certification now include detailed requirements for a two-year induction period for newly prepared teachers. We seek to exceed these standards and to create an induction program that is a model for the nation. We believe we have the opportunity to achieve this goal, in part, because of our access to the second largest school district in the nation. Most of our new teachers will enter the Los Angeles Unified School District, and working with LAUSD, we can capitalize on our geographical access to our graduates to assure that their induction is meaningful and vital. Even so, we will provide opportunities as well for all of our new teachers to be connected to the university through various electronic communications.

Through the Teachers for a New Era Project, we will create and test an induction program. We have a fairly clear idea at this time of the program's components. For example, we expect the program will make use of conferencing/mentoring, observation/supervision, a peer support system, and a summer institute. Most likely, our electronic support will include grade-level and subject-specific chat rooms and/or asynchronous online threaded discussions, a website with a variety of teacher resources, and a video library. However, we will assign the creation of a pilot induction program to a committee of faculty from both the College of Education and the arts and sciences, with the assistance of K-12 personnel, including some of our recent graduates. In addition, we will survey our recent graduates to learn more about how induction can meet their needs, and we will develop tools to assess the effectiveness of various induction activities once they are in place.

5. Preparation of candidates for professional growth

We seek to establish ties with our teacher graduates over the span of their careers. We are well aware that effective teaching must involve life-long learning. Our goals for this portion of the project center on the need to make our graduates self-reflective and collegially-minded professionals. We will investigate the research that has been done on the creation and maintenance of communities of teacher scholars and create on our campus a model of such a community. We believe that such communities are possible when all of their members conceive of their teaching as both service and scholarship, and, through our professional development program for faculty and our courses for prospective teachers, we will assure that our faculty and our graduates understand how to conduct classroom research. Our teacher graduates must be able to adapt their teaching to new environments that will change over time, and they must be able to conduct research on the effectiveness of their own pedagogy if they are to be able to adapt and help pupils to face challenges that today we cannot even imagine.

II. ISSUES TO BE ADDRESSED JOINTLY BY FACULTIES IN EDUCATION AND IN ARTS AND SCIENCES

The issues identified in the prospectus cut across the three design principles, and we are at different stages of development on these issues. To assure that we remain mindful of the importance of all seven issues we have identified a team of faculty from education and arts and sciences along with an administrator and representative from K 12 and assigned them the task of making certain that the topics are addressed. We will concentrate on Issues of Pedagogical Content Knowledge, Literacy/Numeracy Skills, Elementary and Middle School Education, Cultural Considerations in Teaching and Learning and Recruitment of Under-Represented Groups into Teaching (Issues A, B, C, E, and F) during the first two years of the grant. Items D, and G, are areas where we already have some strength. We will nonetheless remain attentive to all of the issues.

The charge to the issues group will be the identification of evidence related to each issue, and the evaluation of the strengths and weaknesses of our current teacher education program relative to that evidence. Similarly Principle II, the engagement between the arts and sciences and education faculty, and Principle III, teaching as an academically taught clinical practice profession, address directly questions of preparation in content and pedagogy, the reading, writing and math preparation of our students and the challenges faced by freshmen who are from poor and/or historically underrepresented groups. The academic preparation of our teacher candidates when they begin college plays a role in our ability to recruit and retain them into the teaching profession. For those retained, a challenge remains to encourage them to major in science and math, areas of great need. Sensitivity and understanding of the cultural issues as they affect learning are critical to our teacher education program and cross all disciplinary boundaries.

The issues group will work toward assuring that these issues are woven through each of the three design principles by effectively engaging with the three design principle teams. Each year the issues group will assess where we are, push the teams to more fully address the topics when that is required and make certain that all seven areas are threaded through our work.

Appendix IA

Carnegie Proposal – Accountability

Submitted by California State University, Northridge
July 15, 2002

III. Accountability

A. Project Manager

Teachers for a New Era will be managed by Dr. Philip Handler, Vice Provost for Academic Affairs, under the direct supervision of Dr. Louanne Kennedy, Provost and Vice President for Academic Affairs.

B. Approval by the Governing Board

The proposal for Teachers for a New Era will be presented for approval to the governing board of the institution, The Board of Trustees of the California State University.

C. Coordinating Council

The University will create a Teachers for a New Era Coordinating Council, some of whose members previously served on the University's Charter Initiative Commission on Excellence in Teacher Preparation. We will invite the President of the Los Angeles Unified School District Board of Trustees (Ms. Caprice Young), a practicing teacher, a school principal, at least one superintendent, the President of United Teachers of Los Angeles (Mr. John Perez), a representative from the San Fernando Valley Economic Alliance, a representative from the San Fernando Valley Industry and Commerce Association (VICA), a member of the State Board of Education, a member of the California Commission on Teacher Credentialing, a representative of the California Department of Education, two faculty members from the College of Education, two faculty members from the Arts and Sciences colleges, the Dean of the College of Education (Dr. Philip Rusche), and three deans from the colleges that comprise Arts and Sciences.

The charge to the Coordinating Council will include the following: to receive reports on the status of the teacher education redesign initiative, to monitor ongoing progress, to facilitate success of the initiative, to publicize achievements, and to offer advice. The Council will meet in late September, mid-December, early April, and mid-June. The Council will be convened by the Project Manager and chaired by Provost Kennedy.

D. Dissemination

Dissemination will begin with the creation of a Teachers for a New Era website, which will be the primary means of communication with the University and the larger community. A staff person will be hired to write a newsletter which will include periodic reports of the work of the project. From time to time the website will be used to disseminate extended reports, including research reports that will be prepared by faculty who are actively engaged in this effort. In addition to the website, we will

Attachment A

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inform the other twenty-two campuses of the California State University of the project through reports at regularly scheduled meetings of the CSU provosts, education deans, arts and sciences deans, and department chairs. As noted above, we will ask representatives from the California State Board of Education, Department of Education, and Commission on Teacher Credentialing to join our Coordinating Council, and we will seek their help in informing other institutions in the state of our work, including lessons learned, successful innovation, and difficulties encountered. Given the role of California State University, Northridge in the state's teacher preparation effort, we are confident that there will be statewide attention. By the third year, we will have initiated residencies for teacher educators from other universities. As for national dissemination, we will, of course, join in the efforts of the other sites and the national leadership. We are prepared to join in with the other sites or to take the initiative to make presentations at various national professional organizations, both within education (NCATE, AACTE, Council of the Great City Schools, etc.) and the arts and sciences (CCAS, discipline meetings such as the MLA, CCCC, etc.). We are considering the possibility of sponsoring a national conference at Northridge at the end of the second year or early in the third year.