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Teacher Education

ANNUAL REPORT
ON TEACHER EDUCATION
IN THE
CALIFORNIA
STATE UNIVERSITY

www.CalState.edu





THE CALIFORNIA STATE UNIVERSITY CHANCELLOR'S MESSAGE



In study after study, educational research shows that a well-prepared teacher is the chief contributor to student success. Yet far too many students in classrooms around California lack the benefit of a fully credentialed teacher.

At the 23-campus California State University system, this issue is a top priority. We continue to look for new ways to reach more prospective teachers and build quality into our teacher preparation and professional development programs.

This year marked the successful start of such programs as the Governor's Teaching Fellowship, which provides competitive merit-based awards to prospective teachers to earn their credentials and then teach in one of California's low-performing schools. On behalf of Governor Davis, the CSU awarded fellowships of \$20,000 each for 250 full-time fifth year teacher preparation students.

Other highlights include the continuation of our Education Technology Professional Development Program, which served over 5,000 teachers, and the CalStateTEACH program, which graduated its first 133 students. Our outreach programs also continued at full speed, with the Teacher Recruitment Project reaching nearly 14,000 students, and the CalTeach website receiving more than 8.6 million hits yielding more than 52,000 teacher applications. Additionally, the CSU and the Getty Trust funded the production of two films on teaching by Davis Guggenheim – *THE FIRST YEAR* and *TEACH*.

Our campuses also continued to build quality in their teacher education programs. By expanding partnerships and collaborations with K-12 schools and other colleges and universities, we have been able to provide more high-quality learning experiences for prospective, novice, and even veteran teachers.

As we expand these programs and pursue new opportunities, we will continue to make program quality a top priority. In the coming year we will be reporting on an evaluation of the quality of our teacher education programs. We aim to be a model for the country in terms of quality and accountability for the classroom teachers we prepare.

California's students – present and future – deserve no less.

Charles B. Reed
Chancellor
California State University

The CSU

The California State University has continued its efforts in producing well-prepared teachers to help provide California with the approximately 30,000 additional teachers it needs each year. While the CSU provided 59 percent of the new teachers prepared in California during the past year, these teachers, and those prepared by the University of California and the state's independent and private universities and colleges, still do not fill the state's classrooms with fully credentialed teachers.

The CSU has continued efforts to implement its *Commitment to Prepare High Quality Teachers* and has provided leadership in new and ongoing initiatives that assure that the quality of the teachers it prepares is at the highest possible level.

- All CSU teacher preparation programs are fully accredited by the California Commission on Teacher Credentialing and more than half (12) have also received national accreditation from the National Council for Accreditation of Teacher Education.
- Under the management of the CSU, 23 campuses participated with 232 local school districts and county offices of education in providing training to 5,000 educators in the statewide Educational Technology Professional Development Program.
- CalStateTEACH graduated its first cohort of 133 teachers prepared through personalized programs combining independent study and the latest in technology formats.
- The Governor's Teaching Fellowship program, directed by the CSU, provided \$20,000 competitive merit-based fellowships to 250 students in California's teacher preparation programs, including 79 students from 17 different CSU campuses.



The *2000-2001 Teacher Education Annual Report* focuses on these and other activities that reflect the CSU's goal of providing quality programs for the ongoing education and development of California's professional educators and administrators. With its commitment of increasing the production of teachers by 25 percent achieved one year ahead of the timeline established by the Board of Trustees, the CSU began, this year, an in-depth field-based evaluation of its teacher preparation programs – assessing the quality of its programs as seen through the eyes of its graduates and its consumers, the principals who hire our teachers.

It is clear that the single most effective component of pupil success is the quality of the teacher. In the coming year, the CSU will turn to the assessment of this quality and how we might use evaluation data to review our programs. Through these efforts we expect to move forward with appropriate improvements in order to continue our leadership in teacher preparation in California.



Undergraduate Blended Programs

Undergraduate blended teacher preparation programs have become an important resource to the state in its quest to meet the need for fully trained classroom teachers. Blended teacher preparation program development and implementation on CSU campuses have been supported by recent initiatives related to the role of the California Community Colleges in teacher education.

The May 2000 Memorandum of Understanding between the California Community Colleges (CCCs) and the California State University specifically addresses the role each system plays in meeting the “critical need for certified teachers.” The CCCs have the opportunity to participate in the “pre-preparation experience for students who indicate an intent to enter the field of teaching” by offering such courses as “Introduction to Teaching” and early field experiences in classroom settings.

The CSU has well-established undergraduate blended teacher preparation programs that meet the goal set out in the Board of Trustees’ commitments for teacher education “to develop opportunities for early and better articulated teacher preparation... including four- or five-year integrated programs... that provide multiple entry points, a system of application and early advisement, subject matter/teacher preparation integration, early field experiences for candidates, articulation with community colleges, and local district participation.”

A recent survey of the 21 teacher preparation programs in the CSU provides a snapshot of the characteristics of current undergraduate blended teacher programs:

- The majority of the CSU undergraduate blended teacher preparation programs provide for the completion of a bachelor’s degree in Liberal Studies and a Multiple Subject Credential.
- While most programs initiated operation in 1999, others have recently been approved and several programs have begun to address other areas of need by proposing bachelor’s degrees other than those in Liberal Studies, and appropriate complementary credentials.
- Several campus programs offer bachelor’s degrees in other subject matter areas, including Child and Adolescent Development and a Multiple Subject or Education Specialist (special education) Credential.
- Some campuses are expanding programs to include completion of other subject matter bachelor’s degree programs, e.g., mathematics and English, and a teaching credential.
- Undergraduate blended programs have shown steady growth during the first years of systemwide program adoption. Participants more than doubled from the first year of program operation, from 439 to 1,007; and a 20 percent increase occurred from the second to the third year.
- Subject matter and education courses are offered in a variety of formats, including blended content courses that are team taught by subject matter/ Liberal Studies faculty members and education faculty, and courses that are offered in both parallel and sequenced formats. These various course content formats meet the general provisions set forth by the California Commission on Teacher Credentialing that blended programs offer coursework *concurrently* and in a *connected* manner.



- Program entry is generally provided either for entering freshmen or for community college transfer students. Some programs offer admission at various times during the undergraduate years and others have in place, or are planning, undergraduate blended programs that will provide for program entry at more than one point.
- There are approximately twice as many subject matter/Liberal Studies faculty as education faculty teaching in the undergraduate blended programs. This should be expected, as there are more courses/units required for the completion of a bachelor's degree than are required for the completion of a teaching credential.
- The majority of programs are designed to allow students to complete a bachelor's degree and a teaching credential in four years, or four years and one or more quarters, semesters, summers, or intersessions.
- As the success of the programs becomes evident in both the quantity and quality of teachers they produce, undergraduate blended programs will become a significant part of teacher preparation programs on all campuses.

Governor's Teaching Fellowship

The Governor's Teaching Fellowship, established by California Governor Gray Davis, is a major initiative to attract and retain high-quality teachers to meet the state's teacher shortage crisis. This multi-year program provides competitive merit-based awards to highly qualified prospective teachers to teach in California's low-performing schools for four years after attaining their teaching credentials.

Administered by the California State University, fellowships provide \$20,000 to help defray education and living expenses while students are enrolled in continuous full-time postbaccalaureate study in California Commission on Teacher Credentialing (CCTC) accredited teacher preparation programs at the CSU, the University of California, or at the state's independent colleges and universities.

After careful screening of nearly 600 applicants, and an analysis of eligible candidates by a review committee appointed by Governor Davis, the first 250 Governor's Teaching Fellowship recipients were selected in January 2001. Governor Davis introduced the Fellows at a March 16, 2001, ceremony at San José State University where he emphasized the importance of the teaching profession and in providing all of California's K-12 students with well-prepared, high-quality teachers.

One thousand additional fellowships were awarded in September 2001 in what Governor Davis has called "the most attractive financial incentive program in America" aimed at recruiting well-trained teachers into the classroom and in meeting California's looming teacher shortage.



Students pictured with Governor Davis from left to right: Michael Sova, Jennifer Wallace, Annette Gamper, and Mercedes Marin.

Information about the Governor's Teaching Fellowship program is available toll-free at (866) 824-7335 and by visiting its website at: www.teacher-fellowship.calstate.edu.

CalStateTEACH

In September 2000, CalStateTEACH began its second year as an alternative path to the Multiple Subject Credential. The program was designed to help address the critical shortage of elementary teachers in California by creating a widely accessible, alternative teacher preparation program that is supported by the latest technology.



CalStateTEACH interns must already hold a teaching position but not yet have a credential. Typical candidates are individuals who are unable to easily access the traditional campus-based approach to teacher education. The everyday demands of family and work often make participation in typical campus-based course requirement sequences very difficult or impossible. CalStateTEACH intern profiles include parents with small children, residents in rural areas who live too far from a university to conveniently attend classes, and busy urbanites who choose to devote their limited free hours to learning rather than fighting traffic. The average intern is approximately 35 years old.

CalStateTEACH maximizes use of available technology. The program is based on self-study with the availability of online, print, and CD-ROM materials, web-based “class discussions,” and on-site coaching by CSU faculty. All participating intern teachers are required to have access to a computer with Internet capabilities.

The “home base” for intern teachers is the course website, which provides access to curriculum materials, activity discussion rooms, resource materials, and technology support. Visiting the “CalStateTEACHers Lounge” in cyberspace, interns have a place where informal, threaded discussions about teaching can take place. Interns also participate in five Saturday seminars, which supplement their online program and help establish a connected learning community.

Guided by a statewide advisory board, CalStateTEACH has five regional centers representing collaboration among multiple CSU campuses. The regional centers are affiliated with the “lead campuses” of CSU Hayward, CSU Fresno/Monterey Bay, CSU Fullerton, Cal Poly Pomona, and CSU Los Angeles.

Interest and enrollment have increased significantly from 1999-2000 to 2000-2001. The number of requests for program information from prospective students has increased 52 percent, and the number of applications has increased by 44 percent. More than 800 interns have been enrolled in CalStateTEACH during 2000-2001, as compared to approximately 400 enrolled intern teachers the year before.

In March 2001, 133 students were the first to complete the program and officially become “CalStateTEACHers.”

CalStateTEACH represents one more way that the CSU is contributing to the goal of assuring that all California’s school children are able to learn from fully prepared teachers.



Curtis Linden, CalStateTEACH Alumnus (March 2001), working on CalStateTEACH assignments in his home with his daughter.

“I would recommend this program to those who are looking for a teacher credential program that caters to their schedule and their needs, but at the same time prepares them to be the best teacher that they can be.”

Curtis Linden, Alumnus

“This program is awesome, and it’s only going to get better.”

Janet Thayer, Alumna

“Faculty and staff credentials are surpassed only by their caring and true concern that we, as individuals, receive the finest education possible.”

Vivian Crow, Alumna

Educational Technology Professional Development Program

The governor's budget for 2000-2001 included an appropriation to the CSU of \$6,500,000 for intensive school staff development in the use of technology in the K-12 classroom. This funding was intended to enable new and experienced teachers, teamed with their site administrators, to expand their knowledge and expertise in using technology to improve student achievement. The California State University coordinated and administered this important aspect of professional development.

A major goal of collaborative programs between colleges and universities and K-12 organizations is to assist teachers in reaching the highest level of competency in the Instructional Technology portion of the *Teacher Computer-Based Technologies*, as developed by the California Technology Assistance Program (CTAP) Proficiency Committee.

A request for grant proposals for the Educational Technology Professional Development Program was distributed to teacher preparation and K-12 agencies in spring 2000. Responses had to include:

- participation of an institution of higher education and at least one district or county K-12 organization,
- curriculum delivery of at least 40 hours of initial activities and 80 hours of follow-up/professional development,
- alignment of technology performance standards and the state academic content standards,
- a focus on school teams,
- stipends and university credit,
- school co-payments,
- a focus on ongoing professional development,
- an evaluation and accountability plan.



To enroll in a local project, K-12 schools created teams of two or more participants and paid a copayment per team. Each participant who successfully completed the program then received a \$1,000 stipend. The opportunity to earn university credit was also made available.

During the first year of the project, 5,000 K-12 teachers participated in 28 local project sites, involving 19 CSU campuses, three UC campuses, and one independent college.

Responses of teachers who participated in the program have been overwhelmingly positive:

I like that I'll be able to use this with my students and know it is really enriching their classroom experience.

I really enjoyed this Institute and felt as if I learned a lot of new ways to use technology in the classroom. The hands-on learning approach is the best way to get teachers excited about using technology.





CalTeach (California Center for Teaching Careers) is a statewide recruitment effort to attract qualified candidates into the teaching profession. Created in 1997 as a one-stop information, recruitment, and referral service for individuals considering or pursuing a teaching career within California's public school system, CalTeach is administered by the California State University Institute for Education Reform and is housed at CSU Sacramento and CSU Long Beach. Within this framework, CalTeach works collaboratively with K-12 agencies, community colleges, independent colleges and universities, the UC, and the CSU to identify pathways into the teaching profession.

During 2000-2001, CalTeach expanded its website (www.calteach.com), toll-free phone system (1-888-CALTEACH) and instituted an in-state and out-of-state media campaign. The media campaign includes expansion of media relations, community outreach, development of promotional materials, as well as television, print, and theater advertising that directs interested individuals to contact CalTeach.

In June 2001, a statewide advertising campaign focusing on California's multicultural audiences was launched.

CalTeach provides free information in multiple languages about:

- incentives and benefits available to teachers,
- available jobs,
- educational events to learn more about the profession,
- available financial aid,
- teaching requirements for elementary and secondary schools and special education programs,
- how to become a teacher if you are in a teacher preparation program, are a college senior or recent graduate, a career changer, a retired teacher, or are credentialed in another state.

Between June 2000 and May 2001, CalTeach had:

- 7,959,494 visits to its website, and
- 17,876 calls to its toll-free phone number.

Teacher Recruitment Centers

The California Teacher Recruitment Centers were established in January 2000 as a result of the passage of Senate Bill 1666. The goal of the centers is the placement of 11,000 teachers in California classrooms by the end of 2001.

Each center is composed of a consortium of school districts, county offices of education, colleges, universities, and community-based organizations. The six Teacher Recruitment Centers serve:

- **Northern California** (31 counties)
- **Central California** (19 counties)
- **Riverside, Inyo, Mono, and San Bernardino Counties**



- **San Diego, Orange, and Imperial Counties**
- **Los Angeles County**
- **Los Angeles Unified School District**

The centers provide, for the first time, a direct link between prospective teachers, employers, and teacher preparation programs. Center-based services include assistance at the local level to school districts and teacher preparation institutions in seeking, screening, referring, and supporting potential new teachers through:

- regional job postings,
- credential reviews,
- information about teacher preparation, pre-intern, and internship programs,
- information about teacher incentive programs,
- relocation assistance,
- attention to recruiting teachers to low-performing schools.

NASA and CSU Teacher Preparation

In fall 2000, NASA initiated conversations for the establishment of a collaborative partnership with CSU teacher preparation programs by hosting two daylong meetings between mathematics, science, and technology teacher education faculty and key education specialists of NASA. In meetings held at the Jet Propulsion Laboratory in Pasadena in southern California and in northern California at the Ames Research Center, 33 CSU faculty members from 13 campuses and representatives from the statewide Academic Senate met with NASA personnel to explore ways to best utilize NASA's resources in CSU teacher preparation programs.

The focus of the meetings was on how NASA and the CSU together could form and sustain a systemwide partnership with the primary goals of:

- identifying NASA resources and how these could be used most effectively in CSU teacher education programs;
- exploring future collaborations in science, technology, and mathematics pre-service education in ways that could impact teacher preparation and, eventually, pupil performance;
- finding solutions in providing models of sustainability for CSU/NASA initiatives.

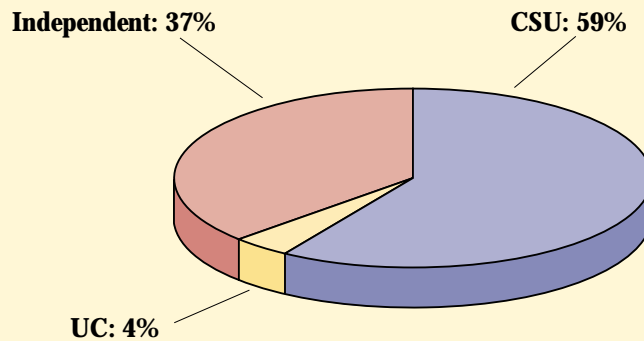
CSU faculty members have begun to identify ways in which science and mathematics curriculum and instructional materials developed from NASA resources can be used to help meet the pre-service and in-service needs of K-12 teachers as well as teacher preparation faculty. Future collaborative efforts will be directed at establishing links in teacher preparation curriculum to the Science Framework for California Public Schools.



CSU Credential Production

The California State University continues its leadership role in supplying California's classrooms with credentialed teachers. During 1999-2000, the most recent year for which the California Commission on Teacher Credentialing (CCTC) has comparable data, the CSU teacher preparation programs recommended to the CCTC 59 percent (11,858) of all the first-time/new type basic credentials in California. This figure includes those teachers recommended for an Internship Credential. As the need for well-qualified credentialed teachers continues in the state's schools, the CSU has moved to help fill the gap with its traditional programs of preparation and several alternative pathways to certification.

During 1999-2000, the credential production distribution for Multiple Subject, Single Subject, and Special Education Credentials across the CSU, the UC, and the Independent Colleges and Universities is:



Total credential production for all three credentials: **20,115**

Data Source: The California Commission on Teacher Credentialing.

DELTA

In 2001, the Los Angeles basin-based collaborative *Design for Excellence Linking Teaching and Achievement Initiative* (DELTA) completed the fifth year of an educational reform project that was supported by the CSU. This partnership structure involved several public agencies and private donors that supported specific "families" of schools in pre-service, in-service, and professional development activities for district teachers. The school families within the Los Angeles Unified School District (LAUSD) also participated in the Los Angeles Annenberg Metropolitan Project (LAAMP), whose school reform efforts are focused on the requirement that schools work together in school family networks.

Four CSU campuses served as partners in the DELTA Initiative. As part of the project structure, each DELTA school family in LAUSD was paired with a CSU campus. CSU Los Angeles was linked with the Lincoln family of schools in LAUSD, while CSU Northridge worked with the LAUSD Frances Polytechnic family, CSU Dominguez Hills supported a Pasadena school family, and CSU Long Beach established a partnership with the Polytechnic family of schools in Long Beach.

The DELTA collaboratives have provided a continuum of teacher development, from pre-service and induction to in-service activities through eight field-based Professional Development Centers coordinated by university faculty members and exemplary pre-K-12 teachers. During 2000-2001, DELTA activities included more than 4,700 teachers in 107 urban schools with 97,000 students.

During 2000-2001, 60 percent of DELTA teachers had permanent status within their districts, 14 percent were probationary, 4 percent served with University or District Internship Credentials, 3 percent were employed in Pre-Intern positions, and 19 percent taught with Emergency Permits. Professional support and coaching activities provided to aspiring and new teachers of the DELTA program have resulted in a 93 percent retention rate over the last three years. Veteran teachers were also provided access to ongoing professional development that was coherent and tied to district needs. Experienced teachers who served as DELTA coaches are being asked to become district teacher leaders, and many are now filling new mentor teacher positions in the LAUSD.



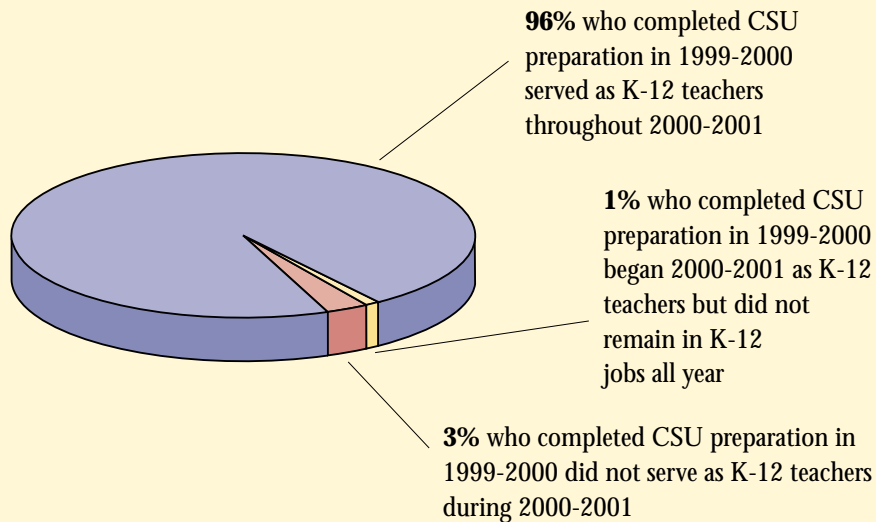
During the 1996-2001 grant period, enrollment of DELTA staff in pre-service CSU teacher preparation programs grew, and pathways to teacher preparation programs and professional development were expanded. DELTA has had a major influence in the redesign of accelerated and field-based teacher preparation programs at the CSU partnership campuses with programs more closely aligned to the needs of an urban, diverse pupil population. At the four CSU partner campuses, many courses have been collaboratively developed and/or are taught by CSU faculty members and K-12 teachers.

valuation of CSU Teacher Preparation Programs

The CSU is committed to selecting and preparing candidates who will accept the rewards and challenges of teaching. Teacher preparation programs in the CSU are designed to prepare university students to begin careers as effective teachers in California's public K-12 schools. Between 1996-1997 and 1999-2000, the California State University increased, by 41 percent, the number of new teachers credentialed through its accredited preparation programs. As the CSU strives to meet the state's need for credentialed teachers, we must be able to determine where program graduates are teaching and how effective preparation programs are in preparing well-qualified teachers.

Preliminary results of the *CSU Systemwide Evaluation of Teacher Preparation Programs (2001)* show that 96 percent of newly credentialed graduates were teaching in K-12 schools one year after completing CSU preparation programs in 1999-2000. Only 3 percent of CSU's newly credentialed teachers did not serve as K-12 teachers in 2000-2001 and the remaining 1 percent were employed as K-12 teachers in the fall, but left their schools during 2000-2001.

K-12 teaching in 2000-2001 by graduates of CSU teacher preparation programs one year after CSU program completion:



Data Sources: California Department of Education, State Teachers Retirement System, County Offices of Education, and School Districts Throughout California (2001)

A random sample of recent CSU teacher preparation program graduates who are teaching full time found that 89 percent are teaching in public classroom assignments and 6 percent work in day-to-day substitute assignments. Only 1 percent of the 1999-2000 cohort taught in private schools or outside of California in 2000-2001. These data establish that nearly all CSU credential graduates accept teaching positions after completing university-based preparation programs and the overwhelming majority of these teachers accept full-time teaching positions in the state's public schools.

Another important aspect of the teacher preparation program evaluation process has been an examination of program quality and effectiveness in preparing new teachers to implement the California Student Content Standards adopted by the State Board of Education. Initial findings from a random sample of program graduates and their school site administrators show clearly that CSU programs have been effective in preparing teachers to meet the challenges of classroom instruction in the core curriculum subjects and in collaborating with more experienced teachers in the teaching and learning experience. Other findings and conclusions will be reported in future annual reports as they emerge and are analyzed for consideration in making improvements in CSU teacher preparation programs.



TEACH

*The teacher is at the center of American education.
The quality of our schools will be no better than the quality of our teachers.*
Ernest Boyer, Carnegie Foundation

Our nation is facing an extreme shortage of its most vital resource: teachers. It is estimated that over the next 10 years, the United States will need more than two million new teachers; California will need 300,000.

Supported by the J. Paul Getty Trust and the California State University, and developed by the Teachers Documentary Project, *TEACH* is an innovative recruitment strategy that has been designed to attract talented and passionate people into the teaching profession. This unique project harnesses the power of film and the media to communicate the essential experience of teaching using three dynamic tools. Together, these elements will be a powerful force to reach and recruit potential teachers.

- *THE FIRST YEAR*, a feature-length documentary presentation of KCET/Hollywood is directed by Davis Guggenheim and produced by Julia Schacter. The film chronicles the lives of five young teachers in southern California as they cope with their first year in the profession.
- *TEACH*, is a 30-minute “recruitment” film crafted from *THE FIRST YEAR*, the longer PBS version aired in the fall 2001.
- www.teachersdocumentary.com, an interactive website, is an accessible and dynamic online destination that will guide, inform, and direct those interested in teaching to related teaching and teacher preparation resources.

Viewer reactions –

“...no policy can do what Guggenheim has done: illuminate the deeply emotional bonds the best teachers form with their students. For all the obstacles its subjects must overcome, TEACH shows just how powerfully rewarding it was for them to touch and change their students’ lives.”

Susanna Cooper
The Sacramento Bee
May 29, 2001

“It’s the first time I’ve heard a teacher say they liked waking up and going to their job.”

High School Student

“Before I saw the film I thought I might want to be a teacher. Now I know I want to do it.”

College Student

“Most teachers show up on the first day and become overwhelmed because they just have no idea. This film shares the reality of the job.”

Classroom Teacher



Lara Porzak © Teachers Documentary Project, 2001

Future Directions

The focus of teacher education in the CSU continues to be its *Commitment to Prepare High Quality Teachers*. As campus programs expand their recruiting activities, increased output of well-qualified, fully credentialed teachers to meet the state's teacher shortage will continue to be the primary goal of our preparation efforts. In addition, 2001-2002 will include activities that will expand and enhance our mission:

Secondary Education Teacher Preparation - Secondary school teachers are needed who can meet the challenges of students in urban school settings, those in low-performing schools, those who are children of immigrant parents where English is not the primary language of the home, and those students with special learning needs. In addition, there is a critical need statewide for teachers who know the principles and concepts of mathematics and the sciences and who are also fully prepared in the methods of appropriately communicating these principles and concepts. The California Commission on Teacher Credentialing issued 1,591 Emergency Permits in mathematics and 1,965 Emergency Permits in the sciences during 1998-1999 and issued only 204 Preliminary Single Subject Credentials in mathematics and 247 Preliminary Single Subject Credentials in the sciences during this same period. The President's Commission, under the leadership of Long Beach campus president Robert Maxson, will convene to examine the preparation of secondary teachers in the CSU and make recommendations as appropriate.

Alignment of Community College Coursework with CSU Blended Teacher Preparation Programs - As CSU campuses implement blended undergraduate teacher preparation programs, community college transfer students are an important target of program student recruitment activities. Approximately 83 percent of all transfer students to the CSU come from the state's community colleges. Blended programs within CSU include the participation of academic departments and teacher education programs. During 2001-2002, the CSU will work with California's community colleges to expand course articulation agreements that will allow students to incorporate community college "pre-teacher preparation" courses into blended programs.

Applied Education Doctorates: Creating Leaders for Our K-12 Schools and Community Colleges - Because both K-12 schools and community colleges are vital links to California's vision for the future, it is imperative that the state provide to leaders of these institutions access to high-quality, affordable applied education doctorate programs that will enhance their own performance and in turn that of their institutions and students. Legislative support for meeting this need for advanced professional preparation has been established in SB 713 (Alpert), legislation that calls for expanding current and creating new education doctoral (Ed.D.) programs in California. The CSU and its faculty are well positioned to provide high-quality programs that reflect the latest research and best pedagogical practices in the preparation of educational leaders. During 2001-2002, the CSU will work with legislators, faculty, and community leaders in the development of guidelines, goals, and directions for providing our state with a coherent system of preparation for our future leaders.

Preparing High Quality Principals - Nineteen CSU campuses offer the Preliminary Administrative Services Credential, 38 percent of the total programs in California. These 19 programs produce 51 percent of the total number of preliminary credentials issued by the California Commission on Teacher Credentialing (CCTC). These same programs account for 48 percent of the Professional Clear Administrative Services Credentials issued by the CCTC.



Although there were 1,381 Administrative Services Credentials issued to CSU program graduates last year, the Association for California School Administrators (ACSA) has reported a shortage of personnel willing to take positions as principals and vice principals. ACSA has reported findings indicating that personnel assuming these positions need additional preparation in specific areas that contribute to pupil academic achievement. AB 75 (Steinberg) addresses this need through an administrative professional development program for site-based administrators that focuses on developing skills in school finance and personnel management; core academic content standards knowledge; instructional leadership in aligning state Curriculum Frameworks with State Board of Education standards for pupils in the instructional program; analysis, interpretation, and use of pupil performance data; and technology that is required for effective management related to the use of academic assessment data related to pupil performance. The CSU will collaborate with ACSA during 2001-2002 in the preparation of a program framework that will enable campuses to participate in this important professional development partnership.

Accountability for Teacher Preparation Programs - Academic Performance Index scores have provided indications of pupil performance based on what students should know and be able to do after receiving instruction based on state-adopted curriculum frameworks and content standards. As a further extension of the education accountability movement in California, the state's teacher preparation programs will develop, during 2001-2002, accountability mechanisms that respond to Governor Davis's direction to strengthen education preparation program accreditation reviews by collecting annual objective performance data. Collected data will be useful in indicating how well teachers prepared by California's teacher preparation programs provide content standards-related instruction, use instructional materials aligned with the content standards, and assess pupil performance and offer assistance based on the standards.

The CSU has initiated an accountability effort that assesses program preparation effectiveness and will complement the process established by the governor. This statewide evaluation process consists of feedback from teachers who are program graduates, and their supervisors, regarding the appropriateness and value of preparation program content.

The Governor's Teaching Fellowship Program

Given the serious concerns about the supply of qualified teachers, the pressure to recruit better prepared and fully credentialed teachers into teaching, and the growing need to provide incentives that encourage teachers to stay in the profession, the Governor's Teaching Fellowship program (GTF) appears to have a promising future. Subject to the availability of funds from the state budget, the fellowship program will continue to annually support one thousand new recipients who make a commitment to teach in low-performing schools for four years following the completion of their credential program.

It is anticipated that the five-year formative evaluation of the Governor's Teaching Fellowship program will provide evidence that supports statewide efforts to bring the most competent and fully credentialed teachers to schools where they are most needed and will, in turn, advance the teacher quality agenda in California and across the nation. The GTF program emphasizes the importance of the teaching profession and demonstrates the governor's commitment to serving all of California's K-12 students with well-prepared and high-quality teachers.



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For more information contact

**The California State University
Office of the Chancellor**
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

visit: www.CalState.edu/TeacherEd

call: (562) 951-4747

fax: (562) 951-4982

