Standards-Based Teacher Preparation in the California State University

Annual Report

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As California’s largest public university system, and as the state’s largest preparer of teachers, the California State University sees itself as an educational bridge-builder, forging connections from school to college and beyond.

In recent years we have made great strides in evaluating our teacher education programs and using data taken directly from K-12 schools to strengthen teacher preparation. The CSU is currently conducting a study funded by the Ford Foundation that will serve as a pilot for drawing relationships between teacher preparation and K-12 student academic achievement. This two-year study will utilize data from large school districts in California and information from employers about the gains that CSU-prepared teachers are making with their K-12 students. Our expectation is that, in conjunction with our efforts to create greater alignment with K-12 standards, this new data will give us quantifiable steps for improvement in our teacher preparation programs.

A second important new initiative is an effort to increase the number of math and science teachers that the CSU credentials each year. The goal is to double the CSU’s production of mathematics and science teachers by 2010, increasing production from approximately 750 to approximately 1,500 new mathematics and science teachers annually. CSU campuses have been invited to participate in a competitive grant process to support development and expansion of programs and incentives for future mathematics and science teachers.

A third major development is a new law signed by the governor authorizing the CSU to independently offer the Doctor of Education (Ed.D.) degree targeted to K-12 and community college administrative leaders. As the first authorization to independently award a doctorate since the system was formed almost half a century ago, this legislation will make perhaps the biggest change to the CSU’s mission in that time. The first students are expected to begin their studies for the Ed.D. at selected CSU campuses in fall 2007.

Additionally, we are making great progress on smoothing the transition between high school and college, thanks to the Early Assessment Program (EAP), which is an augmentation of the California standards tests, designed to give students an “early signal” about their college readiness prior to the 12th grade. As a companion piece, we have designed programs to help teachers and students make the most of the final high school years, including professional development support in teaching math, English, and expository reading and writing.

Finally, thanks to a renewed commitment from the governor and other state policymakers to strengthen our budget, we are able to give our full support to these important programs and the people who provide them. As we honor our commitment to the people of California, we will continue to seek new ways to collaborate with our K-12 colleagues, to enhance our teacher preparation and professional development programs, and to build bridges for student success across the educational spectrum.

Charles B. Reed
Chancellor
2005 Fingertip Facts

- The CSU demonstrated an increase of 54 percent in the number of credentials recommended by its preparation programs since 1998-99.

- The CSU issues 55 percent of all teaching credentials and 68 percent of all the internship teaching credentials in the state.

- In September 2005, legislation was enacted authorizing the CSU to independently offer the Doctor of Education (Ed.D.) degree.

- The CSU is effectively partnering with the California Department of Education and County Offices of Education on the Early Assessment Program, designed to improve the college readiness and overall academic performance of California’s high school students.

  - A new English course has been developed for high school seniors to improve their reading and writing knowledge and skill.

  - Professional development for secondary mathematics and English teachers is available throughout the state.

- Between 2002 and 2004, all CSUs revised their teacher preparation programs, strengthening their alignment with California’s Academic Content Standards for K-12 students.

- Despite lack of state funding to fully implement a revised structure for high-quality teacher performance assessments, all campuses continued to develop faculty knowledge and skill in the assessment of teacher candidates.

- This past year, CalStateTEACH added 239 more fully credentialed teachers to California’s professional workforce, bringing the total to nearly 1,700 teachers after five years.

- Since 2001, more than 12,000 first-year teachers from CSU programs and their principals have provided feedback on the quality and effectiveness of CSU teacher preparation.

- The 2005 teacher education and evaluation survey reported continuing and substantial improvement in CSU teacher preparation to teach special needs students in K-12 classrooms.

- In 2005, 92 percent of first-year K-12 teachers reported that their CSU preparation helped them teach reading and mathematics effectively.

- CSU Teacher Recruitment Projects were successful in providing outreach and recruitment activities for close to 13,000 students on high school, community college, and CSU campuses, an increase of 30 percent over 2004. These campus-based projects awarded more than $600,000 from CSU lottery funds in scholarships and other financial assistance to participants.
Credential Recommendations in the CSU

In April of each year the California Commission on Teacher Credentialing (CCTC) releases the official credential data for the previous academic year. The 2003-04 credential counts indicate that the California State University continues to lead the state in recommending new teachers for their first credential. According to CCTC data, the CSU recommended 15,012 teaching credentials in California, 55 percent of the total completed in the state (27,150). This represents an increase of 17 percent over the number of credentials produced by the CSU in 2002-03, and an impressive 54 percent since 1998-99, as shown in the figure below.

Credentials by Type of Institution
Separating out credential issuances by type of higher education institution, the 2003-04 distribution is:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU</td>
<td>15,012</td>
</tr>
<tr>
<td>UC</td>
<td>1,227</td>
</tr>
<tr>
<td>Private and Independent</td>
<td>10,911</td>
</tr>
</tbody>
</table>

Growth in Credential Production
The credential production for Multiple Subject, Single Subject, and Special Education Credentials at all CSU campuses for 1998 through 2004 is:

Internships in the CSU
Internship production for Multiple Subject, Single Subject, and Special Education Credentials at all CSU campuses for 1998-2003 is:

The CSU is also the definitive leader in alternative certification or internship programs in California. For 2003-04, the CSU produced 4,223 (68 percent) of the total 6,197 internship credentials in single subject, multiple subject, and special education. This represents an increase of 117 percent since 1998-99.
CSU Gains Authority to Offer Doctoral Degree in Education

In September, Governor Arnold Schwarzenegger signed legislation (SB 724, Scott) that will authorize the California State University to independently offer the Doctor of Education (Ed.D.) degree. This is the first such authorization since the system was formed almost half a century ago. The new degree will target K-12 and community college administrative leaders.

“This legislation marks perhaps the most significant change in the California State University’s role in the last four decades,” said CSU Chancellor Charles B. Reed. “We are extremely grateful to Senator Scott and to all of the supporters of this bill who understand the importance of creating access to high-quality programs that prepare leaders for California’s schools.”

The new educational leadership doctorate builds upon the CSU’s expertise and program strengths. The CSU historically had its origins in teacher colleges, and the preparation of teachers and education leaders has remained one of its core missions. The expansion of the responsibility for educational leadership training at the doctorate level will facilitate increased career opportunities and better preparation for thousands of educators who will be ready to meet the educational needs of the state.

The law is effective January 1, 2006. The first students are expected to begin their studies for the Ed.D. at selected CSU campuses in fall 2007.

Presidents Task Force on Educational Leadership Programs

The CSU Presidents Task Force on Education Leadership Programs, convened by Chancellor Charles B. Reed and led by California State University, Fresno President John D. Welty, presented its visionary report on the preparation of administrative leaders to the CSU Board of Trustees in July 2004. The report’s recommendations were derived from the analyses of its three subcommittees, which focused on (1) the role of education leaders of the future, (2) the recruitment of future education leaders, and (3) the preparation of future education leaders.

The themes emphasized by the task force are now widely recognized as being essential to effectively preparing the nation’s educational leaders of tomorrow. The task force report underscored the centrality of instructional leadership, the importance of distributive models in which key leadership roles are shared throughout the school, the need to prepare sufficiently large numbers of educational leaders to meet the needs of California, the essential role of partnerships between CSU faculty in education and related disciplines and with K-12 schools and districts in preparing educational leaders, and the critical importance of ongoing assessment and accountability in ensuring programs of the highest quality.

The issues raised in the report are being systematically addressed by CSU campuses across the state, and measurable outcomes and benchmarks have been established for the next two years. Partnerships with multiple entities that provide training on core elements of instructional leadership define the CSU’s administrative credential programs and graduate programs at the master’s degree and doctoral levels. The central message of the report is being addressed as these partnerships collaboratively examine and engage in a range of approaches for effectively preparing educational leaders who are equipped to advance student learning and achievement in the complex schools of California in the 21st century.

On many campuses, partnerships have emerged or expanded and are now playing central roles in education reforms at the regional and state levels. Significant examples include partnerships with the Association of California School Administrators (ACSA) undertaken by a number of campuses, the Central Valley Educational Leadership Institute initiated by CSU Fresno, the school-university
partnership undertaken by San Diego State University, the educational leadership partnership between CSU East Bay and the West Contra Costa School District, and the nationally recognized K-16 partnership established by CSU Long Beach in collaboration with the Long Beach Unified School District, Long Beach City Community College, and a range of other community partners.

The vision of the task force report parallels that of the legislation that authorized the CSU to independently offer the Ed.D. The consequence is the realization throughout the state of the deep commitment of the CSU to working hand-in-hand with its public school partners in the recruitment, education, and mentoring of a new generation of educational leaders for California.

The Early Assessment Program

The Early Assessment Program (EAP) is a collaborative effort among three important state entities in California: the California State University, the California Department of Education (CDE), and the County Offices of Education. The goal of this unprecedented partnership is to ensure that high school graduates have the English and mathematics skills expected by the state university for college-level work.

Traditionally, the CSU admits students to the university, and then assesses them to see if they have the reading, writing, and mathematics skills needed for placement in college-level study. Students who do not have the requisite skills are placed in remedial courses for one or two semesters—thus making the pursuit of a baccalaureate degree more expensive for both the student and the state.

The EAP allows students, their teachers, their families, and the CSU to know exactly how well prepared eleventh-graders are for university-level work. It provides high school students the opportunity to enhance their skills before enrolling in college.

The EAP has three components: (1) early testing, (2) the opportunity for additional preparation in the 12th grade, and (3) professional development activities for high school English and mathematics teachers.

The EAP tests are augmented California Standards Tests (CSTs) in 11th-grade English and mathematics, part of California’s public school testing and accountability system that are required of all students. CSU faculty added a writing component to the English CST, as well as 15 additional test items. Students who achieve a high enough score on the augmented CST are considered to have met the CSU’s expectations for entering freshmen. Eleventh-graders are notified whether they have either met the CSU expectations (and are thus exempt from any additional CSU placement tests) or whether they need additional preparation in order to be successful in college-level work. Students needing extra work may use their senior year to prepare further.

Students who need stronger skills in expository reading and writing can take a specially designed 12th-grade course, developed jointly by teachers from high schools and CSU faculty. Modules from this course were first offered in fall 2004, and the release of the full course of 14 modules statewide to all high schools is scheduled for spring 2006. An “English Success” website (www.csuenglishsuccess.org) has been developed to provide information to students, counselors, and families.

Students who must upgrade their mathematics skills have access to courses and to other individualized online interactive programs during their senior year. A “Math Success” website (www.csumathsuccess.org) has been developed to provide information to students, counselors, and parents.

Early Assessment Program Professional Development in English

Professional development is one of three vital components of the Early Assessment Program. In English, the 12th Grade Expository Reading and Writing Course is the
key strategy for improving students’ academic literacy. The course emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. Since many English teachers emphasize American and British literature in junior and senior English classes, they are not as familiar with teaching expository text and rhetorical analysis. Professional development offered in connection with the course introduces teachers to the expectations of college-level English and provides them with the necessary skills and background to use the 12th Grade Expository Reading and Writing Course materials effectively.

During 2004-05, the CSU offered three “Training of Trainers” sessions to prepare 133 teachers, county office specialists, and CSU faculty to conduct workshops for 12th grade English teachers. Regional Language Arts leaders and other county office of education representatives coordinated workshops across California in consultation with the CSU. There were 27 three-day workshops involving 690 individuals: 613 high school English teachers, 27 CSU faculty trainers, 27 K-12 trainers, and 23 other facilitators (e.g., EAP coordinators, county regional leaders, task force members). Participating teachers piloted the first five modules of the 12th Grade Expository Reading and Writing Course and submitted feedback about the lessons and student writing samples.

For the past four years, the CSU has offered the Reading Institutes for Academic Preparation (RIAP, formerly RICAP). These reading institutes provide a model of collaboration between high schools and the CSU by providing professional development for both high school teachers and university faculty, with the goal of improving the academic preparation of college-bound high school students. In 2004-05, 17 campuses of the CSU were awarded funding to hold reading institutes in their geographical areas.

Awards for 2005-06 reading institutes require the collaboration of the CSU Early Assessment Program coordinators, thereby expanding the formal collaborations.

Early Assessment Program Professional Development in Mathematics

EAP mathematics professional development activities have been designed to increase college readiness for California’s high school students in mathematics. During 2004-05, a group of CSU mathematics and mathematics education faculty, county office of education mathematics and professional development specialists, and teachers worked together to develop a two-day workshop for high school teachers teaching Algebra II and above. With the generous support of the Boeing Corporation, the EAP mathematics professional development workshop was piloted in Los Angeles and Orange Counties with close to 100 teachers in April and May 2005. The CSU is partnering with the California County Superintendents Educational Services Association (CCSESA) Curriculum and Instruction Steering Committee (CISC) to deliver this professional development to up to 1,000 high school mathematics teachers statewide in 2005-06.

Through this project, high school teachers are being trained in strategies effective in preparing students for college-level work in mathematics. The program introduces teachers to the Early Assessment Program and updates them on the assessments that are currently in use in California’s public schools. Teachers collaboratively analyze patterns of student performance and examine what students are learning and what they are not learning in their high school mathematics course work. Teachers learn about the resources that are now available to students and teachers to improve the mathematics performance and college readiness of students during their senior year. The teachers return to their classrooms and analyze the performance of their students using the protocols they have mastered in the training. Additionally, when teachers are able to facilitate their students’ success, they consider themselves more successful, and this improves teacher retention—an essential factor in addressing the shortage of mathematics teachers in California and nationwide.
Early Assessment Program Preservice Component

The CSU prepares more than half of all teachers in the state of California. The EAP is yielding information that can sharpen and enhance the preparation of future high school teachers. Toward that end, information about the Early Assessment Program is being incorporated into all preservice programs at campuses that prepare teachers for single subject teaching credentials in English and mathematics.

The CSU has convened a task force to provide support for faculty who are teaching in English and mathematics preservice programs, so that graduates of teacher education programs will be prepared to be EAP leaders in their schools. The ongoing goals of the Preservice EAP Task Force are to:

• Increase CSU faculty knowledge and understanding of the Early Assessment Program and of strategies that teachers need in order to effectively prepare students for college-level work.
• Incorporate this information into the courses that they offer to teacher candidates at the secondary level.
• Increase both CSU faculty and teacher candidates’ knowledge and understanding of the options that exist for increasing and sustaining the English and mathematics skills of high school seniors so that they do not need remediation when they get to college.

Increasing the Numbers of Mathematics and Science Teachers

The May 2004 compact between Governor Schwarzenegger and California’s higher education community identified a critical shortfall in the number of qualified K-12 teachers in science and mathematics as a problem that must be solved if the state is to realize full economic recovery and growth. Teacher supply and demand projections suggest that all segments of higher education must expand their efforts to recruit and prepare the teachers who will be needed in the next decade to serve in California’s public schools, especially in the areas of mathematics and science.

The CSU prepares more than half the mathematics and science teachers who are credentialed each year in California. The 2005-06 Annual Budget provided the California State University with some funds to support this priority through the recruitment and preparation of mathematics and science teachers. Campuses have been invited to participate in a competitive grant process to support development and expansion of programs and incentives for future mathematics and science teachers. In addition, the CSU has successfully partnered with private industry, through generous grants from Southern California Edison and the Boeing Corporation to address these areas of critical shortage.

During the past five years, more than 100,000 engaging and informative “Pathways to College” posters have been distributed to high schools throughout California as a result of the partnership between the Boeing Company and the CSU. For both entities, encouraging students to attend the CSU is only the first step.

A Scholarship Program That Supports Outstanding Teacher Candidates: Southern California Edison’s Teachers for Tomorrow Awards

Southern California Edison (SCE) established its Teachers for Tomorrow scholarship program with the CSU in 1999 to help economically and educationally disadvantaged students obtain a teaching credential. The program provides scholarships at the eight campuses in the SCE region (Channel Islands, Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, and San Bernardino) and places a priority on the teacher shortage fields of mathematics, science, and special education. The program has already supported more than 150 CSU students from diverse backgrounds who are now teachers in Southern California classrooms. For both 2005-06 and 2006-07, SCE allocated funding to support 45 new scholarships of $5,000 each.
One scholarship recipient from CSU Northridge said, “I am entering the teaching profession because I want to give back to my community by aiding in the education of tomorrow’s leaders.” Her faculty mentor remarked, “This candidate is a thinker. Her abilities in the sciences and mathematics enabled her students to grasp a better understanding of these subjects. She has all the necessary and outstanding qualities that will make her a success.”

Likewise, a recipient from Cal Poly Pomona commented, “I can think of nothing more rewarding than a child who looks at you with comprehension in their eyes and a smile on their lips...knowing that you have passed on knowledge that will help them during their life.” The faculty member who recommended this individual added, “It is gratifying to see someone of these intellectual and personal qualities enter the teaching profession. As a student from a diverse background herself, and one who is majoring in mathematics, this candidate is an ideal mentor for students, especially girls, at the middle school level.” Edison’s Teachers for Tomorrow program has enhanced the opportunity for highly talented students from low-income backgrounds to become teachers, and it is a uniquely valuable asset in CSU’s teacher recruitment efforts.

The CSU Teacher Recruitment Projects’ Focus on Recruitment of Mathematics and Science Teachers

The CSU Teacher Recruitment Projects (TRP) seek to make California’s teaching workforce more inclusive. The goal of the TRP is to attract participants from environments in which teaching has not been a common career goal, assisting these students in qualifying for entrance into the teaching profession. Participants are recruited from the broadest spectrum possible and include teacher aides from K-12 schools, as well as secondary school students, community college students, and undergraduate students who are interested in teaching as a profession.

Teacher Recruitment Projects are designed by each campus to correspond to unique regional characteristics, target multiple audiences, and include strategies that have proven successful in recruiting diverse students to teaching. Strategies employed range from the provision of academic support and academic advisement to exposure to teaching and career counseling. These projects are intersegmental and involve local school districts, community colleges, and undergraduate disciplines at the university level.

In response to California’s severe shortage of mathematics and science teachers, the TRP has shifted its focus beginning in 2005-06 to intensive recruitment for these areas.

2005 Systemwide Teacher Recruitment Project Accomplishments

- Total number of participants: 12,702
- Number of “other contact” students: 11,415
- Number of participants served in secondary schools: 2,409
- Community College: 551
- Undergraduate: 4,938
- Credential/Graduate: 4,901
- Total amount of financial assistance directed to students: $601,625

Edison is proud to be the sponsor of the Teachers for Tomorrow scholarship program. It reflects our deep commitments to education and to the communities we serve. Through this excellent partnership with the CSU system, we are able to encourage recruitment of outstanding individuals into teaching and to address the severe shortages of mathematics, science, and special education teachers—thereby making enduring contributions to both education and the economy.

Katharyn Muniz-Bandoni, Manager
Educational & Community Relations
Edison International
Campuses use a wide range of recruitment and outreach activities in their projects depending on the type of population and the needs of the targeted service area surrounding individual campuses. The information below presents the project directors’ responses on the most frequently used recruitment and retention strategies across the TRP programs.

**Most Frequently Used Recruitment and Retention Strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Number of Campuses Using Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops/Information Sessions</td>
<td>17</td>
</tr>
<tr>
<td>Faculty Program Advising</td>
<td>17</td>
</tr>
<tr>
<td>Central Location for Advising</td>
<td>15</td>
</tr>
<tr>
<td>Financial Support</td>
<td>15</td>
</tr>
<tr>
<td>Early Field Experiences</td>
<td>15</td>
</tr>
<tr>
<td>Test Preparation</td>
<td>14</td>
</tr>
<tr>
<td>Website</td>
<td>13</td>
</tr>
<tr>
<td>Mentoring</td>
<td>13</td>
</tr>
<tr>
<td>Stipends</td>
<td>12</td>
</tr>
</tbody>
</table>

**The CSU Center for the Advancement of Reading (CAR)**

Established in 2002 and now in its fourth year of operation, the CSU Center for the Advancement of Reading (CAR), under the co-direction of Nancy Brynelson (CSU Chancellor’s Office) and Dana L. Grisham (San Diego State University), is dedicated to excellence in literacy instruction for all students in California public schools. CAR promotes the preparation of effective teachers and reading specialists in the California State University by:

- Fostering connections among the CSU literacy faculty, K-12 partners, and public education stakeholders;
- Serving as a forum for the interchange of public and academic interests;
- Facilitating faculty communication and research; and
- Disseminating research and policy information.

The California State University mission stipulates that there will be effective and meaningful collaboration with the K-12 public school sector in the effective preparation of quality teachers. CAR maintains the Council of Faculty Representatives from 22 CSU campuses that prepare teachers for California schools, plus a representative from CalStateTEACH. An advisory board made up of selected members of the CAR Faculty Representatives and diverse public education stakeholders addresses the CSU mission and provides a healthy exchange on topics of educational importance. Together, these bodies collaborate throughout the year on a variety of activities that are prioritized by the entire body as foci for CAR.

In its first year, a website was developed to meet communication needs for CAR representatives, the advisory board, and interested parties throughout the state. That link may be seen at: www.calstate.edu/car. CAR led the publication and wide dissemination of the policy document, “Preparing Teachers to Teach Reading Effectively.” The full text of this publication may be found on the CAR website.

For the past four years, CAR has sponsored a CSU Reading Conference. In October 2005, the conference theme was “Closing the Literacy Achievement Gap: Preschool through Grade 12.” More than 280 participants from 22 campuses of the CSU and CalStateTEACH, as well as K-12 school districts, participated in a day of study and discussion.

Prior conferences addressed the following topics:

- “Preparing Teachers to Teach Reading Comprehension” (2004)
- “Preparing Teachers to Teach Older Readers and Writers (Grades 4-12)” (2003)
- “Preparing Teachers to Teach Reading Effectively” (2002)

CAR also provides a vehicle for collaboration between the CSU, the California Commission on Teacher Credentialing (CCTC), and the California Department of Education (CDE) via an Intersegmental Literacy Faculty Forum that provides participants with the most current research in education for information and discussion. The April 2005 forum, held in Sacramento, addressed “Adolescent Literacy: Implications for Teacher Education, Including a Focus on English Learners.” Literacy faculty attended from the CSU, the University of California, and private and independent colleges and universities.
California Teachers and Their Principals Participate in the CSU’s Fifth Annual Evaluation of Teacher Preparation

Five years ago, the California State University launched a comprehensive evaluation of its teacher education programs. More than 12,000 graduates of CSU programs and their employers have participated in this annual study since 2001. Near the end of their first year of teaching, CSU graduates and the principals who evaluate their classroom performance are asked to evaluate the effectiveness of their preparation to teach. The survey focuses on subject matter knowledge; preparation to teach reading, mathematics, and other areas of the curriculum; preparation to effectively teach students with special educational needs and English learners; preparation in classroom management; preparation to assess student learning; and other critical dimensions of effective teaching.

Each campus receives a detailed report annually, which is used by the Deans of Education and the faculty to improve programs. In addition, each campus annually reports to the CSU Chancellor’s Office on the ways in which evaluation findings are used for program improvement. As a result of the evaluation, two systemwide initiatives have been launched—one in the area of secondary reading methods and one in the area of teaching special needs students in regular education classrooms. These two initiatives are described more fully below.

Graduates of these programs each year have given increasingly favorable feedback on several critical areas of preparation. Some of the areas of strength that have emerged throughout the system in the last five years include:

Ability to teach reading in grades K-8

- Ninety-two percent of the teachers surveyed in spring 2005 said their preparation was valuable or very valuable in this area.
- Eighty-three percent of the elementary school principals surveyed reported that the CSU graduates they supervised were adequately or well prepared to teach K-8 Reading-Language Arts according to California State Standards.

Ability to teach mathematics in grades K-8

- Ninety-two percent of the teachers surveyed in spring 2005 said their preparation was valuable or very valuable in this area.
- Eighty-five percent of the elementary school principals surveyed reported that the CSU graduates they supervised were adequately or well prepared to teach K-8 mathematics according to California State Standards.

Ability to teach primary subject areas in grades 7-12

- Eighty-five percent of the teachers surveyed in spring 2005 said their preparation was valuable or very valuable in this area.
- More than 90 percent of the high school principals surveyed reported that the CSU graduates they supervised were adequately or well prepared in their subject matter knowledge and teaching skills.

Ability to teach learners with special needs in grades K-12

- The 2005 survey reported continuing and substantial improvement in CSU teacher preparation to teach special needs students in K-12 classrooms. A systemwide initiative to examine and interpret these findings has been launched this year, designed to maximize CSU effectiveness in this important teaching responsibility.

Ability to teach English language learners in grades K-12

- Eighty-four percent of the teachers responding to the spring 2005 survey reported that their preparation to teach English learners was valuable or very valuable.

Effectiveness of CSU Undergraduate Subject Matter Programs

In the last five years, 12,413 first-year teachers in elementary schools, middle schools, high schools, and special education programs have been asked how well the CSU prepared them to know the curriculum they were assigned to teach, according to the California standards for their subject(s) and grade(s).

Each teacher’s principal answered a similar question, specifically about that individual teacher. While a teacher’s judgment was based on the actual experience
of planning instruction and explaining content to pupils, each principal’s report grew out of multiple observations of the classroom and conferences with the beginning teacher. Survey respondents were asked whether the first-year teacher was (1) well prepared or (2) adequately prepared or (3) somewhat prepared or (4) not-at-all prepared to know and understand the curriculum and the content standards for California public schools.

Overall, first-year teachers and their principals emphasized the effective preparation of CSU teachers to know and understand the curriculum. Experienced school administrators who supervised the teachers examined in this survey considered the curriculum expertise of the teachers to be somewhat greater than did the teachers themselves. The CSU recognizes the importance of strong subject matter preparation, and currently offers a wide array of programs aligned with the K-12 curriculum content standards designed to develop the knowledge and expertise of future teachers in this area. This continues to be one of the highest priorities of the system.

The Teacher Education Evaluation survey will be the subject of a more extensive report to be released early in 2006. Readers are encouraged to watch for further findings in future annual reports and other publications of the California State University.

Using Evaluation Findings to Improve Teacher Preparation in Reading and Special Education

Two years ago, the CSU teacher preparation evaluation results indicated that campus programs might benefit from additional attention to the quality of preparation provided to secondary teachers in the area of reading instruction. In response to that finding, the Chancellor’s Office convened an expert faculty task force to examine the findings, recommend an intervention, and, as a consequence, develop materials and professional development for faculty who teach in these areas. This effort has resulted in a very high-quality enhancement opportunity for campuses and faculty, which is still ongoing throughout the system.

As the secondary reading initiative continues, the Chancellor’s Office is adding another area for systemwide attention, that of the preparation of general education teachers, in both multiple and single subject programs, to work effectively with children having special educational needs. The CSU evaluation results indicate that this can be a difficult area to address, especially as campuses have been engaged in transitioning to new credentialing standards that bring new focus to this critical area of teacher education. Teacher preparation programs are addressing new requirements by offering stand-alone courses in teaching special needs learners, infusing this content into education courses, or combining approaches. Thanks to the support of the Boeing Corporation, the Chancellor’s Office has convened another expert faculty task force to examine the evaluation results and propose a course of intervention and action by the system.

Teacher Assessment

Assessment of a prospective teacher’s competence prior to recommending him or her for a teaching credential is a key element of effective teacher preparation. The CSU’s teacher preparation programs take this responsibility seriously and have in recent years been actively engaged in developing and piloting enhanced teacher assessment systems. The CSU is committed to only recommending candidates for teaching credentials who have demonstrated that they have the necessary knowledge, skill, and teaching ability to be effective in California’s classrooms.

The California Commission on Teacher Credentialing helped to develop a model teaching performance assessment instrument (CA TPA), and many campuses participated in the field-testing and limited piloting of this system. In addition, several CSU campuses joined forces with Stanford University and the University of California to develop the Performance Assessment for California Teachers (PACT) system, an alternative to the CCTC-developed instrument. Funding for this effort was provided through several grants, which enabled the full development and field-testing of the PACT system. Several campuses are also developing local assessment systems that will, when fully funded, meet requirements for validity and reliability in measurement. Each of these assessment models is designed to provide carefully derived data on teacher performance, which could be incorporated into a statewide accountability system. The California State University stands ready to fully implement the enhanced teaching performance assessment requirements when the governor and legislature provide for its funding in the future.
California has made substantial changes in its public school curriculum and student accountability systems. How has the teacher education community responded? In 2001, the California Commission on Teacher Credentialing adopted standards and assessments for subject matter preparation, professional teacher preparation, and new teacher induction that align with the K-12 Academic Contest Standards. Since that time, all campuses within the CSU system have been deeply engaged in revising and realigning undergraduate and professional programs. The programs highlighted below represent some of the ways in which the new K-12 standards, frameworks, and the accountability movement have influenced teacher preparation in the CSU.

Assessing Teacher Performance and Improving Teacher Preparation at CSU San Bernardino

California State University, San Bernardino’s College of Education has implemented a teacher assessment system that facilitates its ability to monitor program effectiveness. Faculty review and analyze data from a variety of sources including candidate performance results, feedback from employers, and input from advisory boards. Program faculty and leadership review all data and report results and analyses annually with the dean. Goals for program improvement are directly linked to these data.

New teacher education program standards have prompted the college to develop new means for collection of candidate performance data. Assessment seminars have been created in which candidates demonstrate their abilities through intensive performance tasks. Faculty members have completed training to support their skill in reliably assessing the standards-driven tasks that candidates complete in their field settings. Programs are able to assess their candidates’ abilities for each state standard, so that program improvement goals are tied to courses that address targeted standards.

Performance tasks include emphasis on the K-12 Academic Content Standards to ensure that teacher candidates know and use them for lesson planning, instruction, and student assessment. Teacher candidates identify instructional and learning goals based upon the Academic Content Standards, implement their lessons, and collect and assess student performance in relation to the standards. Special emphasis on selection of “focus students” who represent pupils with learning challenges provides teacher candidates with additional practice in assessment-driven instruction.

The college is also launching a “Wisdom in Education Series,” partnering with the San Bernardino County Superintendent of Schools Assessment Association to address high stakes testing issues.
Using Electronic Portfolios to Track Teacher Performance at CSU Sacramento

The Department of Teacher Education at California State University, Sacramento has implemented an innovative electronic portfolio (eportfolio) assessment system for all candidates in multiple and single subject preparation program pathways. This system allows faculty to easily monitor individual teacher candidate progress toward meeting competency in teaching standards. It also allows faculty to aggregate program data that, when analyzed, suggest ways to improve program design and delivery.

Over the course of their program, candidates complete a professional eportfolio consisting of artifacts, reflections, lesson and unit plans, and other evidence documenting their growth as a teacher and demonstrating that they have met the state-mandated teaching standards titled the Teaching Performance Expectations (TPEs). In designing the eportfolio content and structure, faculty worked collaboratively to identify specific “signature assignments” that are aligned with the TPEs and are representative of the knowledge, skills, and dispositions required to become effective teachers; these signature assignments are a key component of each student’s eportfolio. In addition, faculty have piloted a summative teaching performance assessment with cohorts of students. Faculty evaluate the signature assignments and the teaching performance assessment using rubrics that match the specified learning outcomes and TPEs for each assignment.

Technology support for creating the eportfolio is provided in a variety of ways—an assessment course, a technology lab, and regularly scheduled workshops for faculty and students. Faculty and students subscribe to TaskStream, a Web-based eportfolio design system. In addition, evaluation of the electronic portfolio system is conducted periodically in order to improve the implementation and to identify any challenges being faced by faculty or students using the system.

The system allows faculty eportfolio managers to generate reports based on student scores on the various rubric criteria. This formative data from signature assignments and summative data from the piloted teaching performance assessment is analyzed to help faculty improve upon program design and delivery.

Enhancement of Standards-Based Education

California State University, Chico is fortunate to have two exceptional resources available for preservice and experienced teachers. The first is Resources in International Studies in Education (RISE), one of the nine subject matter projects housed on campus, and the second is the “Museum-in-a-Box” Program being developed by the Museum of Anthropology at CSU Chico. These cross-college and community collaborations provide teachers with artifacts, literature, resources, and strategies to enhance lessons designed around California’s K-12 Academic Content Standards and frameworks.

RISE, whose leadership includes faculty from the K-12 community, arts and sciences, and education, provides professional development and resources to credential candidates seeking to add multicultural and international content to courses addressing the California history-social science standards. The RISE international resource library features 3,000 volumes of children’s literature, such as the Cinderella story in Korean, African, Cambodian, Egyptian, and Native American settings, plus fascinating artifacts, maps, games, and instruments—from Hmong batiks to Indonesian masks and Ethiopian drums. All are available for checkout by teachers for use in their
classrooms. Credential candidates routinely visit the RISE library and have the opportunity to see artifact-based lesson presentations and to design instructional plans incorporating international materials.

The CSU Chico Museum of Anthropology is developing lending kits known as “Museum-in-a-Box.” These are designed as hands-on, thematic learning kits that are integrated into the standards-based curriculum and that impart a powerful message of cultural diversity through language arts, mathematics, science, technology, social studies, and the arts. One example currently under development for grades 6-8 is “Polynesia: Land and People in Motion,” which includes the following lessons:

- Volcanoes and plate tectonics
- Traditional Polynesian cultural practices
- Myths and legends
- Economics, trade, and navigation
- Map skills
- Timelines and dating techniques

Teachers find that these enrichment materials engage the students and provide an important foundation for their understanding of the content in their textbooks.

CSU Northridge and Teachers for a New Era

California State University, Northridge has been selected to participate in a landmark national initiative, Teachers for a New Era (TNE), to develop model teacher preparation programs through a five-year grant from the Carnegie Corporation of New York. Other funders of the TNE Initiative include the Annenberg Foundation and the Ford Foundation.

Overwhelming evidence indicates that the single most crucial factor in the academic success of P-12 pupils is the presence of a motivated and qualified teacher, regardless of the many other socioeconomic factors that do bear upon pupil achievement. Recognizing that the success of P-12 pupils depends directly upon the quality of teacher preparation, the Carnegie Corporation is investing $30 million in this national project to create models that directly relate the preparation of teachers to the success of P-12 learners. A central assumption is that poor academic achievement in the schools is a call to action for those who prepare teachers.

TNE focuses specifically on three design principles that can ensure an effective response by universities to the needs of P-12 pupils. It focuses on:

- Assessing the needs of learners and training future teachers in approaches to assessment
- Creating strong clinical practice experiences for teacher candidates
- Strengthening the collaboration of arts and sciences faculty with education faculty in the design and oversight of teacher preparation programs

In addition, the initiative calls for extensive collaboration between the participating universities and their P-14 partners. In the first two years of its project, CSU Northridge gave special attention to the integration of subject knowledge and instruction in pedagogy, the literacy and numeracy skills of teacher candidates, and the use of technology in support of teacher preparation. Currently, CSU Northridge faculty are collaborating with the Los Angeles Unified School District to examine the link between pupil performance and teacher preparation at CSU Northridge.
CSU Presidents Commission on Teacher Education

Surveys were conducted in spring 2005 to assess the status of each campus’ accomplishments in relation to goals for secondary education adopted by the Board of Trustees. Trustee goals addressed 1) the preparation of teachers in standards-based instructional programs; 2) the structure of secondary teacher preparation in the CSU; and 3) the recruitment and retention of teachers in areas where shortages exist. In each of these areas, campuses report strong progress in meeting the expectations set out. Collaboration with K-12 schools has grown systemwide, with campuses reporting use of a variety of mechanisms such as K-16 advisory councils and joint school, community college, and university faculty meetings to foster understandings of standards-based curricula and to enhance teaching and learning in specific subject areas.

On individual campuses, processes have been established to ensure coordination of subject matter and professional preparation, and surveys have been carried out so that regional needs in specific subject areas are identified and addressed. Collaborative councils that join outreach coordinators with subject matter and credential program faculty and community college discipline-based faculty are in place so that recruitment efforts are tailored to identified shortage areas and program growth is coordinated with these efforts.

A multiplicity of recruitment strategies focused on shortage areas in mathematics, science, bilingual, and special education are used throughout the system. Among them are early field experiences, often tied to service learning; financial incentives such as scholarships and forgivable loans; visits to local high schools and community colleges; and future teacher clubs. Campuses also report strengthened and targeted academic advising for prospective math and science teachers.

Campus responses to the recommendations have been comprehensive, with strong progress in most areas. Challenges remain, such as in the development of integrated or blended single subject programs, but clearly the recommendations have spurred campuses to focus on the preparation of secondary teachers and have provided a measuring stick for success.
Teacher Preparation for the 21st Century: Building the Knowledge Base to Ensure High-Quality Preparation of Every New Teacher

Not since the publication of *A Nation at Risk* in 1984 have American schools, teachers, and those who prepare teachers experienced so much public attention and skepticism. However, despite challenges and widespread questioning to the contrary, the last decade of assessment and accountability has documented that America’s well-prepared teachers have had large and lasting impacts on student achievement.

The mounting evidence of significant successes that highly qualified teachers are having with students is not well understood by the public and serves as a call to action to the CSU Deans of Education. We have concluded that the CSU, preparer of more teachers than any other institution in the country, must establish a rigorous foundation to ensure the best possible preparation of every new teacher.

For more than five years, the CSU has conducted an annual survey of its credential recipients and the administrators who hire and supervise them to evaluate the extent to which they are prepared to handle the demands of contemporary classrooms. The resultant data have been invaluable in both assessing the quality of the overall preparation of CSU teacher graduates and in identifying ways in which teacher preparation can be even stronger on each of the 22 campuses of the CSU offering preparation programs.

It is now time for the CSU to significantly expand its efforts and contributions to building, analyzing, and applying the knowledge base needed to bring about widespread excellence in teacher preparation. The CSU Deans of Education have therefore committed to undertake an initiative to answer fundamental questions regarding the features of teacher education that provide the best preparation for today’s and tomorrow’s classroom teachers. The simple fact is that, despite years of research efforts, there is little conclusive evidence on central questions related to teacher preparation. There is not yet a solid knowledge base regarding the efficacy of alternative teacher preparation approaches or the effects of the many different models and components of preparation on new teacher effectiveness as measured by student achievement. We have therefore committed to a multiyear collaborative effort designed to begin filling this void through systematic collection and analysis of data to answer critically important questions.

An agenda will be developed in the coming year to address the most salient questions on how to prepare teachers who are equipped to advance the achievement of every student and to lead the profession in new directions responsive to the needs of diverse schools situated within the 21st century information economy. We look forward to sharing our findings with teacher educators throughout California and the nation.

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The Department of Teacher Education at California State University, Bakersfield has eight credentials and 10 degree programs serving students from the local community and surrounding rural areas. These programs address the diversity of the Kern and northeast Los Angeles Counties through innovative technology and on-site programs offered throughout the service region. Highlights of the past year include the following:

- The Antelope Valley Campus faculty received a grant of $900,000 to train teachers in the areas of mathematics and science.
- Chevron/Texaco Corporation presented a gift of $600,000 for Early Literacy programs titled “Building Blocks for Reading Success” with the Bakersfield City School District.
- Faculty teams began to develop guidelines for undergraduate student electronic portfolios. The portfolios will start with university students at the junior level.

**Teacher Recruitment Project at Bakersfield**

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**Project Summary**

The Teacher Recruitment and Retention Office (TRRO) provides recruitment and retention services to students from environments in which teaching has not been a common career goal. The mission of the program is to facilitate the students’ goal of completing the teacher credential program, which has grown since its inception in 1990.

**Highlights of Project Activities**

- Developed strategies to recruit, retain, and graduate students pursuing a career in the field of teaching at the single and multiple subject level.
- Provided academic advising and support services on a quarterly basis.
- Partnered with the regional community colleges for the purpose of recruitment.
- Identified and recruited potential teaching candidates at the undergraduate level.
California State University, Channel Islands continues to expand programs that educate teachers and school administrators in Ventura and Southern Santa Barbara Counties. The number of credential candidates completing their multiple subject, single subject, and education specialist credentials is on the rise. Continuing their commitment to diversity and multicultural/multilingual education, students and faculty are involved in many collaborative projects with school districts throughout the community. Highlights of the past year include the following:

- Launched a Master of Arts in Education and Administrative Services Credential program for school principals with 11 graduate students in collaboration with local school districts.
- Collaborated with fourth grade teachers at Parkview Elementary School (Hueneme School District) to involve senior students in a capstone course on family literacy.
- Hosted the Ventura County School Board Association annual meeting with California State Superintendent of Public Instruction Jack O’Connell as the keynote speaker.
- Tutored students from “Tomorrow’s Teachers,” a student organization for prospective teachers, as well as migrant students at Rio School District’s Saturday School.
- Conducted a Reading Institute for Academic Preparation and other workshops for high school English teachers.

**Teacher Recruitment Project at Channel Islands**

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**Project Summary**

The Teacher Diversity Project aims to attract future K-12 teachers from environments where teaching has not been a common career goal. The project actively recruits prospective teachers, with an eye toward making California’s teaching workforce more inclusive, and provides support and encouragement through participation in events aimed at creating a community of learners.

**Highlights of Project Activities**

- Assisted 59 university and community college students.
- Provided eight scholarships for registration for the California Association for Bilingual Education Conference.
- Provided tuition fee waivers to attend the Ventura County Superintendent of Schools’ CBEST and CSET study preparation courses.
- Provided BCLAD, CBEST, and CSET study preparation books.
- Conducted summer writing workshops aimed at success on the writing component of the CBEST and improving undergraduate class writing assignments.
- Provided information about strategies to enhance successful application to teacher credential programs.
- Created a digital equipment lending library.
California State University, Chico prepares teacher candidates for effective, reflective, and engaged practice through multiple pathways designed to meet student and community needs. CSU Chico’s commitment to quality includes a strong emphasis on education based on state and national standards and frameworks, and program improvement informed by assessment data. Based on CSU survey data, CSU Chico has a special focus this year on the role of educational technology and science education in its teacher preparation programs. Highlights of the past year include:

- Received a grant from the McConnell Foundation to partner with Shasta College in providing a liberal studies and initial teaching credential program in the Redding area.
- Upgraded technology in the credential program computer labs and classrooms to enhance technology courses and assignments.
- Received two new grants to provide software for special education teacher candidates to use with special needs students in labs and school classrooms.
- Provided teaching experience for liberal studies majors through the CSUC Center for Math and Science Education’s Hands-On Science Lab, which was developed around the state’s elementary science content standards.

**Teacher Recruitment Project at Chico**

Dr. Esther L. Larocco, Project Director  elarocco@csuchico.edu

**Project Summary**

The CSU Chico Teacher Recruitment Program supports participants pursuing careers in teaching. Program services include, but are not limited to, academic advising, use of computer lab facilities, CBEST and RICA test preparation workshops, scholarships, paid mentor positions, community college-university connections, and education-related presentations by California Subject Matter Project teachers.

**Highlights of Project Activities**

- Provided $75,000 in scholarships and to support participants’ work in public school classrooms.
- Offered five CBEST and one RICA preparation workshops.
- Coordinated CSET preparation workshops in collaboration with Departments of Education and Professional Studies in Education.
- Organized and partially funded a Family Literacy Day.
- Developed a partnership with Shasta and Butte Community Colleges advisors to facilitate the transition to a four-year college and inform students about the various pathways to teaching.
- Collaborated with the California Mathematics Project to offer engaging presentations on strategies to teach mathematics to English learners.
The Division of Teacher Education developed a Teacher Performance Assessment System (TPAS) that is aligned with state content and professional standards. TPAS provides comprehensive data regarding the content knowledge and classroom performance of teachers completing the program. Highlights of the past year include:

- Received a $4.9 million five-year Quality Educator Development grant to increase the pool of highly qualified math and science teachers in local low-performing school districts.
- Received a $1.87 million five-year “Transition to Teaching” grant to recruit, prepare, support, and retain high school math, science, and special education teachers in the Los Angeles Unified School District.
- Initiated a school reform program of transformational instructional leadership with the Lynwood Unified School District to improve student achievement and teacher retention.
- Established a Center for Science Teacher Education through support from The Boeing Company, the Los Angeles Unified School District, and the National Science Foundation.
- Increased elementary, secondary, and special education university internship programs to include 49 local and regional partnership school districts.

**Teacher Recruitment Project at Dominguez Hills**

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Project Summary
The Aide to Teacher (ATT) Program is a teacher recruitment and preparation project for paraprofessional classroom aides. ATT is designed to provide bilingual teacher aides with financial, academic, and personal support needed to continue part-time employment as multiple subject classroom aides while completing their undergraduate degree in liberal studies and obtaining their multiple subject teaching credentials.

Highlights of Project Activities
- Encouraged teacher aides in local school districts to further their education and to take appropriate classes for transfer at the community college level.
- Recruited and selected teacher aides for the ATT program from students who are enrolled in their first semester as liberal studies majors at CSU Dominguez Hills.
- Provided academic advising, mentoring, and financial assistance to help aides make progress toward their bachelor's degree in liberal studies.
- Awarded stipends, including full tuition and book fees payment, to teacher aides in various school districts in the area.
California State University, East Bay offers preparation for both the Multiple and Single Subject Teaching Credentials. About 450 students earn credentials each year. CSU East Bay’s credential programs are offered in a variety of formats to meet the needs of prospective teachers in the Hayward Hills, Concord Hills, New Haven, and West Contra Costa school districts.

During 2004-05, faculty in the credential programs adopted program evaluation models that respond directly to the results of the annual CSU Evaluation of Teacher Education. Each year, faculty identify areas of program strength and need based on the results of these surveys. For 2005-06, two areas of focus are enhancing the ability of graduates to work with students with special needs, and improving the quality of communication between university supervisors and school district master teachers who work with student teachers. In the spring of each year, faculty evaluate the status of each area of focus and define new goals for the subsequent academic year.

**Teacher Recruitment at East Bay**

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**Project Summary**

The Urban Teacher Academy (UTA) is a center for teacher recruitment located in the College of Education and Allied Studies at California State University, East Bay. The Urban Teacher Academy provides academic and support services for high school, community college, CSU East Bay undergraduate, fifth year, and graduate students.

**Highlights of Project Activities**

- Collaborated with local schools to deliver academic experiences for high school students enrolled in Education Academy classes.
- Supported undergraduate students by facilitating field placements with exemplary teachers and by compensating students with stipends.
- Provided professional development opportunities for undergraduate and graduate students pursuing studies leading toward a multiple or single subject credential.
- Provided CSET Preparation Workshops in Mathematics, Reading, and Writing prior to each target test date.
- Offered high school students opportunities to shadow faculty and staff at CSU East Bay during Groundhog Day.
- Included high school students in “Day of The Teacher Celebration” conference providing information about teaching.
California State University, Fresno’s teacher education programs focus on developing ethical leaders who value diverse communities and support educational goals and lifelong learning. With a focus on standards and utilizing data, the Kremen School of Education and Human Development has implemented a cohort-based multiple subject program, blended the general and special education experiences for candidates in the dual credential program, and continues to offer bilingual credentials in Spanish and Hmong. Highlights of the past year include:

- Partner schools provided hands-on opportunities for multiple subject teacher candidates to learn about culture and teaching diverse learners.
- Continued to expand the Central Valley Educational Leadership Institute, in partnership with the highly successful Springboard Schools, to strengthen San Joaquin Valley schools, create cultures of high achievement for students, and develop area administrators.
- Conducted faculty retreat held to focus on ways to improve credential programs to enhance achievement of English learners.
- Provided support for standards-based teacher professional development through reading, writing, and science subject matter projects.
- Offered peer mediator programs designed to improve student relations at local schools.

**Teacher Recruitment Program at Fresno**

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Fresno’s Teacher Recruitment Project provides financial assistance to students who are enrolled in college programs leading to a teaching credential. It also maintains a link between the university and future teachers’ clubs in the region’s high schools and sponsors events at the university that promote teaching as a career.

Highlights of Project Activities

- Awarded 48 scholarships ranging from $150 to $2,507. To date, 10 of these students were awarded degrees and six earned teaching credentials.
- Reimbursed 26 students for credential-related test fees.
- Served on the Steering Committee for the Teachers of Tomorrow Clubs in Fresno County.
- Sponsored the 16th Annual Leadership Camp for Teachers of Tomorrow at CSU Fresno attended by 60 high school students.
- Sponsored the 6th Annual African-American Educators Day at CSU Fresno attended by 60 students.
Highlights of accomplishments at California State University, Fullerton include advancements in programs that support and graduate math and science teachers, expansion of candidates’ knowledge and use of technology, and hiring additional faculty to assist in these endeavors. Other accomplishments include expanded education outreach from local to international levels in support of learning—kindergarten through post-graduate. Highlights of the past year include:

- Doubled the number of teachers recommended for a mathematics credential through the Foundational Level Mathematics Credential and a Comprehensive Teacher Education Institute grant that assists in recruiting mathematics teachers.
- Expanded the number of science teacher candidates through a Continuum for the Advancement of Science Teachers project.
- Pilot tested TaskStream, an online education tool to help credential students create e-portfolios.
- Delivered Intel Teach to the Future professional development curriculum using technology to improve teaching and learning to more than 1,000 teacher candidates.
- Took a class of 40 students to Shanghai, China, led by an Education faculty member, to teach English as a second language to K-12 students.

Teacher Recruitment at Fullerton

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Project Summary

Fullerton’s Teacher Recruitment Program supports public school instructional aides in their efforts to become teachers by offering advisement, mentoring, and peer and financial support. Additionally, it sponsors Future Teacher Clubs at 19 high schools and provides students with a variety of teaching-related experiences and information.

Highlights of Project Activities
- Held monthly peer support meetings at each of three district sites for instructional aide participants.
- Provided mentoring by university faculty to instructional aide participants.
- Provided academic and financial aid advisement to instructional aide participants.
- Provided financial support to instructional aide participants who completed community college or university course work and participated in project activities.
- Offered university credit to high school participants who completed project activities, including tutoring (CSU Fullerton president waived registration fees; project paid health fees).
- Sponsored activities on the university campus for instructional aide and high school participants.
The Department of Education at Humboldt State University is committed to preparing highly qualified teachers and educational leaders within a small and caring learning community. Faculty and students explore effective methods of educating all children and adolescents and view education as a force that promotes equity, reinvigorates democracy, and advances social and economic justice. Highlights of the past year include:

- Established a Multiple Subject Credential Intern Program with the East Bay Conservation Charter School in Oakland using distance technology.
- Assisted in the creation of the Academy of the Redwoods Early College High School, with a Secondary Education Program faculty member as principal.
- Involved 20 teachers in academic literacy professional development as part of a Reading Institute for Academic Development (RIAP).
- Successfully completed year 4 of the California Academic Partnership Program with the Klamath Trinity School District located on the Hoopa Indian Reservation.

Teacher Recruitment at Humboldt

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Project Summary

The Humboldt State University Teacher Recruitment Project collaborates with educational agencies in Northern California to conduct workshops/seminars about teaching, recruit students into teaching from local high schools and regional community colleges, provide academic advising on teaching pathways, offer summer institutes in mathematics and science, and expand field experience opportunities for pre-service teachers.

Highlights of Project Activities

- Provided financial assistance, including book/instructional supply vouchers and travel support to undergraduates and credential candidates.
- Sponsored Future Teacher Programs at Eureka and Fortuna High Schools.
- Utilized students as peer advisors in the Liberal Studies/Elementary Education (LSEE) program.
- Provided academic support and educational retention services through the Indian Teacher Educational Personnel Program (ITEPP).
- Participated in a variety of teacher recruitment outreach activities at college fairs, career fairs, community colleges, and local high schools.
- Provided CSET preparation workshops for undergraduate and graduate students.
- Assisted in development of an intern credential program with East Bay Conservation Corps.
A CSU Long Beach team composed of the Deans of Liberal Arts, Education, and Natural Sciences and Mathematics attended a 2004 Summit of the National Commission on Teaching and America’s Future (NCTAF). As a result, CSU Long Beach established a provost-funded university-wide Assessing Teacher Performance (ATP) Initiative. Representatives from the local school district and a local community college are joining faculty from all CSULB colleges offering programs for prospective teachers on multiple assessment projects as part of this initiative.

Cerritos College, and the CSULB Science and Math Single Subject Credential Programs, have been funded by the National Science Foundation for a three-year secondary school mathematics and science teacher preparation program. The Teaching Secondary School Scholar Partnership (TS3P) will begin with the identification of a high school cohort of future teachers, proceed through lower division course work and early fieldwork at the community college level, and put students on the road to university transfer, a baccalaureate degree, and a single subject credential in mathematics or science secondary education.

Teacher Recruitment Project at Long Beach

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Project Summary

The goal of the Impact Teach Program is to recruit and assist individuals interested in teaching careers, through outreach to high school, community college, and university students and graduates. Academic Services include test preparation workshops, academic advisement, and referral to campus and community offices. Individual scholarships are also provided.

Highlights of Project Activities

- Provided individual advisement and support to undergraduates and credential students.
- Offered 18 CBEST preparation workshops.
- Provided financial support for individual scholarships and test preparation costs.
- Provided support, outreach, and advisement to CSU Long Beach’s campus partners for the Integrated Teacher Education Program (blended program).
- Participated in 16 outreach and recruitment events at high schools and community colleges.
The California State University, Los Angeles credential programs in elementary, secondary, and special education are designed to incorporate state content standards and reflect state standards. As part of the college’s action plan, all programs are reviewed annually in relation to current data from students and graduates of the program. Highlights of the past year include the following:

- Charter College faculty worked collaboratively with faculty from the sciences to implement a new science program for students who decide early in their college career to become teachers.
- Faculty further incorporated subject matter standards into the assessment process of future teachers.
- Faculty taught special education teachers to anchor Individualized Educational Plan (IEP) objectives in state standards so that students with disabilities are held to the same expectations as nondisabled students.
- A newly implemented teacher induction master’s degree provides elementary and secondary teachers with opportunities to complete an induction program and earn a master’s degree simultaneously.

**Teacher Recruitment Project at Los Angeles**

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**Project Summary**

The Teacher Recruitment Partnership Project prepares secondary-level future teachers for college-level study and careers in teaching, and provides financial support to undergraduate and secondary-level future teachers. Program participants include Crenshaw High School in the Los Angeles Unified School District and the Urban Learning teacher preparation program.

**Highlights of Project Activities**

- Provided a direct link between high schools and the undergraduate teacher preparation program.
- Awarded 45 stipends to undergraduate teacher preparation students and secondary-level future teachers.
- Supported faculty mentoring for high school graduates entering the university as first-time freshmen.
- Supported collaboration between the public school and the university in the areas of academic and credential advisement.
Faculty in Teacher Education, Mathematics, and Science met with their counterparts in local community colleges to develop subject matter preparation that meets state academic K-12 content standards in these fields. Faculty met for daylong discussions to review course syllabi in relation to learning expectations of the state standards.

In addition to these collaborations, instructional methods courses and seminars in teacher credential programs have been modified to include research-based methods for planning, teaching, and evaluating standards-achieving lessons. Teacher candidates in these programs produce work samples that include standards-achieving lesson plans and student work samples. These new procedures connect learning expectations of the standards and frameworks to explicit learning outcomes described in lesson plans. Using explicit performance descriptions derived from state standards, teacher candidates inspect their students’ work closely to find evidence that students have achieved the learning expectations of selected state content standards. At CSU Monterey Bay, teacher candidates learn to use state adopted texts, standards, and frameworks to plan and evaluate instruction that achieves state standards.

A CSU Monterey Bay student teacher shares her technology skills with a Cesar Chavez School student.

Teacher Recruitment Project at Monterey Bay

Mark O’Shea, Project Director  Mark_Oshea@csumb.edu

Project Summary
California State University, Monterey Bay focused on teacher recruitment and teacher candidate retention during this academic year. The program worked closely with community colleges to articulate curriculum, assist candidates with program admission requirements, and establish a supportive environment for candidates seeking to meet new requirements for becoming a teacher.

Highlights of Project Activities

• Established CSU Monterey Bay’s thematic residence hall experience for future educators and expanded it to include the sophomore year.
• Hosted community college articulation meetings for faculty in science and for community college counselors.
• Provided scholarships and other financial assistance for more than 150 students.
• Conducted six workshops to prepare students for the CBEST and CSET.
• Sponsored a future teacher organization for undergraduate and post-graduate students.
• Sponsored 42 students to attend educator conferences in California.
The Michael D. Eisner College of Education is dedicated to renewing and strengthening efforts to produce the highest quality teachers for the region. The campus is proud of the strong partnerships developed with the local school districts in the San Fernando Valley. Highlights of the past year include:

- The curriculum partnership between CSU Northridge and Northridge Academy High School resulted in some of the highest API scores in the Los Angeles Unified School District (LAUSD).
- Through the Teachers for a New Era Initiative, CSU Northridge faculty piloted an assessment of K-12 pupil learning and value added by CSUN teacher education programs.
- The CHIME Charter Elementary School, a CSU Northridge collaborative demonstration site for best practices in inclusive education, was selected Charter School of the Year.
- A CSU Northridge partnership with four community colleges is tracking mathematics learning by students who transferred to CSU Northridge and teacher education.
- Faculty piloted a transdisciplinary model of assessing K-12 pupil learning that can be embedded in a variety of programs.

**Teacher Recruitment Project at Northridge**  
*Jinyi Li, Ph.D., Project Director  jinyi.li@csun.edu*

**Project Summary**

The CSU Northridge Teacher Recruitment Project has changed its focus from targeting high school juniors and seniors to targeting college undergraduates and graduates in order to maximize recruitment efficiency. The project has also focused its efforts to retain its admitted teaching credential candidates by strengthening various support services, including advisement and additional orientations.

**Highlights of Project Activities**

- Strengthened advisement function as an effective approach of recruiting and retaining credential students by increasing the number of full-time advisors and providing enhanced walk-in and online advisement.
- Offered information sessions for prospective students with a focus on introduction to various credential programs and options and requirements and procedures for program application.
- Conducted orientations for students newly admitted to teaching credential programs with a focus on helping students register for courses and exams and better understand the requirements and process for submitting credential applications.
- Provided information on teacher education scholarships and teaching career opportunities.
Cal Poly Pomona prepares students for lifelong learning, leadership, and careers in a changing, multicultural world. Teacher education is an all-university responsibility and enjoys broad interdisciplinary support through the all-university teacher education committee. Highlights of the past year include:

- Opened the first of a number of planned Professional Development Schools under a $6.2 million Teacher Quality Enhancement Grant at Collegewood School in the Walnut Valley Unified School District.
- Established a community-university business partnership for the preparation of retired employees from Boeing Company and Edison for entry into science and mathematics teaching.
- Launched an initiative to provide for dual language immersion programs and the preparation of new teachers within a pilot credential program for Chinese language teachers.
- Launched the English Language Development Institute to offer interactive online courses to support teachers who teach English Learner students.
- Continued the development of the Cal Poly Pomona Reading Institute for Academic Preparation (RIAP) to provide professional development for secondary teachers.

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**Teacher Recruitment Project at Pomona**

*Dr. Stephen Bryant, Project Director  sbbryant@csupomona.edu*

**Project Summary**

Cal Poly Pomona’s Teacher Recruitment Project reflects the all-university commitment to teacher education. It includes outreach to all of the community colleges in the region aligned with Integrated/Blended Teacher Education Programs. A full range of recruitment activities have been linked to the campus federal $6.2 million Teacher Quality Enhancement project.

**Highlights of Project Activities**

- Hosted the First Annual Transfer Day for Teachers attended by approximately 100 community college students and counselors from throughout the region.
- Recruited community college students into Integrated/Blended Teacher Education Programs through academic advising, workshops, and off-site courses.
- Established homework coaching opportunities in community-based after-school programs, utilizing service learning to interest undergraduates in teaching careers.
- Provided opportunities for students majoring in mathematics to acquire internship positions in local schools having large numbers of low-performing students.
- Offered workshops, stipends, and internships for education specialist candidates and recruited them as special education teachers for high-need districts.
- Awarded scholarship funds for candidates interested in teaching careers in collaboration with Partners in Education, a group of regional business leaders.
At California State University, Sacramento, prospective teachers can choose from a variety of multiple and single subject pathways to teaching across three departments. This diversity reflects special emphases within the pathways, for example, teaching English language learners or students with special educational needs. Highlights of the past year include:

- Awarded a two-year Comprehensive Teacher Education Initiative grant to link groups of K-6 teachers with university faculty to create content standards-based activities for student teachers that enhance preparation to work with diverse students and that enrich elementary students’ learning experiences.
- Refined the portfolio assessment process for all student teachers in CSU Sacramento’s programs; assessment of candidate knowledge, skills, and dispositions is aligned with the professional preparation program standards.
- Continued development of the BCLAD emphasis in Hmong, with the addition of a Hmong literacy class. Popular among undergraduates as well as credential candidates, this class develops students’ skills in reading and writing Hmong, and helps them to be better prepared as future teachers of the growing Hmong population in Sacramento and surrounding areas.

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**Teacher Recruitment Project at Sacramento**

*Dr. Harold M. Murai, Project Director  murai@csus.edu*

**Project Summary**

The Teacher Diversity Program (TDP) at CSU Sacramento provides stipends to financially needy students (prospective credential and credential candidates) to prepare and register for required tests and to work as instructional assistants in public schools primarily located in low-income communities in the inner-city and rural areas of the region.

**Highlights of Project Activities**

- Provided year-round academic advising, counseling, and mentoring of undergraduate prospective credential candidates and graduate students in the credential program.
- Provided information on credential test preparation to prospective candidates, including Mini Corps students.
- Updated advising information for faculty in the College of Education.
- Assisted students with submitting required documentation to enter the credential program.
California State University, San Bernardino offers multiple routes to the teaching credential, including the professional development school, internship, and student teaching models. The university’s programs are founded on the view that teacher preparation should be seamless—from preservice education through induction. CSU San Bernardino strives to develop wise, reflective professionals who exhibit content knowledge, pedagogical judgment, and contextual understanding. Assessment-related highlights of the past year include:

- Implemented assessment seminars in which candidates complete standards-driven performance tasks.
- Provided training for faculty to promote reliability in scoring of performance tasks.
- Instituted a new position of Assessment Coordinator to collect and analyze candidate performance data.
- Collected survey results from graduates within their first year of teaching and from their employing supervisors.
- Identified areas needing improvement based on data derived from the CSU teacher preparedness study to address and develop action plans for program improvement.

The CSU San Bernardino College of Education’s Literacy Center tutors more than 200 pupils a year with the help of faculty and teacher candidates.

Teacher Recruitment Project at San Bernardino

Juan Gutierrez, Project Director  jgutierrez@csusb.edu

Project Summary

CSU San Bernardino’s Center for Equity in Education plays a critical role in the recruitment and retention of students from diverse backgrounds seeking teaching careers.

Highlights of Project Activities

- Regularly scheduled informational meetings are offered for those interested in pursuing a career in the teaching field.
- Personnel directors from local districts meet regularly with students to discuss interview questions and techniques.
- The Peer Advising for Liberal Students (PALS) Center offers guidance for all students with questions about the requirements for the B.A. degree in liberal studies and other educational majors.
San Diego and Imperial County schools serve highly diverse communities. Their teacher preparation programs are committed to a conceptual framework focusing on (a) research-supported practice to promote learning in diverse schools and (b) documentation of graduates' competence and performance in the field. San Diego State is exploring technology applications that support these goals. Highlights of the past year include:

- Began offering student teaching opportunities at an international school in Torreón, Mexico, supported by English-speaking mentor teachers.
- Integrated iMovie and other technologies into science and mathematics methods courses as tools for developing units linked to state standards.
- Began planning an experimental preparation program designed to prepare teachers through problem-based learning with on-demand support via mobile technologies.
- Linked standards-related student learning outcomes to teacher candidate assignments using electronic portfolios for purposes of continuous performance assessment.

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**Teacher Recruitment Project at San Diego**

*Dr. Patricia Lozada-Santone, Project Director  plozadas@mail.sdsu.edu*

Project Summary

Participants in the College of Education's Office of Advising and Recruitment come from diverse backgrounds, including socio-economically disadvantaged and special needs students. The Office of Advising and Recruitment paves the way to higher education, as well as to teaching and specialized credentials, by providing information and support services to students at all levels—high school, community college, undergraduate, graduate, and career changer.

Highlights of Project Activities

- Provided a one-stop center for students interested in education.
- Presented information to targeted groups, both on and off campus, regarding teaching as a career.
- Conducted special presentations for liberal studies majors, featuring regular, bilingual, and special education programs.
- Provided financial aid and scholarship information to facilitate outreach, recruitment, and retention efforts.
- Distributed and coordinated the application process for the Assumption Programs of Loans for Education (APLE) for the San Diego State main campus and SDSU-Imperial Valley campus.
- Assisted in the coordination of presentations and tours for Future Educators Association participants from local high schools and community colleges.
The College of Education offers credentials, master’s degrees, and jointly sponsored doctoral degrees in special education and urban educational leadership. The college is committed to the development of practitioners and scholars that understand the importance of scholarship and outreach within diverse communities. Highlights of the past year include:

- Selected as the first Confucius Institute on the West Coast and one of two Confucius Institutes in the United States focusing on preparing teachers of Mandarin.
- Continued developing collaborative relationships with the San Francisco, Oakland, Elk Grove, San Mateo, and Alameda County Schools to establish internships in special education, elementary, and secondary education, as well as with the California Department of Education and San Francisco Unified School District to house the Learning Resource Development Center (LRDC).
- Awarded five College of Education Golden Torch Awards for excellence in teaching, administration, and service to alumni serving in school districts throughout the Bay Area.
- Engaged in the development of electronic portfolios to assess the teaching performance of candidates going into the classroom.

Teacher Recruitment Project at San Francisco

Jacob E. Perea, Project Director pjoost@sfsu.edu

Project Summary

The Teacher Preparation Center is a multifunctional resource center aimed at recruiting underrepresented students into the teaching profession and providing students enrolled in the credential programs with information about job placement opportunities in the education profession.

Highlights of Project Activities

- Conducted 47 recruitment and information sessions for 589 potential students interested in elementary, secondary, or special education teaching opportunities.
- Involved 276 teacher candidates in the Education Career Fair co-sponsored by the center and the SFSU Career Center.
- Continued providing undergraduate and credential candidates with academic support and advising about career opportunities as needed.
- Continued providing on-site academic advising two days per week at two local community colleges to assist San Francisco State-bound students with the transfer process.
- Conducted an “Introduction to Teaching” course for first-year freshmen enrolled in the Liberal Studies/Multiple Subject Blended programs.
- Continued offering prerequisite and credential courses at the community college for those interested in the teaching profession.
Results from the federally funded GEAR UP project are a testament to successful partnerships. Faculty, future educators, school district teachers, administrators, counselors, and parents supported the development of knowledge, skills, and dispositions as they followed 720 middle school students from high priority schools through high school graduation. As a result, 90 percent of the students are now in colleges and universities across the country. Other highlights of the past year include:

- Elementary Education in partnership with faculty from Humanities and the Arts, Social Science and Science, and Math have initiated a “middle level” emphasis program. The program brings together critical elements of the elementary and secondary preparation. Future teachers interested in middle level can now focus their studies on the unique learning needs of the adolescent, an interdisciplinary curriculum, and field experience in middle-level classrooms.

- Students enrolled in special education credential/M.A. programs have an opportunity to participate in one of three federally funded projects aimed at strengthening professional competence in beginning reading, advanced literacy for secondary students, and instruction in alternative education settings.

Teacher Recruitment Project at San José

Dr. Susan Meyers, Dean   smeyers@email.sjsu.edu

Faculty in the departments of secondary education, math, and science are developing a comprehensive plan for recruiting secondary math and science teachers. Components of the plan include:

- Survey of recent graduates and current students in math/science teacher preparation programs to determine how and why individuals chose to become math/science teachers.
- Program graduates will serve as “ambassadors” to speak at various venues, and provide information and individual consultation with potential future teachers.
- Project faculty will develop a “fast track” for potential science and math teachers, including priority advising and admittance.
- Students recruited into the math and science tracks will meet with specially selected mentors to facilitate retention and time toward graduation.
- Faculty will write proposals for funding scholarships to support students in the math and science teacher preparation pathway.
- Project faculty will develop materials (Web-based and paper) that clearly identify the need and opportunities for future math and science teachers as well as the process for becoming a math/science teacher.
California Polytechnic State University, San Luis Obispo provides an interdisciplinary approach to teacher preparation, with educators in four colleges working collaboratively with their P-14 partners. The College of Education provides leadership to the campus through its commitment to standards-based programs, polytechnic orientation, and a “learn-by-doing” philosophy. Highlights of the past year include:

- Developed a combined preliminary credential and master’s degree program in special education delivered over one intensive year of course and field work.
- Developed a “Fast-Track Program” combining the preliminary credential and master’s degree in educational leadership over 15 weekends and one summer.
- Offered summer professional development workshops to urban, suburban, and rural teachers on math and science teaching and learning.
- Began work as a national testing site for the IRIS Center for Faculty Enhancement to prepare general educators to teach students with disabilities.

Young learners and teacher candidates collaborate on writing books.

Teacher Recruitment Project at San Luis Obispo

Dr. Lisbeth Ceaser, Project Director  lceaser@calpoly.edu

Project Summary
The College of Education provides advisement regarding certification programs and processes for area high school, community college, undergraduate, post-baccalaureate, alternative, and distance students; assistance with credential program admissions and implementation; and support for K-16 school site professional development collaborations. Alternative credentialing routes and professional development in math, science, reading, and special education reflect the polytechnic emphasis of the campus.

Highlights of Project Activities
- Coordinated Early Assessment Project for Cal Poly English, Math, Education faculty, and regional high school students, teachers, and administrators.
- Developed curriculum for CalState Teach, the CSU alternative Multiple Subject Credential program.
- Offered CBEST, CSET, RICA Test Preparation Workshops through Continuing Education.
- Delivered PowerPoint presentations at community college and county administrative leadership events on “Steps to Becoming a Teacher.”
- Participated in Teacher Performance Assessment training, the CSU Center for Advancement of Reading Council, and professional development institutes in reading, math, and science.
- Assisted with coordination of school site placements for field experience and student teaching; assistance with recruiting, guiding, and recognizing K-16 mentor, cooperating, and model teachers.
California State University, San Marcos’ College of Education has implemented an electronic assessment system over the past two years. The system tracks the progress of credential students, measured against Teacher Performance Expectations, as they move through their programs and provides valuable information to program faculty as they assess student readiness to enter the profession. Highlights of the past year include:

- Provided all credential students with training in the use of the assessment system at the beginning of their program to enable them to input their data.
- Faculty responded individually to students, providing feedback on their progress based on the electronic submissions.
- Data provided allowed the College the ability to identify not only student progress but program strengths and areas for improvement.
- Students concluded their program with an electronic portfolio of their work that can be used in their job search.

**Teacher Recruitment Project at San Marcos**

*Dr. Juan Necochea, Program Co-Director  necochea@csusm.edu*

*Dr. Gilbert Valadez, Program Co-Director  gvaladez@csusm.edu*

Project Summary

The CSU San Marcos Teacher Recruitment Project is a partnership between the university, local community colleges, North County San Diego high schools, affiliated organizations, and educational institutions across the international border in Tijuana, Mexico. The primary goal is to attract students into the teaching profession from the diverse communities.

Highlights of Project Activities

- Provided 28 students with scholarships to attend a Teacher Diversity Summer Institute with a specialized curriculum that satisfied prerequisite courses.
- Sponsored several conferences for high school, middle school, and community college students.
- Conducted numerous transborder face-to-face seminars and mini-conferences with Tijuana/San Diego educators.
- Provided information workshops and special sessions for area schools.
- Supported 28 undergraduate and credential students with scholarships and stipends to pursue a career in education.
- Organized a Biliteracy Binational Conference for area two-way immersion programs and included schools from Tijuana.
- Coordinated outreach activities with the College Assistance Migrant Program (CAMP).
Sonoma State University participated in state and national accreditation in 2005, and has aligned all courses, field experiences, and assessments with state standards and the standards of the National Council on Accreditation of Teacher Education (NCATE). Other highlights of the past year include:

- Verification that program and curriculum assessment protocols are encompassed by the unit assessment system: PEARL (Pursuing Excellence through Assessment, Reflection and Learning).
- All credential candidates completed portfolios that include examples of their performance assessments and their reflections on addressing and meeting state and national standards.
- In collaboration with CSU Sacramento and UC Davis, the joint doctoral program in educational leadership was approved and acknowledged by WASC as exemplary.
- K-12 Academic Content Standards related to reading and writing proficiencies guided the Summer Reading and Writing Academy.

The annual Authors’ Tea in October celebrates the achievements of the Summer Reading and Writing Academy students.

**Teacher Recruitment Program at Sonoma**

*Ellie Galvez-Hard, Project Director  elizabeth.galvez@sonoma.edu*

**Project Summary**

The Teacher Diversity Project at Sonoma State identifies, recruits, and supports students in the community who want to explore careers in education. The main focus of this project is to promote effective recruitment and provide support to underrepresented students interested in the teaching career or higher education, particularly those from low-income backgrounds.

**Highlights of Project Activities**

- Continued strong partnership with Santa Rosa Junior College by offering the introduction to teaching course at the site and providing ongoing transfer advising.
- Offered academic advising and financial support that included test workshops and registration fee reimbursement to eligible undergraduates and student teachers.
- Provided payment of cross-enrollment fees for high school students enrolled in Education courses.
- Organized an annual recruiting event for middle and high school students interested in learning about credential programs, EOP, financial aid, and other services available at Sonoma State.
- Continued working with middle school bilingual students participating in the pipeline to encourage their future entrance into the Bilingual Credential Program.
- Obtained a grant to train 10 teachers in science and math starting in the fall 2005 semester, who will in turn become trainers and mentors at their school sites.
The College of Education at California State University, Stanislaus is an advocate for children and their communities. Building on state content standards and frameworks, CSU Stanislaus is committed to the preparation of professionals who will be responsive, knowledgeable, and articulate in their advocacy for effective instruction and helping students to grow and learn. Highlights of the past year include:

- Established a test preparation program for credential students struggling with teacher licensure tests in order to assist all students in their efforts to meet high standards for the preparation of teachers.
- Implemented the Teacher Quality Enhancement Grant to provide high-need schools with high-quality teachers and raise the academic achievement of students experiencing difficulty in mathematics and science.
- Significantly increased the enrollment of the single subject standards-based credential program and initiated expansion of school-based off-campus centers for program delivery.
- Broke ground on a new professional development school on the CSUS Stockton campus in partnership with the Stockton Unified School District. This initiative will include a Faculty in Residence Program and create opportunities for collaborative, standards-driven research and instructional innovation.

Teacher Recruitment Project at Stanislaus

Tara Ribeiro, Project Director  TRibeiro@csustan.edu

Project Summary
The program focused primarily on retention of teacher candidates by providing examination preparation support to students enrolled in teacher preparation programs. Support included identifying students at risk for not fulfilling examination credentialing requirements.

Highlights of Project Activities
- Conducted 16 CBEST preparation sessions, 21 CSET preparation sessions, five RICA preparation sessions, and one Language Assessment preparation series.
- Obtained student data and pass/fail rates for mandatory tests for the purposes of identifying teacher candidates at risk for noncompletion of credentialing examination requirements.
- Provided financial support (for workshop registration fees and instructional materials) to teacher candidates.
- Provided information on teacher credentialing and financial aid opportunities.
- Provided advising and one-on-one support for bilingual credential students preparing for the Language Assessment examination.

Dr. Iris Haapanen, assistant professor of teacher education, demonstrates a standards-based social studies lesson.
CalStateTEACH remains one of the California State University's most innovative teacher preparation programs. Developed in 1998 by leading CSU teacher educators in response to the shortage of elementary school teachers, CalStateTEACH now offers two options: one path for teachers who are already teaching in multiple subject classrooms and need to complete a credential; and a second option for candidates who are not yet teachers and want to earn a credential, but find it difficult to access campus-based programs.

This past year, CalStateTEACH added 239 fully credentialed and highly qualified teachers to California’s professional workforce, bringing CST’s total to nearly 1,700 new teachers now working in California’s public schools. The program is housed at four CSU campuses—Fresno, Fullerton, Los Angeles, and Monterey Bay—but teacher candidates can live and work almost anywhere in California and still participate through extensive use of technology.

After six years in operation, CalStateTEACH is regarded as a high-quality alternative pathway to earning a teaching credential. Highlights of the past year include:

- Sponsored a professional development conference—Building a Bridge between Equity and Accountability—for all CalStateTEACH faculty.
- Partnered with CSU Fresno to develop an online Master of Arts in Teaching Program that has now admitted 15 CalStateTEACH graduates.
- Certified all faculty to serve as Assessors of the California Teaching Performance Assessment (CA TPA).
- Established a paperless environment, using virtual tools to develop a course management system, placing program study guides and handbooks online, and electronically connecting CalStateTEACH’s regional offices for efficient exchange of necessary documentation and stipend delivery.

To learn more about CalStateTEACH, visit www.calstateteach.net.
CSU: The California State University
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<th>Campus</th>
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1 Integrated MS is a Liberal Studies major unless otherwise indicated.

* CalState TEACH Regional Center Campuses
  Fresno: 559-278-0234
  Fullerton: 714-278-5084
  Los Angeles: 323-343-6050
  Monterey Bay: 831-582-4624

Note: All program data according to CCTC Data Base 12/05. Program offerings are subject to change. Contact campuses for latest information.

ABBREVIATION KEY

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<td>A: Audiology</td>
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</tr>
<tr>
<td>CD: Child Development</td>
<td>H: Hmong</td>
</tr>
<tr>
<td>DHH: Deaf &amp; Hard of Hearing</td>
<td>K: Korean</td>
</tr>
<tr>
<td>ECSC: Early Childhood Special Certificate</td>
<td>Kh: Khmer</td>
</tr>
<tr>
<td>ECSE: Early Childhood Special Education</td>
<td>L: Laotian</td>
</tr>
<tr>
<td>ES: Education Specialist</td>
<td>M: Mandarin</td>
</tr>
<tr>
<td>I: Internship</td>
<td>Pi: Filipino</td>
</tr>
<tr>
<td>LSH: Language, Speech &amp; Hearing</td>
<td>S: Spanish</td>
</tr>
<tr>
<td></td>
<td>T: Tagalog</td>
</tr>
<tr>
<td></td>
<td>V: Vietnamese</td>
</tr>
</tbody>
</table>

Note: All program data according to CCTC Data Base 12/05. Program offerings are subject to change. Contact campuses for latest information.