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As California’s largest public university system, and as the state’s largest preparer of teachers, the California State University is inextricably linked with California’s public K-12 schools. California’s public schools are both the primary source of students in the CSU and the primary destination for CSU students who become public school teachers.

Recognizing the importance of this connection, CSU campuses are deeply involved in collaborative partnerships with K-12 counterparts. Field-based experiences in California’s schools enhance the preparation of educators who understand the issues and problems that schools face daily. The full engagement of the public schools in this process adds a critical dimension to the experience of new teachers, thus enriching the CSU’s teacher preparation programs.

This report highlights examples of the best programs found at each step along the way of the teacher preparation continuum. Programs highlighted include teacher preparation, professional development, induction, and educational leadership. Through shared governance, our K-12 collaborators are helping to design, implement, and provide ongoing direction to the partnerships.

Worth emphasizing among these collaborative efforts is the Early Assessment Program, a joint project of the CSU, the State Board of Education, and the California Department of Education. These partners have worked together successfully to offer 11th graders the opportunity to measure their readiness for college-level English and mathematics, and to build pathways whereby students may seek to improve their skills during the senior year of high school. In spring 2004, the first year that the test was made available to all public school 11th graders, more than 150,000 students took the English exam and more than 115,000 took the parallel test in mathematics. Through professional development activities with high school teachers in grades 8-12 over the next two to three years, the Early Assessment Program’s primary goal will be to ensure that the college readiness standards are completely integrated into public school curriculum and performance standards.

The CSU is also completing the fourth year of its systemwide evaluation of teacher education programs, the first and most comprehensive evaluation of its kind in the nation. Our graduates continue to be highly rated by their employers on all aspects of their readiness and abilities to teach to the academic content standards, and the CSU continues to embrace opportunities to be accountable for its performance in teacher training.

Despite the challenges that the state’s budget crisis has created for our universities, our commitment to high-quality teacher preparation remains intact. 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 meet the changing needs of today’s K-12 schools.

Charles B. Reed
Chancellor


CSU Teacher Education
At a Glance

Fingertip Facts

• The CSU demonstrated an increase of 46 percent in the number of credentials recommended by its preparation programs since 1998-1999.

• The CSU issues 73 percent of all the Internship Teaching Credentials in the state.

• 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 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 math and English teachers is under construction and in early implementation throughout the state.

• Between 2002 and 2004, all CSUs reviewed their teacher preparation programs, to ensure alignment with California’s content standards for K-12 students.

• Despite lack of state funding to fully implement 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 515 more fully credentialed teachers to California’s professional workforce, bringing the total to nearly 1,400 teachers after four years.

• Since 2001, 9,070 first-year teachers and 7,533 experienced school leaders have provided feedback on the quality and effectiveness of CSU teacher preparation.

• In 2004, 85 percent of first-year K-12 teachers reported that their CSU preparation helped them learn to teach English learners effectively, an increase of 9 percent since 2003.

• In 2004, 86 percent of first-year K-12 teachers reported that their CSU preparation helped them learn to teach culturally diverse students, an increase of 9 percent since 2003.

• In the analysis of credential graduates who completed a CSU program of subject matter preparation, elementary and high school administrators reported that 96 percent were well-or-adequately prepared to know and understand the subjects of the curriculum at their grade levels.

• CSU Teacher Recruitment Projects were successful in providing outreach and recruitment activities for close to 10,000 students on high school, community college, and CSU campuses. These campus-based projects awarded more than $500,000 in financial incentives to participants from CSU lottery funds.

• The CSU Center for the Advancement of Reading (CAR) is in its third year and is dedicated to excellence in language arts instruction and promotes the preparation of effective teachers and reading specialists for California’s public schools.
Highlights of CSU Systemwide Initiatives

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 2002-2003 credential counts indicated that the California State University continued to lead the state in recommending new teachers for their first credential. According to the CCTC data, the CSU recommended 12,798 first-time/new type basic credentials in California, 59 percent of the total completed in the state (21,649). This represents an increase of 28 percent over the number of credentials produced by the CSU in 2000-2001, and an impressive 46 percent since 1998-1999, as shown in the figure below. While the supply of credentialed teachers in California decreased by 8 percent from 2001-2002 to 2002-2003, the CSU increased its production of teachers by 4 percent.

The CSU is also the definitive leader in alternative certification programs in California. The number of internship credentials is reported out separately by CCTC from first-time/new type issuance totals. For 2002-2003, the CSU produced 4,207 (73 percent) of the total 5,779 internship credentials in single subject, multiple subject, and special education. This represents an increase of 32 percent over the number of internship credentials in 2001-2002 and an increase of 117 percent since 1998-1999.

Internships by Type of Institution

Separating out internship credential issuances by type of higher education institution, the 2002-2003 distribution is:
Annual Evaluation of CSU Teacher Preparation: A Systemwide Partnership with K-12 Schools

For a partnership to be strong, partners must openly share and exchange information and ideas. The California State University’s partnership with K-12 education includes an extensive flow of ideas and information about the quality and effectiveness of CSU teacher preparation. Because the CSU prepares teachers for K-12 schools, the CSU believes their performance in K-12 schools is the primary basis for assessing its prospective-teacher programs. But how successful are these programs? To find out, the CSU relies heavily on candid feedback from its teaching graduates. Fortunately, thousands of these teachers provide honest evaluations of CSU teacher education each year. The CSU uses the teachers’ feedback in significant efforts to improve the preparation of future teachers.

In this strong partnership, the CSU also strives to see the world through its graduates’ eyes. Working with K-12 students, teachers want skills and understandings that help them meet the challenges of teaching. How much can CSU graduates rely on university-based knowledge and skills to help them in classrooms? When they tackle difficult teaching tasks, how well does CSU preparation enable teachers to confront and surmount those challenges? To find out, the CSU asks its first-year teaching graduates about the value and helpfulness of CSU preparation for several important responsibilities of teachers. The chart below sums up the elementary school teachers’ feedback.

Learning to Teach in Elementary Schools

In the chart, red stripes represent first-year teachers who found their CSU preparation to be “very valuable or helpful” during standards-based instruction in California’s K-8 classrooms. Black stripes are other CSU graduates who found the same preparation to be “somewhat valuable or helpful.” Four core subjects are listed along the bottom. In each subject, three annual cohorts of CSU graduates (4,600 teachers overall) gave increasingly favorable feedback when asked to be candid and honest. In reading and math, nine-tenths of the most recent cohort found CSU training to be either very or somewhat valuable or useful. In elementary science and history instruction, five-sixths of the cohort gave the same feedback.

Working Effectively with Diverse K-12 Students

CSU teacher preparation programs give increasing attention to the instructional needs of English learners, culturally diverse students, and special learners with disabilities. Many of these K-12 students are future CSU students. To educate a productive workforce and an active citizenry, the CSU strives to admit high-achieving students from all segments of California’s population. For this to occur, the university’s teaching graduates must be effective with all groups of K-12 students. In the chart at the top of the next page, 7,174 CSU gradu-
ates report that CSU preparation is “very valuable or helpful” (red) or “somewhat valuable or helpful” (black) when they teach important groups of California students at all K-12 levels. The same cohorts of teaching graduates identified in the previous chart confirm that the CSU is making education courses increasingly valuable and helpful to them as first-year teachers.

School Administrators as CSU Partners

The CSU also relies on K-12 school administrators as important partners in the preparation of teachers. In addition to guiding and assisting CSU student teachers, school administrators supervise and evaluate first-year teachers who earned their credentials at CSU campuses. Many managers have extensive experience supervising and assessing these teachers, so they are valuable sources of feedback about how well the CSU is doing. For the past four years, the CSU has invited administrators to be candid in assessing the university’s preparation of teachers. Unlike other institutions that ask questions such as, “In general, how well have our graduates been doing in your schools,” the CSU asks each administrator to provide specific evidence about a particular CSU graduate’s readiness to teach. The chart below sums up elementary school principals’ feedback.

Evidence from Elementary School Principals

A particular teacher might be well prepared, or adequately prepared, or less-than-adequately prepared to know and understand the school curriculum and, separately, to teach the subjects in the curriculum. These levels of preparedness are shown in the chart to the right, and are based on the judgments of 2,192 veteran principals of California public elementary schools who had observed the CSU graduates in their classrooms and met with them individually to review their work. Red and black segments represent the CSU’s well-prepared and adequately prepared graduates, respectively. Areas of knowledge and ability are identified along the bottom; four bars represent annual cohorts of CSU graduates. Overall, elementary principals in this chart agree with elementary teachers in the chart on page 4 that the CSU increases its effectiveness over time and reached a high level of effectiveness in recent years.
Evidence from Secondary School Administrators

Secondary school administrators assess the readiness of CSU graduates to teach California’s challenging academic curriculum in grades 7-12. In these grades, CSU feedback comes primarily from the chairs of academic departments in high schools and middle schools. After conferring with and observing the first-year teachers for nine months, department chairs indicate how well the teachers know and understand the academic subject(s), and how well they teach these subjects. The chart below summarizes feedback provided by as many as 210 department chairs in each of eight subject areas, with subject-matter knowledge on the left side and teaching skills on the right side of each subject-specific display. Once again, the CSU’s partners report high levels of teacher effectiveness in all subjects—both academically and pedagogically.

The patterns in the chart on page 4 and in this chart exemplify the feedback that the CSU received from large numbers of teaching graduates and school leaders about a broad range of university outcomes. Similar responses occur when questions address other aspects of teacher preparation such as learning to manage classrooms, learning to work closely with parents, and learning to use educational technology.

CSU Compared with Universities Nationwide

Based on a federal study, the CSU’s effectiveness can be compared with that of universities throughout the United States. In an evaluation of teacher education by the National Center for Education Statistics (NCES, 2000), a random sample of first-year teachers answered questions similar to the CSU’s questions. National feedback is contrasted with that of CSU first-year teachers in the following chart. CSU teacher preparation is considerably more effective in the two broad areas where the studies overlapped: preparing to teach new state curriculum standards and preparing to teach diverse populations of students.
Addressing the Achievement Gap

For many years, the CSU has been concerned about the “achievement gaps” that persist in K-12 education. Campuses strive to prepare teachers to be effective with groups that schools have historically underserved. Specific CSU courses and fieldwork assignments focus on teaching important groups of students. Each year, the CSU examines its effectiveness in preparing teachers for different socioeconomic communities, and for students with diverse language backgrounds. Evaluation findings annually show the CSU to be almost as effective among traditionally underserved groups as traditionally well-served groups of students. The preponderance of evidence suggests that CSU teacher preparation ameliorates the achievement gaps that unfortunately continue to mark American education.

Overall Assessments of CSU Teacher Preparation

Some critics of university-based teacher education allege that credential programs are a waste of time. Often they attribute this criticism to first-year teachers in K-12 schools. The CSU asks first-year graduates of CSU programs to provide an honest assessment of the overall value and quality of their credential preparation. As the chart below shows, from 88 percent to 91 percent of the CSU’s first-year teachers indicate that their education courses and field experiences provide ideas and skills that are useful and valuable in their teaching. After considering four levels of program quality in 2004, a total of 1,263 first-year teachers (46 percent) reported that “my CSU credential program provided a rich array of ideas and skills that have been useful in my teaching this year.” Much smaller numbers assessed the overall value of their preparation unfavorably. The CSU strives to reach all teachers with a high-impact curriculum that promotes good teaching.

Basis for CSU Evaluation Findings

Since 2001, the CSU has annually solicited feedback information from its partners in K-12 schools. In four distinct evaluations, a total of 9,070 first-year teachers and 7,533 experienced school leaders responded to the CSU’s call. The CSU is deeply grateful to these partners who represented 52 percent and 48 percent, respectively, of the teachers and administrators who were randomly invited to “talk back to the CSU.” As a partner in the education enterprise, the CSU uses feedback information at two levels: Individual CSU campuses make improvements in teacher preparation programs based on many specific evaluation findings, and the CSU system undertakes systemwide initiatives when evaluations reveal systemwide needs. The CSU credits teachers and administrators for these opportunities to strengthen the teaching profession.

The CSU knows of no other system of four-year universities that has relied on teacher and administrator feedback for so many years. CSU teacher education programs have benefited richly from the advice and guidance of K-12 professionals. Teacher preparation’s effectiveness is closely related to that of K-12 schools because of close collaborations like this one. When the CSU and its partners are fully successful, learners at all levels of education will realize their potential due to teachers and their universities.
The Early Assessment Program

The Early Assessment Program (EAP) is a collaborative effort among three important state entities in California: the California State University (CSU), the California Department of Education (CDE), and the California State Board of Education (SBE). The goal of this unprecedented partnership is to increase the college readiness of high school graduates in English and mathematics. The EAP has three components: early testing, the opportunity for additional preparation in the 12th grade, and professional development activities for high school English and mathematics teachers. The tests were voluntarily taken by 150,000 students in 11th grade language arts and by 115,000 students in Algebra II, each test being a slightly augmented version of the California Standards Tests required as part of the state’s public school testing and accountability system. Students assessed as not ready will have access to a series of 12th grade diagnostic and instructional programs and activities in language arts and mathematics, including a newly developed 12th grade expository reading and writing course and a mathematics online tutorial. The CSU is offering professional development for high school teachers, initially focusing on the preparation of 12th grade teachers to help seniors meet the CSU’s college readiness standards, especially in the area of reading. In the ensuing years, professional development will focus on teachers in grades 8-12 to ensure that the readiness standards are embedded and taught fully as part of the public school standards-based curriculum.

Teacher Assessment

Subject to the availability of state funds, California statute requires all teacher preparation programs to assess their candidates’ teaching performance before recommending them for a teaching credential. During the last few difficult budget years, funds have not been allocated in the Annual Budget Act for this purpose. However, in anticipation of the future funding of this requirement, the campuses of the CSU have been engaged in active preparation. All campuses have been engaged in learning about the construction and implementation of valid and reliable teacher assessments, and faculty have taken every opportunity to participate in professional development activities designed to increase their knowledge and skill in the measurement of teaching performance.

The California Commission on Teacher Credentialing developed a model teaching performance assessment instrument (CA TPA), and many CSU 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 teaching performance assessment requirements when the governor and legislature provide for its funding in the future.
The CSU Center for the Advancement of Reading (CAR)

Established in 2002—and now in its third 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:

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

The California State University mission stipulates that there will be effective and meaningful collaboration with the K-12 public school sector in the preparation of quality teachers. During its first year, CAR established the Council of Faculty Representatives from 22 CSU campuses that prepare teachers for California schools. An advisory board made up of selected members of the CAR faculty representatives and diverse public education stakeholders was also initiated to address the CSU mission. Together, these bodies collaborate throughout the year on a variety of activities including:

- Development of a CAR website (www.calstate.edu/car).
- Publication and wide dissemination of a policy document “Preparing Teachers to Teach Reading Effectively” (available at website).
- Annual sponsorship of a CSU reading conference. The 2004 conference theme was “Preparing Teachers to Teach Reading Comprehension;” 220 participants from 22 CSU campuses and K-12 school districts participated in a day of study and discussion.
- 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 January 2003 forum addressed “Evidence-Based Research in Reading: Challenges and Implications.” In April 2004, the forum brought together researchers participating on the National Reading Panel investigating research findings on English learners to present their preliminary findings. Literacy faculty attended from the CSU, the University of California, and private and independent colleges and universities. Plans for the 2005 forum are currently underway and represent the collaborative efforts of the CCTC, the CDE, the CSU, the UC, and private and independent colleges and universities.
• Coordination of regional meetings for CSU reading/language arts faculty. These informational and collaborative meetings focus on meeting the needs of English learners, elementary and secondary literacy issues, reading specialist/masters programs in the regions, and faculty research.

• Leadership of the Reading Institutes for Academic Preparation (RIAP, formerly RICAP) for the last three years. The Reading Institutes present 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 2003-2004, CAR convened meetings of a Single Subject Reading Task Force (SSRTF) with the goal of improving preparation for single subject teachers in California. The CSU annual evaluation of teacher education provides insights into the quality of teacher preparation systemwide, which are addressed in a systemic manner through these and other activities. Task force members met throughout the academic year to examine syllabi across the system for the single subject reading methods course. The product of their work is contained in the June 2004 publication “Principles and Resources: Enhancing CSU Single Subject Reading Courses.” In addition, professional development sessions were held in various geographical areas for all faculty and instructors teaching the course.

The CSU Teacher Recruitment Projects

The CSU Teacher Recruitment Projects (TRP) seek to make California’s teaching workforce more inclusive. The goal of 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.

Individual 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.

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<th>2004 Systemwide Teacher Recruitment Project Accomplishments</th>
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<td>Total number of participants</td>
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<td>Number of “other contact” students</td>
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<td>Number of participants served in campus projects</td>
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<td>Middle School</td>
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<td>High School</td>
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<td>Total</td>
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<td>Number of scholarships, stipends, and other financial incentives awarded</td>
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<td>Total amount of financial assistance directed to students</td>
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Governor’s Teaching Fellowship Program

During the 2000-2002 academic years, the Governor’s Teaching Fellowship (GTF) Program awarded $20,000 each to approximately 1,200 prospective teachers, with the intent to create a pool of fully credentialed teachers who would teach for a minimum of four years in low-performing schools. Funding for the GTF program was discontinued in 2002, and no new fellowships are being awarded. The progress of current GTF Fellows is being monitored by the California State University and the California Commission on Teacher Credentialing on a biannual basis. Additional information about the GTF program can be obtained at http://teacher-fellowship.calstate.edu.

Presidents Task Force on Education Leadership Programs

In 2003, CSU Chancellor Charles B. Reed asked California State University, Fresno President John D. Welty to convene the Presidents Task Force on Education leadership programs, comprised of seven campus presidents, to focus on the special issues and challenges surrounding the preparation of administrators for California’s schools. A 39-member work group was formed. These members included 17 administrators and faculty from CSU campuses and 22 K-12 leaders, including several who had recently graduated from CSU-based education leadership programs, and representatives from administrator professional organizations, state education agencies, and business and community organizations.

The outcome of the task force’s work, “The CSU Presidents Task Force on Education Leadership Programs,” was presented to the CSU Board of Trustees in July 2004 with the following recommendations:

1. Education leadership programs should focus on preparing graduates who will function as effective instructional leaders. The focus on K-12 student learning mandates that the primary role of the school principal shift from that of fiscal and operations manager to that of instructional leader. Preparation programs must train candidates to improve learning in their schools by altering teaching practices, and by concurrently changing polices that interfere with instructional improvements.

2. Education leadership programs should prepare graduates to distribute instructional leadership roles throughout their school. The visionary site leader creates an environment in which teachers and other school staff contribute their expertise and assume responsibility for initiating and managing specific instructional improvements.

3. Education leadership programs, including graduate degree programs, should prepare education leaders for all levels of service and in sufficient numbers to meet the needs of California. Education leadership programs in California provide initial and advanced certification for K-12 school site leaders. Professional development should also be available within districts. In addition, graduate degree programs (master’s and doctoral levels) are essential for those who would investigate how to create strong learning environments in particularly difficult schools or who are charged with implementing such reforms throughout a district.

4. The university systems in California should advocate forcefully for increased public support for instructional leadership roles by school leaders. The university systems should join
with statewide governmental bodies, professional school administrator organizations, and other local organizations to advocate for understanding, development, and acceptance of school reforms that place instructional leadership at the center of the site administrator’s duties.

5. **Education leadership programs should contain common core elements that contain the key skills for instructional leaders.** Establishing a common core will likely result in the restructuring of the role and responsibilities of the school principal so that the job is attractive and can be done by talented, accomplished, but not “superhuman” candidates.

6. **Education leadership programs should be designed to contain learning experiences that balance research, theory, and practice.** Existing research strongly suggests that certain components help make programs effective. Programs need to be designed so that candidates encounter the essential content in ways that lead to real mastery, i.e., by creating appropriate mixes of theory, research, and practice.

7. **Educational leadership programs should develop a systemic recruitment plan linked to the knowledge and skills needed for effective educational leaders.** Schools and districts are operating in a new era of accountability for results, a focus on K-12 pupil learning, and renewed commitment to closing the achievement gap. Recruitment of future leaders must be tied to identification of those who are most likely to provide the instructional leadership needed to improve schools in these ways.

8. **Education leadership programs should be adapted to meet local needs in leadership knowledge, skills, recruitment, and support.** For programs to be effective, they must reflect the dynamic, context-specific nature of local schools and the developmental needs of emerging and career leaders who work there. As districts evolve over time, the educational leadership programs must also evolve.

9. **Programs will draw on multiple partners from within and without the university to design, implement, and build support for the collaborative education leadership programs.** In the universities, faculty from Colleges and Departments of Education will be the primary participants in education leadership programs. However, the programs should also draw upon the expertise of other departments within the university to create a rigorous, interdisciplinary curriculum. This curriculum would address the increased needs of instructional leaders to diagnose specific school problems (based on analyses of complex data), and to improve learning in multiculturally rich schools. The curriculum would be linked with field experiences, perhaps in internships, and enhanced by the input of K-12 school and district personnel.

10. **Education leadership programs should be designed, taught, and supported by all members of the partnership.** The range of education leadership program partners must collaborate on all aspects of program design, implementation, and assessment, including specific courses and experiences within them. This will help ensure the inclusion of content that contains an appropriate balance between the theoretical and practical.

11. **Education leadership programs should assess, initially and over time, graduates’ satisfaction with the effectiveness of their programs.** The collaborative instructional leadership programs need to be accountable to their students for the power and efficacy of their programs.

12. **Education leadership programs should participate in regular statewide assessments of the effectiveness of graduates.** Graduates of the programs need to be followed to determine whether they enter administrator positions, how long they stay in formal leadership roles, how effective their training was (as evaluated by their supervisors), and whether the programs as implemented have produced the leaders that schools and districts need.

“Higher education must increase its advocacy role with the public, joining with K-12 partners as these interdependent systems face difficult education policy issues at the local and state levels.”

“The CSU Presidents Task Force on Education Leadership Programs”
Collaborative Partnerships
With K-12 Schools

Overview

Educator preparation in the CSU is a fully collaborative endeavor with the K-12 public schools. The CSU’s outreach activities include recruiting highly successful teachers to serve as teachers/faculty in residence; partnering with local school districts to offer teacher internship programs; supporting and collaborating with K-12 partners in the Beginning Teacher Support and Assessment program; establishing professional development schools that serve as lab schools for educators in training; partnering with local schools and districts in the preparation of future school administrators; and working together in the creation of joint doctoral programs to meet the growing state and regional need for fully developed education leaders. Taken together, the sample of partnership activities highlighted below represent the full continuum of educator preparation, induction, and ongoing development.

Teachers In Residence Programs

The Teachers in Residence Program “borrows” exemplary public school teachers to serve as CSU faculty in teacher education. The following profiles of two CSU campuses—California State University, Chico and California State University, San Marcos—examine how the Teachers in Residence Program positively impacts the CSU and its students and participating school districts and teachers.

CSU Chico

More than a dozen years ago, faculty and administrators of the School of Education at California State University, Chico recognized the advantages of having Professional Teachers in Residence as members of the faculty. The careful daily mentoring provided to student teachers by the talented corps of cooperating teachers could only be enhanced by having some of them on campus involved in the planning and instruction of courses and the field supervision of candidates. Two current Teachers in Residence are Robert ‘Bob’ Kohen and Margaret Mow.

Kohen spent 25 years of his professional life teaching social studies at Chico Senior High School where he also served as an assistant principal for several years. He taught at Tahoe-Truckee High School, Jakarta International School, and Singapore American School.

While at Chico High School, Kohen taught social studies, and served as a district mentor for new teachers and as a cooperating teacher with pre-service candidates. In the early 1990s, Kohen was asked to teach content methods classes for the single subject preparation program. Over the next five years, Kohen taught two classes at the university while teaching full time at the high school. It was not long before Kohen was invited to become one of two Teachers in Residence serving full time as faculty members in the School of Education while on leave from the Chico Unified School District.

“My recent practical day-to-day experiences with secondary school students allow me to offer a unique and valuable perspective to teacher candidates,” notes Kohen. “I can cite real-world
experiences and use examples from my own classroom in my methods classes. I think candidates appreciate and benefit from that perspective.”

Like Kohen, Mow began her service to the CSU Chico School of Education supervising student teachers while teaching kindergarten at Rosedale Elementary School. Mow always welcomed the opportunity to partner with the university and served on a number of advisory councils, task forces, and accreditation teams for both the district and the university. She also worked with student teachers with special needs or unique situations and willingly provided the extra time and structure they needed to experience success. During this time, Mow completed her doctorate in educational leadership at the University of Southern California through the CSU Forgivable Loan Program, coordinated the district’s New Teacher Support Program, served as a mentor teacher for new teachers, and lectured part time in School of Education courses.

Once on board as a Teacher in Residence, Mow embraced her role as a contributing member of the School of Education faculty. She now is the coordinator of the Tri-Placement Program, a multiple subject option that operates on a professional school model and permits those candidates who are qualified to also earn a Single Subject Credential. While she was serving as a cooperating teacher, the Tri-Placement program twice received professional recognition as an outstanding example of collaboration between the university and the public schools. “Being part of such an extraordinary program is both a responsibility and a privilege,” says Mow. “I am honored to be a member of such a distinguished faculty.”

When asked what they believe best summarizes their unique position, Kohen remarks, “It is a win-win-win situation. Candidates benefit from our practical experiences, the university benefits from our first-hand knowledge of the public school environment, and the school district benefits from our input on professional program design and content.” Mow adds another “win” by noting, “We also benefit personally and professionally from this current challenging chapter in our careers.”

CSU San Marcos

The Distinguished Teacher in Residence (DTiR) Program at California State University, San Marcos is an innovative program designed as a collaborative partnership between regional school districts and the College of Education. The primary goal of this program is to establish and maintain close connections between teacher education and exemplary school practices. The DTiR program has created important, sustained linkages between the College of Education and public schools throughout the 18-member consortium of school districts in San Diego and Riverside counties.

The mutual benefits of the program are at the core of its continuing success. The DTiR program allows the region’s best teachers to share their expertise and experiences with those entering the profession. The program provides a unique opportunity for practicing teachers, selected through a competitive process, to assume two-year faculty positions at the university. Each semester, six teachers from the K-12 school community can be found working in the College of Education; they teach classes, participate on college committees, and provide important links back to their home districts. These professionals are the “best of the best.” They are a recognized influence in strengthening the programs in the College of Education.
In return, the added teaching resources of the DTiR program create an opportunity for the college’s tenure line faculty to develop partnerships and carry out collaborative projects with consortium districts and schools. Each year, faculty members dedicate hundreds of hours throughout the region working with teachers and administrators on various projects funded by these grants. All schools in the 18 school districts that make up the Distinguished Teacher Consortium are able to provide release time grants that enable faculty to address school-based issues.

The ongoing success of the Distinguished Teacher in Residence Program is due to the strong partnerships formed between the school districts and CSU San Marcos. All decisions regarding the selection of distinguished teachers or the awarding of grants are reached collaboratively with consortium members. The Distinguished Teacher in Residence Program is an exemplary model of the effective partnering of those directly involved in California’s efforts to help all students have qualified and quality teachers in their classrooms.

**Alternative Certification Programs**

**San Francisco State University and Elk Grove Unified School District**

The Teacher Education Institute (TEI), which was established in 1994-1995, is a joint collaborative teacher credential program between the San Francisco State University School of Education and the Elk Grove Unified School District (EGUSD). Under the auspices of the institute, a multiple subject credential program and a single subject credential program are provided on-site in the EGUSD. All students are enrolled through San Francisco State, and SFSU faculty are assigned along with qualified school district personnel to teach in the program. The credential programs offered are similar to the credential programs offered to the students on campus. Students are assigned to field placements in the school district during the school day, and they take their university course work during the late afternoons and evenings. Students proceed through the program in cohort groups, starting in June and completing the program in May of the following year.

The College of Education and the EGUSD are co-equal partners in the management and operation of the TEI program. Early in the program’s development, a Memorandum of Understanding was established between the university and the school district, covering the joint responsibilities of the university, the school district, and the joint responsibilities of both institutions. To date, 10 years after its inception, the school district and the university continue to function harmoniously in a spirit of collegiality and cooperation.

David Gordon, former superintendent for the EGUSD, was instrumental in the initiation and development of the TEI with San Francisco State. Throughout the years of its operation, at numerous meetings and conferences, he has stressed how important the program has been for him in his efforts to recruit and hire the high-quality teachers he has needed for his rapidly growing school district. He states, “It’s been a win-win program for both the school district and the university over the years.”
Beginning Teacher Support and Assessment Program

CSU Fullerton, Fullerton School District, and La Habra Unified School District

Through the North Orange County Beginning Teacher Support and Assessment (BTSA) Program, hundreds of new teachers in Fullerton and La Habra school districts have received multifaceted support during their first two years of classroom teaching. They work closely with an experienced teacher, or “support provider,” to enrich their practice. Support providers typically teach at the new teachers’ sites or have curricular expertise that matches the new teachers’ responsibilities. The BTSA program aligns with district goals to provide professional development opportunities for new teacher participants and support providers alike. Through BTSA, new teachers also undergo rigorous formative assessment, examining their teaching by studying many sources of evidence collected under the guidance of their support providers. Formative assessment encourages teachers to enhance student learning by improving instructional skills and reflective practices.

The North Orange County BTSA program is a true partnership. One of the original 15 BTSA programs approved in the early 1990s, the program was first designed by a team comprised of California State University, Fullerton faculty members and a leader from each school district. For more than a decade, North Orange County BTSA has been governed by a team with this same collaborative constituency. The leadership team continues to administer, govern, and evaluate the program—from its design to its daily operations. Recently, the leadership team was successful in restructuring the program to win state approval for North Orange County BTSA as an induction program that allows participants to earn their professional teaching credential. The program is currently providing induction for all of the participating districts’ eligible beginning teachers.

The deep and unique contribution of CSU Fullerton to the partnership was recently recognized when project director Ruth Yopp-Edwards and program associate Andrea Guillaume were awarded Leadership Awards for their decade of service to the BTSA community. They were the only university faculty in the state to receive this award.

Professional Development Schools (PDS)

California State Polytechnic University, Pomona

Cal Poly Pomona is working with local schools in a transformation of its teacher preparation design that places professional development schools at the center of the student teaching experience. The encouragement for creating professional development schools was brought to the College of Education by local schools, and the specific designs for the professional development schools have been developed in close partnership with the teachers and principals in neighboring school districts. These educators were interested in the PDS as a vehicle for significantly enhancing the education of their students and the experience of their teachers. School and university faculty at the PDS sites work as partners and together engage with new teachers in inquiry around central issues of teaching and learning. The professional development schools are viewed as community sites that are instrumental in teacher education.

For example, Collegewood Professional Development School, established at Collegewood Elementary, partners Cal Poly Pomona and the Walnut Valley Unified School District. The
partnership helps prepare and train new teachers for the profession as well as provide increased staff development and new learning for Collegewood’s staff, notes Dr. Kent Bechler, superintendent of Walnut Valley Unified School District.

Not only does the partnership give aspiring new teachers the opportunity to gain practical experience from master teachers in a safe and supportive learning environment, but the master teachers have expressed enthusiasm for sharing their knowledge and experiences with new teachers in an environment of collaborative learning, says Dr. Susan Brown, principal of Collegewood Elementary School. “And our students are the greatest beneficiaries,” she adds, “because they have the opportunity of interacting with our teachers and with new teachers and to learn from different instructional styles and approaches.”

**CSU Dominguez Hills**

The Professional Development School has been a dramatic innovation in the field of pre-service teacher preparation for urban schools since its first cohort began in August 1999. A collaboration among three partners—California State University, Dominguez Hills; the Los Angeles Educational Partnership; and the Los Angeles Unified School District—the program is an accelerated, alternative, field-based program designed to prepare working non-credentialed teachers to obtain a preliminary credential in one year and to implement effective teaching practices in their classrooms. The complete teacher preparation program is held at one of the local school sites. Both school site experts and university faculty engage in the teaching of university courses in the program. The program is directed by operations, steering, and advisory committees composed of appropriate membership from each of the partnering agencies. Reform elements are accomplished by both the school district and the university.

**CSU Sacramento**

Two CSU Sacramento departments and over 20 faculty members are involved in the Equity Network of 12 Professional Development Schools in five local Sacramento area districts. The network uses participatory governance, with major stakeholders represented in PDS Steering Committees at each site as well as on the networkwide Governance Council in which school, district, university, and community partner representatives review PDS work plans and program evaluation data.

The participating schools and districts report the Equity Network provides an enhanced learning experience for all participants including teachers, students, parents, and CSU Sacramento students and faculty. “Our collaborative partnership with CSUS has had a far-reaching impact on the quality of education that we deliver to our children,” remarks Charlotte Chadwick, Bidwell Elementary School principal. Through participation in the Equity Network, Bidwell Elementary teachers improve their teaching practices and gain strategies that enhance their professionalism. For example, the school’s “Curriculum Mornings” has teachers reviewing lesson plans, giving feedback, observing, and writing comments about the lessons that are aligned with the California Standards for the Teaching Profession.

A major benefit of the network is that it offers participating schools’ students additional adult tutoring, social mentoring, and more individualized instruction from university students who have a passion for working with Title 1 students, according to Pam Costa, director, elementary schools, San Juan Unified School District. In addition, special events, such as family learning nights in science and mathematics for parents and students, augment the educational experience. Further, PDS offers school districts “an opportunity to hire first-year teachers who have been trained in key learning interventions and core academic programs and who have demonstrated superior commitment to student achievement,” Costa points out.
Educational Leadership Development Programs: Two Examples

Education Administration Program at CSU Fresno

Building successful partnerships is a key theme in the Education Administration program at California State University, Fresno. Strong relationships are being forged to enhance the preparation of school leaders and to build networks of support for the critical work of leading schools. Two successful collaborative endeavors at CSU Fresno are the Chancellor’s Fellowship and the Central Valley Educational Leadership Institute.

The highly successful Chancellor’s Fellowship has linked over a dozen local school districts with CSU Fresno to prepare educational leaders. Over 70 candidates have passed a rigorous selection process for the fellowship that begins with the written recommendation of each candidate’s superintendent. Many of the Chancellor’s Fellows move quickly into leadership positions and have garnered high praise.

The administration of CSU Fresno saw a need to provide continued support to school leaders in California’s Central Valley. The Education Administration Program faculty, working with local businesses and school districts, formed the Central Valley Educational Leadership Institute (CVELI). The first conference of CVELI (June 2004) brought together valley school and district leaders with nationally known experts on standards, assessment, and school reform efforts. Its success catapulted CVELI into a series of partnerships with local business groups, community members, the Association of California School Administrators (ACSA), the Bay Area School Reform Collaborative (BASRC), and local school districts. Recently, CVELI has taken on the coordination of the ACSA Superintendents’ Symposium for professional development activities funded by the Gates Foundation as well as the ACSA Aspiring Superintendents’ Academy. The partnership with BASRC provides instructional support and leadership coaching to local school districts. Future plans for this collaboration include two Best Practices Institutes each year for valley schools, plus other activities involving teacher, principal, and superintendent networks.

Joint Doctorate Programs at CSU San Marcos and San Diego State University

San Diego State University joined forces with California State University, San Marcos and the University of California, San Diego to establish a joint education doctorate in education leadership last year. The program admitted its first cohort of 18 in January 2005, and addresses advanced study of academic administrative leadership and research skills that will foster evidence-based decision making in local schools and colleges. In the San Diego area, K-12 and community college educators have long expressed a strong interest in a high-quality, affordable Doctor of Education program. The three partner institutions are committed to recruiting doctoral candidates from current populations of educators working in the state’s schools and communities. The vision of the program is to prepare educators in four areas required for effective educational leadership:

- **Leadership for Learning.** The foundation of the program rests on the belief that the work of school leaders must always attend to the common objective of increasing student achievement.
• **Leadership for a Diverse Society.** The program will focus on the development of the theory and practice of institutional diversity. Candidates will learn to implement inclusive practices, not as a matter of policy, but as a matter of personal commitment and understanding of how institutions are historically transformed as a result.

• **Leadership for Organizational Change.** Graduates will focus on developing critical habits of action to support effective problem solving, build leadership capacity within institutions, and alter institutions in ways that materially improve the learning condition for their students.

• **Leadership for Organizational Development.** The program will support its doctoral students in myriad ways to help them understand the importance of building leadership capacity within their educational organizations.

This program is the latest of just four new applied doctorate programs in the state, jointly developed by the CSU and UC systems, in an attempt to address the unmet need for advanced preparation of K-12 and community college leaders in California. The programs are designed for working professionals, and directly related to the real issues and problems facing California K-14 education. As California lags far behind the rest of the country in the ratio of fully prepared leaders to the school population, efforts to increase the capacity of the public universities to provide such preparation are important. In addition, it is increasingly important to provide affordable access to the large population of diverse professionals who need this training. To better address this need, the California State University is seeking the authority to offer the applied degree, the Ed.D, independently as well as in partnership with the UC. This will allow the CSU to prepare not only more K-14 leaders but also to provide the initial level of preparation now required for those in the critical public health professions of audiology, physical therapy, and occupational therapy. This initiative is broadly supported by those in the K-14 arena as a welcomed avenue to meet these important needs.
Partnerships with K-12 Education in Preparing the 21st Century Teacher

Colleges of education are now preparing teachers for a context that is fundamentally different from the past. The preschool through 12th grade population is so significantly more diverse than it was even a decade ago, and the curriculum changes and integration of technology required in our schools to prepare students for the 21st century entail such major redesign, that bold changes are required.

The CSU Deans of Education envision the 21st century teacher as a new kind of teaching professional. These teachers will routinely engage in reflection about the teaching practices that are effective for diverse students and will participate in professional communities and networks in which they are important contributors to the generation of new knowledge and to instructional improvement and school reform.

Basic questions must be asked about the California teacher of the 21st century. These questions pertain to the teacher preparation that is relevant, the ongoing professional development they will need, the career and professional pathways they will follow, and the systems of professional recognition that will motivate them.

Both the preparation of teachers and the educational research enterprise are strengthened significantly when teachers and other school leaders are partners with university faculty in education and the arts and sciences. In the CSU system, these partnerships are based on shared decision making and governance. They engender clinical field experiences in schools with students of widely varying cultural, linguistic, and economic backgrounds. These K-12 settings become part of the comprehensive pipeline for recruiting talented students from varied backgrounds into teaching.

CSU partnerships with local schools may include a co-teaching model in which faculty and K-12 master teachers have interchangeable and co-equal roles in training and supporting future teachers. The primary intent is to combine partners’ different areas of expertise to significantly improve new teachers’ subject-area knowledge, pedagogical skills, multi-cultural competence, and technology proficiency. An equal focus is on creating standards-based, differentiated assessments for beginning teachers.

The basic purpose of CSU partnerships is to increase recruitment, preparation, and retention of highly qualified teachers for California’s schools. The CSU Deans of Education are committed to sustaining and expanding these partnerships and to their goals of fostering learning, inquiry, and critical thinking among K-12 students and teachers of the 21st century, thereby advancing academic excellence among students of all backgrounds.

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The Department of Teacher Education at California State University, Bakersfield has five teacher education programs serving students from the local community and surrounding rural areas. The programs prepare teachers to effectively address the diverse cultural backgrounds and language needs of the children in Kern County. Highlights of the past year include the following:

- Initiated a second professional development school that serves CSU Bakersfield’s local migrant, agricultural community.
- Expanded community outreach to include family math night, art in the schools, high school writing improvement, and preschool literacy development.
- Received additional grant funds to develop and run a preschool program at a Bakersfield homeless shelter.
- Hosted the CSU-NASA summer institute to integrate NASA educational resources and programs into college and K-12 curriculum.

**Collaborative Partnerships with K-12 Schools**

CSU Bakersfield, the Chevron Texaco Corporation, and the Bakersfield City School District Partnership have set a goal of having children ready to read by kindergarten. Through research, evaluation of new materials, and feedback from field experiences, they hope to make a difference in school readiness. Seventy-five percent of Bakersfield City School District (BCSD) students are entering kindergarten with minimal emergent literacy skills. BCSD is the largest elementary school district in California, serving 28,000 students (free/reduced lunch rate, 90 percent; English language learners, 33 percent). Program goals include:

- Pre-kindergarten children ready to read.
- Teacher support for improving the classroom environment to enhance children’s language, literacy learning, and cognitive development.
- Train teachers and paraprofessionals in research-based teaching strategies and curriculum that support preliteracy skills in oral language, phonological awareness, print awareness, and alphabet knowledge.
- Provide literacy-rich environments in pre-kindergarten and the home.
- Offer teacher training on the use of assessments for direct explicit instruction.
- Provide a replicable model for other school districts.
California State University, Channel Islands’ education programs produce teachers who believe that all students have the ability to meet high standards, adapt their teaching to reach all students, respect the diversity of all students, and are able to work in collaborative analytical teams. CSU Channel Islands graduates are reflective about all aspects of their teaching. Highlights of the past year include the following:

- Created the Distinguished Teacher in Residence program, enabling Dori Maria Jones, a teacher from Oxnard Elementary School District, to join the faculty.
- Conducted an English Language Development Math Institute for 25 teachers in algebra to improve their ability to teach English learners.
- Launched a special education credential program as well as subject matter programs in English, mathematics, and science, enrolling about 15 students in each program.
- Received a $25,000 grant from Verizon for laptop computers to support instruction.
- Piloted a portfolio assessment project to assess CSU Channel Islands graduates’ teaching ability.

Prospective teacher, Angelina Ortega, tutors a fourth grade student in Education 101 at Mar Vista School in Hueneme School District.

**Collaborative Partnerships with K-12 Schools**

CSU Channel Islands is continuing to build a collaborative partnership with University Preparation School (UPS), a charter school designed to serve children and families in a model dual-language instruction program. The school serves neighborhood and Ventura County families in classes for grades K-5. Teachers from throughout the county teach two to four years at the school, learning innovative teaching methods. They take those methods back to their home districts, dispersing the knowledge they have gained. Mentoring and coaching CSU Channel Islands student teachers and teaching university methods courses is another important reciprocal function of UPS faculty.

A second significant partnership is the newly formed collaboration with the Rio School District. This district, serving a significant number of English learners and migrant families, is collaborating on preparing new teachers in grades K-12 with a new model of student teacher supervision. The migrant education director is supervising CSU Channel Islands student teachers, strengthening the relationship between the university and school programs. CSU Channel Islands students are also tutoring migrant students in a special Saturday program.
California State University, Chico’s palette of preparation opportunities is designed to meet a variety of needs. A full-service institution, CSU Chico serves full- and part-time students who seek a traditional program or a cohort-based program; a professional development school model or an internship opportunity; or a multiple subject, single subject, bilingual, or special education credential. Also available is a unique Concurrent Multiple Subject/Special Education Credential option. Highlights of the past year include the following:

- Received a $1 million, three-year professional development grant with the Tehama County Office of Education to enhance induction programs for rural teachers.
- Received the 2004 American Council for Rural Special Education (ACRES) Award for Exemplary Preservice and Inservice Teacher Preparation.
- Further developed community college partnerships to better include transfer students in integrated subject matter degree and teacher preparation programs.
- Developed electronic portfolios, rubrics, and faculty scoring systems for assessment of credential candidate performance.

Multiple subject, single subject, bilingual, and special education credential candidates gather at an all-day conference on multicultural issues in education.

**Collaborative Partnerships with K-12 Schools**

As one of the premier teacher education institution in northern California, CSU Chico enjoys a strong relationship with its K-12 and community college partners:

- Among the most prized partnerships is the Special Education Intern program—now 15 years old and nationally acclaimed. Created in response to a critical need for special education teachers, this model prepares local teachers to work effectively with special populations. Retention rates are high as these new teachers continue to live and work in their local communities.

- Nine subject matter projects are housed at CSU Chico and provide in-depth content for teachers who work with university faculty in support of improved instruction for K-12 students.

- Integrated Teacher Core (ITC), a blended undergraduate major and professional preparation program, was designed by local districts, community colleges, and the university. High school students are recruited through career exploration opportunities, college classes, and service learning. Articulation with community colleges will permit junior-level candidates to transfer directly into ITC.
The Teacher Education Division offers a developmental course work and fieldwork sequence that prepares candidates to teach all K-12 learners and to understand the contemporary conditions of schools. Options leading to the basic teaching credential include on-campus cohorts, district satellite cohorts, professional development schools, and an integrated program for liberal studies majors. Highlights of the past year include the following:

- Received the Holmes Partnership Nancy Zimpher Finalist Award for outstanding partnership with Los Angeles Unified School District, Region G.
- Established a collaborative special education training program with mentors from 33 school districts, faculty supervisors, and special education university interns.
- Initiated a new P-18 partnership with the El Segundo, Torrance, and Wiseburn school districts as well as El Camino College to address mutually identified needs and develop a seamless education pathway in the South Bay areas (partially funded by the Boeing Company).
- Received a federal grant (FIPSE) to develop a program to recruit, advise, and prepare immigrant professionals for teaching careers in secondary math and science.

Collaborative Partnerships with K-12 Schools

There is an ongoing partnership between CSU Dominguez Hills and Local District 7 of the Los Angeles Unified School District (LAUSD). It is led by the local district superintendent and includes professional development staff, teachers, administrators, and CSU Dominguez Hills faculty. This governing group guides the work of the field-based teacher preparation and induction programs in elementary, secondary, and special education that are jointly taught and planned by CSU Dominguez Hills faculty and LAUSD personnel. Over 100 teacher candidates were enrolled during the 2003-2004 academic year.

The CSUDH/LAUSD School Leadership Professional Development Academy (PDS) enrolled 70 administrative candidates during the 2003-2004 academic year. The program is led by a former LAUSD senior administrator and supported in part by a grant from the U.S. Department of Education. Courses and field experiences are codesigned and taught by LAUSD administrators and CSU Dominguez Hills faculty.
EAST BAY

The Teaching Credential Programs at California State University, East Bay are offered at four locations. Prospective teachers are placed in field experiences that correspond to the K-12 school year and enjoy an extraordinarily high level of faculty mentoring. Highlights of the past year include the following:

- In cooperation with local school districts, developed graduate-level courses for first-year teachers in school district induction programs.
- Received a five-year US Office of Education Career Ladder grant to prepare credentialed, bilingual teachers in partnership with two urban school districts in California and Texas.
- Received continued federal funding to support the recruitment of paraprofessionals into the teaching profession.
- Developed online courses to meet the needs of out-of-state credential holders seeking California credentials.
- Implemented test preparation course to assist candidates who must pass the CSET (California Subject Examinations for Teachers) to earn their teaching credential.

**Collaborative Partnerships with K-12 Schools**

CSU East Bay has a long tradition of partnering with K-12 school districts. Central to each partnership is the university’s shared goal to improve student learning through effective preparation of school personnel. CSU East Bay’s K-12 partners are actively engaged in program design, program delivery, candidate mentoring and support, and ongoing program evaluation. Many of the university’s partnerships are developed to address expressed needs by school districts.

Examples include courses that are team-taught by district employees and CSU East Bay faculty and co-team leaders for each cohort in the teacher preparation partnership programs. In the CSU East Bay/New Haven Unified partnership, there are quarterly planning and advising meetings at which team leaders, supervisors, instructors, cohort members, master teachers, and BTSA representatives talk about what worked and what did not work during the quarter. In Project CLEAR (Coaching, Leadership Education and Restructuring), school site teams of parents, general and special education teachers, site administrators, and related services personnel conduct needs assessment and develop their site plan for enhancing inclusive education. In the CSU East Bay/Hayward Unified School District partnership, the district identifies candidates for principal preparation and provides supervision in cooperation with CSU East Bay faculty, thus creating a strong mentoring component.
California State University, Fresno’s teacher education programs focus on developing ethical leaders who value diverse communities and support educational goals and lifelong learning. A review committee revised the cohort-based Multiple Subject Credential Program in order to decrease units while increasing field experiences. Many education specialist candidates participate in the dual credential program that uniquely blends the general/special education experiences. Bilingual credentials are offered in Spanish and Hmong. Highlights of the past year include the following:

- Established the Central Valley Educational Leadership Institute designed to assist schools to create cultures of high achievement for students.
- Received grants and contracts totaling over $3 million supporting professional development, consulting, and numerous collaboratives with local schools.
- Provided training to dozens of school districts in implementing early literacy intervention via the Reading Recovery Project.
- Initiated a Partner School program to provide an environment where teacher candidates are able to reflect and practice a thorough understanding of pedagogical content knowledge.
- Ranked in the top 20 such programs by *U.S. News & World Report*, the Rehabilitation Counseling Program garnered over one-half million dollars in grant support.

**Collaborative Partnerships with K-12 Schools**

The Kremen School of Education and Human Development at CSU Fresno has over 80 collaborative partnerships where faculty and K-12 professionals join together to meet the diverse needs of the students in California’s Central Valley. Teacher education collaborates through the California Subject Matter Projects (mathematics, science, social science, writing, and reading), Reading Recovery training, mentoring and training on peer mediation, training of students with disabilities to self-direct their IEPs, counseling programs implemented in schools, interns working throughout the San Joaquin Valley, partnership schools, and more.

CSU Fresno’s K-12 partners provide programs with design input, review, and direction through participation on multiple committees including Multiple and Single Subject Review Committees, the Special Education Advisory Board, the Alumni Board, and the Kremen Advisory Board for Public Education. Faculty also attend committee meetings (i.e., BTSA), school board meetings, and county superintendents’ meetings. Master teachers provide advice through collaboration with university supervisors and at CSU Fresno’s Master Teacher Conference. CSU Fresno President John D. Welty’s Commission for Teacher Education provides quarterly sessions for ongoing positive collaboration and discussion as CSU Fresno strives to provide “Leadership for Diverse Communities.”
California State University, Fullerton’s College of Education continues to provide excellent teacher preparation programs, supported by grants and by the faculty’s commitment to providing high-quality teacher education. Highlights of the past year include the following:

- Established two additional Professional Development School partnerships in Capistrano Unified School District.
- Received a $3 million Title V grant, in partnership with three community colleges, to establish a transfer program for students who will enroll in an undergraduate program of teacher preparation.
- Received a $1.9 million Improving Teacher Quality grant to provide online professional development resources for middle school mathematics.
- Recommended 151 interns for teaching credentials in elementary education, secondary education, and special education through district collaborations and with the support of nearly $500,000 in state funding.

- Established a new Foundational Level Mathematics Single Subject Credential Program, requiring candidates to pass two Mathematics CSET subtests to satisfy subject matter competency and student teach in mathematics classes in secondary schools.
- Launched an online (Blackboard) professional development module for master teachers, university supervisors, and faculty to learn how to support candidates as they prepare for assessment.
- Launched the Streamlined Teacher Education Program (STEP), a new undergraduate teacher education program for the Multiple Subject Credential.

**Collaborative Partnerships with K-12 Schools**

CSU Fullerton partners with 78 school districts across four counties in a variety of dynamic and ongoing ways that include intern partnerships, induction partnerships, designated professional development schools, and grant work that impact the quality and depth of ongoing professional development. CSU Fullerton offers graduate credit for professional development work that new teachers accomplish in the induction years and provides support and development to 10 designated school districts in assisting teachers who work with special needs students.

CSU Fullerton took a leading role in developing the Orange County Teacher Preparation-Induction Consortium whose members include representation from all Orange County teacher credentialing institutions and all 34 school districts that represent close to 500,000 school-age students. This consortium model of universities and school districts is now being replicated in other counties in order to enhance and strengthen university-school district communication in support of professional development at all levels.
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 traditional and alternative 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 the following:

- Sponsored the third North Coast Education Summit in February 2004, which drew over 2,000 people and focused on issues affecting K-12 schools.
- Implemented partnerships such as the North Coast Mathematics and Science Initiative through the department’s Center for Educational Excellence, Collaboration, and Inquiry (CEECI).
- Developed articulated programs in the M.A. in education, linking with administrative services and special education programs.
- Received a grant from the Ford Foundation to assist student teachers to infuse arts education into the elementary school curriculum.

Collaborative Partnerships with K-12 Schools

Humboldt State’s Center for Educational Excellence, Collaboration & Inquiry (CEECI) promotes school-university collaboration. Current initiatives include faculty assisting the Klamath Trinity School District to improve students’ English and mathematics skills and the North Coast Mathematics and Science Initiative that is enhancing the teaching of secondary mathematics and science.

CEECI has funded collaborative inquiry projects with local school districts. A recent project examined the impact of bullying and harassment interventions with middle school students. CEECI is also sponsoring monthly Community of Practice meetings for rural special education teachers and is supporting the Round Valley TEACH project, which will use distributed learning to deliver an early childhood education degree program to American Indian students in a remote region of Mendocino County.

New partnerships are planned for 2005-2006. The secondary education credential program is assisting with a new “early college high school” that will be located on the College of the Redwoods campus. The multiple subject credential program is partnering with the East Bay Conservation Charter School in Oakland to develop a distributed learning program for interns.
California State University, Long Beach's College of Education programs prepare professionals for lifelong learning, professional growth, and social responsibility. In addition to three certificate programs and a variety of teaching and service credentials, the college offers a bachelor of arts in liberal studies, a master of arts in education degree with various options, and two master of science degrees. Highlights of the past year include the following:

- In partnership with CSU Los Angeles, faculty are engaged in a planning grant supported by the Wasserman Foundation to research leadership roles at all levels in K-12 urban schools and districts to promote student learning.
- Hosted the California K-16 Partnerships and Student Success Fifth Annual Conference. Together, K-12 teachers and administrators, higher education faculty and leaders, and state leaders focused on collaborative strategies to promote student success.
- Supported by a $460,000 five-year federally financed grant awarded jointly to the College of Education and the College of Natural Sciences and Mathematics, the Single Subject Credential Program provided Noyce Scholarships to candidates earning math or science teaching credentials.
- Awarded a Strengthening Student Success and Transfer Grant. This project is a collaboration between CSU Long Beach and Long Beach City College (LBCC) that will provide student tutors, mentors, and counselors to help LBCC underrepresented students transition from the community college to the four-year institution.

Collaborative Partnerships with K-12 Schools

For the past decade, the Long Beach Education Partnership has been a very successful collaboration uniting three large education institutions. Through a wide range of seamless education programs, CSU Long Beach, the Long Beach Unified School District, and Long Beach City College work together on an ongoing basis to promote students moving seamlessly from one educational level through the next. Successful projects have included:

- The SERVE Program, jointly founded in 1996 by the university and the school district to place future teachers in real-life urban classrooms beginning with their freshman year. In 2003-2004, over 700 university students tutored Long Beach schoolchildren in literacy.
- Dozens of K-12 practitioners worked alongside higher education faculty developing the Integrated Teacher Education Program (ITEP). As of 2004, the rigorous new program has over 900 students enrolled.

In 2003-2004, 73 percent of the new teachers hired in Long Beach Unified School District were prepared at CSU Long Beach.
The Multiple Subject and Single Subject Credential Programs are closely aligned and developmentally designed. Both programs begin with foundational courses, build on pedagogical knowledge and demonstration of competency throughout the program, and culminate with reflective experiences of previous coursework and fieldwork. Technology is integrated throughout. Highlights of the past year include the following:

- Designed the program to provide multiple opportunities to understand the contemporary conditions of schooling, especially the needs of English language learners through a variety of strategies.
- Added the Single Subject Intern Credential option to the existing Multiple Subject Intern Program.
- Instituted a new program that is guided by a conceptual framework that reflects the Charter College of Education core values and beliefs with emphasis placed upon collaboration, learner development, a critical pedagogy of social justice, and assessment.
- Developed integrated assessment component that includes “teaching performance expectations” and “teaching performance assessments” of students’ pedagogical knowledge and demonstrations of competency.

**Collaborative Partnerships with K-12 Schools**

One of the longest running partnerships at CSU Los Angeles is a partnership with The Accelerated School (TAS). This charter school in south central Los Angeles was founded in 1994 and is modeled on the Hank Levin Accelerated Schools Model, an approach that advocates providing a challenging enriched curriculum for all students. TAS was selected as *Time Magazine*’s Elementary School of the Year in 2001.

CSU Los Angeles has been involved since the inception of the program in curriculum development, teacher training, and professional development, and in ongoing fundraising efforts. Dean Carol Bartell and Dr. Simeon Slovacek serve on the TAS Board of Trustees.

TAS began with the early grades and is now building through the high school level. The latest partnership project has involved TAS and three colleges at CSU Los Angeles (the Charter College of Education, the College of Arts and Letters, and the College of Natural and Social Science) in planning for an early college experience, offering high school students the opportunity to complete up to two years of college-level course work while attending high school.
The College of Professional Studies at California State University, Monterey Bay provides access to excellence in teacher preparation and graduate education programs that integrate theory and practice that are learning-centered, interdisciplinary, collaborative with K-12 schools, and social justice-oriented while also providing an orientation toward diversity. CSU Monterey Bay fosters the development of students with knowledge, skills, and values that are indispensable to professional competence and that prepare students to teach linguistically and culturally diverse student populations by engaging them in active learning experiences in an array of school and community contexts. Highlights of the past year include the following:

- Received CCTC approval for a “Tri-Op” Blended Program in which students will blend a liberal studies major with credential courses in both multiple subjects and special education.
- The special education program is offering a Level I Education Specialist Credential Program in Moderate to Severe Disabilities and has added an intern pathway to the existing Mild to Moderate Disabilities Credential Program.
- The special education certificate program in Behavior Analysis was approved by the Behavior Analyst Certification Board as meeting requirements for national board certification.
- As part of the $1.1 Million Las Alianzas Project, 24 CSU Monterey Bay future teachers comprise a teacher learning community that live on one floor of a residential hall. The students take two of their courses as a cohort and have adopted an elementary school and a middle school.
- A local chapter of the Council for Exceptional Children was founded at CSU Monterey Bay.

Collaborative Partnerships with K-12 Schools

The special education program at CSU Monterey Bay recently received a grant to prepare special educators in field-based settings with supportive technology. In partnership with schools in the CSU Monterey Bay region, the grant will support on-site coaches (credentialed teachers) who will mentor and guide new teachers entering the field of special education.

CSU Monterey Bay is one of the host sites for the webcast training series for special education teachers. Special educators from throughout the region gather at CSU Monterey Bay to participate in an eight-part series to help them connect curriculum to state standards. Information from the webcasts is included in special education courses offered at CSUMB.

CSU Monterey Bay’s Teacher Education Department is partnering with the Mathematics Department, the Monterey Bay Aquarium, the Monterey County Office of Education, and the Salinas City Elementary School District to provide mathematics and science professional development to district teachers under a grant from the California Math Science Project.
California State University, Northridge’s Michael D. Eisner College of Education continues to provide national leadership in preparing educators to support all types of learners. The college regularly explores new ways of preparing teachers, school administrators, school psychologists, and school counselors to work together to identify and remove individual children’s barriers to learning. Highlights of the past year include the following:

- Selected as one of 22 universities nationwide to participate in the U.S. Department of Education Reading First Initiative, providing best practice preparation in the teaching of reading.
- Received a $300,000 grant from the W. M. Keck Foundation to place Keck Teachers in Residence within the CSU Northridge Departments of Arts and Sciences.
- Collaborated with the Los Angeles Unified School District (LAUSD) in developing curriculum for the small school learning communities at the new LAUSD high school that opened on the CSU Northridge campus in September.
- Began year three of the national Teachers for a New Era Initiative to develop more effective models of teacher preparation.

The first new LAUSD high school to be built in 33 years in the San Fernando Valley opened on the CSU Northridge campus in September 2004.

Collaborative Partnerships with K-12 Schools

CSU Northridge’s College of Education understands the important responsibility the university has in preparing highly qualified educators for the region’s urban classrooms. CSU Northridge also understands that strong partnerships are the only way to directly impact student achievement. The entire teacher education program is infused with ongoing and vibrant partnerships that include faculty from the arts and sciences, K-14 educators, community agencies, businesses, and philanthropies.

CSU Northridge’s most recent partnership—opening Valley New High School on the campus in September 2004—highlights the university’s strong collaboration with LAUSD to create innovative approaches that will strengthen teaching and learning in urban classrooms. This collaborative effort is just one of dozens of active and ongoing partnership projects at CSU Northridge.
Teacher education enjoys a university-wide commitment at California State Polytechnic University, Pomona, reflected in the significant and consistent participation of several colleges. The approach is facilitated through the All University Committee on Teacher Education and is reflected in teacher preparation and professional development activities that routinely involve faculty from a number of academic departments. Highlights of the past year include the following:

- Created a Superintendents Roundtable for Education Excellence with 42 local school districts focused on advancing academic excellence throughout the region.
- Launched a $6.2 million comprehensive Teacher Quality Enhancement grant with partner school districts, Southern California Edison, and the Boeing Company.
- Established a multidistrict pipeline project recruiting and preparing mathematics and science teachers and strengthening teachers’ content expertise in these fields.
- Collaborated in a new Teaching American History professional development project fostering teachers’ discipline-based knowledge and funded through a $1 million federal grant.

Collaborative Partnerships with K-12 Schools

Cal Poly Pomona’s partnerships with K-12 schools focus on shared goals that are implemented through professional development schools, apprenticeships, internships, advisory bodies, district participation in the All University Committee on Teacher Education, and the regional Superintendents Roundtable for Educational Excellence. These partnerships result in early and continuous field experiences designed in collaboration with local schools as a means of preparing new teachers to address the realities they experience in the classroom.

Apprenticeship designs involve teacher candidates working with local schools and being trained in the methods the districts use for instruction and assessment. Internships are developed in collaboration with local school districts and meet their needs for qualified teachers while enabling them to contribute to the preparation of new teachers who will serve in their schools. Through the regional Superintendents Roundtable for Educational Excellence, meaningful guidance in the preparation of new teachers and administrators is provided through ongoing dialogue with the 40 superintendents in the campus’ service area.
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. All pathways meet state professional standards and most are offered in close partnership with school districts, including 12 professional development schools. Highlights of the past year include the following:

- Awarded a three-year grant from the California Postsecondary Education Commission to provide intensive professional development to 50 teachers annually in science and English/academic language development.
- Admitted 50 students to CSU Sacramento’s graduate program with an emphasis in arts education, doubling program size.
- Received a federal personnel preparation grant to prepare teachers for children with moderate/severe disabilities, resulting in a substantial increase in program enrollment.
- Awarded more than $50,000 in scholarships, with the support of generous donors, to promising students preparing to work in the region’s schools and agencies.

**Collaborative Partnerships with K-12 Schools**

The faculty at CSU Sacramento’s College of Education conceive of their work in terms of partnership and service to the community. The college’s six departments place approximately 1,000 undergraduate students as tutors in schools throughout the region. Program pathways leading to the multiple and single subject credentials as well as the administrative specialist, education specialist, school counseling, and school psychology credentials are planned and delivered in targeted partnerships with school districts. Many classes are offered at community sites, and class schedules, field placements, and shared faculty assignments are tailored to the needs of district partners. Specific examples include:

- The special education intern program offered with Sacramento City Unified.
- The Alliance for Excellence, a community development collaborative organization centered on the needs of the community, particularly related to counseling services.
- Twelve professional development schools jointly governed by CSU Sacramento’s partner schools and districts.
- District-based centers for the preparation of teachers and school administrators.
- Active engagement with local districts in the context of the Holmes Partnership as well as the Council of the Great City Schools.
California State University, San Bernardino offers multiple routes to the teaching credential that include a 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. Highlights of the past year include the following:

- Utilized federal funding to partner with three K-12 schools in technology training for teachers, faculty, supervisors, and teacher candidates.
- Collaborated in implementation of 56 school district induction programs for new teachers.
- Designed a professional development school model for the secondary teacher credential program.
- Offered an international student teaching experience in Mexico for individuals seeking a bilingual teaching credential.
- Worked with middle schools to increase college opportunities for underrepresented students through support of a U.S. Department of Education Grant.
- Launched a Literacy Center for Excellence with support of private funds and the Masters in Reading Program.

Dr. Mary Jo Skillings, center director, is congratulated by an elementary student who attends the college's new Literacy Center for Excellence.

Collaborative Partnerships with K-12 Schools

CSU San Bernardino’s College of Education has maintained an in-depth partnership with Riverside, Inyo, Mono, and San Bernardino County Offices of Education (RIMS) in their implementation of an induction program for elementary and secondary teachers. Since 1994, the college has served as a formal partner in the program’s design and implementation. The college dean sits on the RIMS/BTSA Induction Consortium Board, which serves more than 50 local school districts. Six tenure-track faculty serve on the program’s governance council and team-teach with K-12 teachers on release to prepare mentor teachers to support and assess new teachers. The California Standards for the Teaching Profession and California’s K-12 Academic Content Standards are the foundation of the program.

Induction has served to increase the retention of new teachers as it provides one-on-one mentoring and support. Additionally, the college’s induction work has served to make the campus’ preservice program more seamless through the faculty’s increased knowledge of new teachers and their contexts. The College of Education also has additional partnerships with individual schools and school districts, many of which have existed for more than 15 years.
San Diego and Imperial County schools serve students highly diverse in culture, primary language, and economic status. San Diego State University’s teacher preparation programs are committed to a conceptual framework focusing on (a) research-supported practice to promote learning in culturally, linguistically, and economically diverse schools; and (b) documentation of graduates’ competence and performance in the field. Highlights of the past year include the following:

- Received $5.5 million from Qualcomm to expand the Improving Student Achievement in Mathematics project enhancing math instruction through teacher development.
- Received $2.4 million from Qualcomm to help launch the National Center for Urban School Transformation (NCUST).
- Provided opportunities to study in Mexico, China, and Spain to enhance the biliteracy and cross-cultural development of bilingual teacher candidates.
- Implemented a new master’s degree program designed to prepare candidates from diverse backgrounds to work effectively with children with autism.

**Collaborative Partnerships with K-12 Schools**

Compact for Success, an innovative partnership between Sweetwater Union High School District and San Diego State, guarantees admission to San Diego State beginning in 2006-2007 for students enrolled in the district in grades 7-12 who maintain a 3.0 grade point average and meet predetermined academic benchmarks. The program originated in 2000 when only 15 percent of the district’s 5,000 eighth graders were enrolled in college-prep algebra. Now that figure is almost 90 percent. Private funding guarantees scholarships to Sweetwater graduates through 2009. San Diego State faculty team with teachers to revise the curriculum to meet academic standards and train undergraduate student mentors.

Improving Student Achievement in Mathematics (ISAM) is a partnership with QUALCOMM Incorporated and public school districts designed to improve math instruction at all levels by enhancing teachers’ subject knowledge and instructional effectiveness. The program responds to county school district superintendents’ priority of eliminating the achievement gap in mathematics.
San Francisco State University’s College of Education offers credentials and a variety of master’s degrees, as well as doctoral degrees in special education and urban educational leadership. A major goal of the college is to promote equity and social justice ideals in all curricula and program development. The College of Education is committed to the development of practitioners and scholars that understand the importance of scholarship and outreach in diverse communities. Highlights of the past year include the following:

- Established a new Jewish Studies Step to College program with Jewish Studies at Lowell High School and expanded the outreach of the program to John O’Connell High School and the Youth Treatment and Education Court (YTEC).
- Increased enrollment in the master’s degree in equity and social justice, and the initial cohort of doctoral students in urban educational leadership completed their first year of enrollment.
- Faculty sought and received grants in special education, and the dean’s office continues securing major funding for scholarships for credential and master’s degree students.
- Initiated the Dean’s Faculty Award for Research in Education through funding from the estate of James Walter Scott Jr.
- Expanded the Learning Resource Development Center.

**Collaborative Partnerships with K-12 Schools**

San Francisco State is committed to working with community agencies and K-12 institutions to meet the needs of area urban communities and schools. In addition to teaching and scholarship, the College of Education faculty works with the following agencies to help them meet their growing demands for qualified teachers:

- Daly City Peninsula Partnership Collaborative
- San Mateo County BTSA Induction and Internship projects
- San Francisco Unified School District Teacher Support Programs
- Oakland Unified School District Internship project
- Alameda County Internship project
- Elk Grove Unified School District Teacher Education Institute

For the past two years, San Francisco State and the Jefferson Union High School District have partnered to provide high-quality professional development to support teachers of English learners. An intense four-weekend meeting schedule supported by classroom practice and reflective writing provides critical training to address the needs of English learners in the schools. Program instructors and district officials communicate often to focus on the specific instructional and learning needs of the students.
San José State University’s College of Education, in partnership with the city of San José, has initiated a “town-gown” Community Service Learning Partnership designed to provide future teachers with comprehensive knowledge and experience in high-priority schools and neighborhoods to strengthen its focus on equity and excellence in education. Highlights of the past year include the following:

- Developed a partnership with school districts to provide teacher preparation programs specifically designed for individuals in the Teach for America program.

- Received a $1.2 million federal grant, CAL-MOD, to provide intensive technology integration training for collaborative teams comprised of cooperating teachers, student teachers, and university faculty.

- Received funding from the U.S. Office of Education to prepare teachers to serve adolescents.

- Joined in partnership with San José State’s sister campus at CSU Northridge to study the neurodevelopment constructs fundamental to the Schools Attuned model for more effectively meeting the learning needs of all learners.

**Collaborative Partnerships with K-12 Schools**

San José State University is engaged in the following partnerships to promote student achievement in local schools:

- San José State is an educational leadership faculty partner with Alum Rock School District in the Acting in Community program, which led to the establishment of three new small autonomous schools within the school district. Research indicates that students, especially low income and English learners, learn best in quality small schools where they are known, expectations are high, and support is strong.

- GEAR UP is a partnership between the Department of Counselor Education at San José State and the San José Unified School District. In the past six years, the project has increased the student population that can meet four-year college requirements from 25 percent to 45 percent. Faculty and district partners are developing a “College Going Culture Curriculum” for K-12 schools.

- San José State’s innovative internship program was developed in partnership with four school districts whereby preservice teachers are hired by the school district for 20 percent time as intern teachers. Students spend three days weekly in one classroom and assume responsibility for the classroom once per week, providing the mentor teacher time to provide teacher support during induction.
San Luis Obispo

California Polytechnic State University, San Luis Obispo prepares teachers for California’s diverse K-12 population through an all university approach. Educators in the Colleges of Agriculture, Education, Liberal Arts, and Science and Mathematics collaborate with school partners to emphasize quality teaching, current educational practice, applied research, and a strong commitment to serve the community. Highlights of the past year include the following:

- Developed the University Center for Excellence in Science and Mathematics Education in collaboration with campus, K-14, and industry partners.
- Received funding for the college’s first endowed professorship, new scholarships, summer institutes, and a teaching lab in science and math.
- Renamed the College of Education (from the University Center for Teacher Education) to recognize the importance of professional education on campus.
- Began an endowed speaker series on the importance of public education, with Dr. Linda Darling-Hammond of Stanford University presenting the first address.

Young learners discover the fun of science and mathematics by participating in a chemistry magic show.

Collaborative Partnerships with K-12 Schools

Cal Poly San Luis Obispo and its K-12 partners collaborate on the preparation and continuing development of school educators, with the primary goal of helping all students learn. Teachers and administrators share governance with the College of Education by serving on all credential program advisory councils. In addition, K-12 educators join Cal Poly San Luis Obispo, community college, and industry representatives in the new University Center for Excellence in Science and Mathematics Education. In turn, Cal Poly San Luis Obispo is represented on local K-12 councils such as the county’s BTSA/Induction committee, educational services group, and superintendents’ council.

The university has full-time teachers-in-residence and adjunct teachers who team-teach and supervise candidates with regular faculty. Cal Poly San Luis Obispo’s county superintendent serves as the campus’ first visiting professor in an ongoing role for the joint doctoral program. In addition, the university’s Developing Networks Partnership brings together a local community, its K-8 school district, the neighboring high school district, and Cal Poly San Luis Obispo to address issues of student learning and the achievement gap.
California State University, San Marcos’ College of Education prepares educators in programs that require credential candidates to think and engage themselves as part of a powerful learning community. Course formats and teaching methods in the college reinforce collaboration and problem solving, and faculty model a variety of effective teaching strategies. Highlights of the past year include the following:

• Completed construction of a special classroom in San Marcos that prepares credential and master’s students to teach math, science, and technology.

• Received a $7.7 million First Five Commission grant for construction of a new Center for Children and Families to support student and staff childcare.

• Implemented a program that provides teachers who complete Beginning Teacher Support and Assessment (BTSA) programs with 6 units of graduate credit toward a master’s degree.

• Developed the Joint Doctorate of Education Program (launched January 2005) with San Diego State University and the University of California, San Diego.

**Collaborative Partnerships with K-12 Schools**

CSU San Marcos has worked collaboratively with area schools since the campus opened. The on-site programs allow teacher candidates the opportunity to provide student tutorial support while faculty, working side-by-side with classroom teachers, conduct demonstration lessons to meet student needs. Currently, the College of Education has five collaborative on-site programs, each with its own focus:

• The Middle Level Credential Program has become an integral part of the Woodland Park Middle School community.

• Valley Elementary, in the Poway Unified School District, has partnered with a multiple subject cohort to strengthen approaches to dual language immersion in Spanish and English.

• Margarita Middle School hosts a cohort in southwest Riverside County, with candidates providing support in English language acquisition.

• The Single Subject Program has played an integral role in the opening and operation of the new Missions Hills High School in San Marcos. The entire program is located at Mission Hills.

• The newest externally funded CSU San Marcos classroom at Alvin Dunn Elementary focuses on mathematics, science, and technology.
The most recent focus of Sonoma State University’s School of Education has been outreach to communities not previously served by the university. To the Ukiah multiple subject program, Sonoma State added a reading program; the special education intern program in Western Contra Costa County doubled; and Sonoma State received a California Department of Education grant for the SMART (Science and Mathematics Academy for Rural Teachers) Program in Del Norte County. Highlights of the past year include the following:

- Graduated the first cohort of special education teachers from the Western Contra Costa County program.
- Opened the School of Education Technology Support Center to give faculty and students assistance and resources for increasing technology use.
- Launched the digital portfolio required of all candidates as they complete the Multiple Subject Credential Program.
- Received a National Science Foundation Grant for $250,000 to study assessment in science.

**Collaborative Partnerships with K-12 Schools**

CORE (Collaboration for Renewal of Education) is the multiple subject model for student teaching in which university supervisors spend one day a week at a school site where four to five candidate observer/participants and four to five student teachers are placed. Critical to CORE is that university faculty, school faculty and administrators, and program candidates meet frequently to confer, guide, and assist one another.

University High Tech High School and Roseland University Preparatory High School (RUP) partner with the Single Subject program. High Tech High is on the Sonoma State campus and RUP is a newly opened high school that serves a highly diverse community. School of Education single subject faculty served on the committees that founded both schools and helped fashion the curriculum of each. Single subject faculty serve on the RUP board, program candidates student teach in both schools, and graduates are teachers at these sites as well.
The College of Education at California State University, Stanislaus promotes the belief that the college is an advocate for children and their communities. It is important for the college's programs to recognize, respect, and honor the diversity that students bring to the learning setting and to build upon that. 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 grow and learn. Highlights of the past year include the following:

- Expanded the Single Subject Credential Program enrollment base and explored needed opportunities for the expansion of school-based off-campus centers for program delivery.
- Began a partnership with the Stockton Unified School District to establish a professional development school on the campus of a soon-to-be-built elementary school (K-8) with a Faculty in Residence program at the campus.
- Attained state approval for new Multiple Subject (MSCP), Single Subject (SSCP), Blended Program teacher preparation, school counseling, and internship programs.
- Completed the first cycle of program delivery for a Graduate Certificate Program in the Community College Leadership Program offered through the Department of Advanced Studies in Education.

Collaborative Partnerships with K-12 Schools

CSU Stanislaus’ College of Education maintains a variety of partnerships with 53 districts in the regional service area, including two alternative certification/intern partnerships with the Merced and San Joaquin County Offices of Education.

A major partnership exists between St. Mary’s Interfaith Dining Room, the San Joaquin County Office of Education, and CSU Stanislaus in the Stockton-based Transitional Learning Center (TLC), a school serving the homeless children of San Joaquin County. The program works with five area shelters and 15 other community agencies to provide an extensive range of physical and emotional services and educational support to the at-risk children who are enrolled and taught at the center.

The College of Education currently is working with the Stockton Unified School District to establish a professional development school at Pittman K-8 School, scheduled for construction as a neighborhood school on the University Park Campus in Stockton. This collaborative partnership will feature a Faculty in Residence plan that links the K-8 school staff with the faculty and students from the College of Education on both campuses.
CalStateTEACH, the California State University's innovative, alternative teacher preparation program, began its sixth year in fall 2004. Developed in 1998 by expert CSU teacher educators, CalStateTEACH now offers two options. One option is for teachers who are already teaching in multiple subject classrooms and need to complete their credential. The second option is for candidates who are not teaching and want to earn a credential, but find it difficult to access campus-based programs.

This past year, CalStateTEACH added 515 more fully credentialed teachers to California's professional workforce, bringing the total to more than 1,400 new teachers after five years. The program is housed at four CSU campuses—CSU Fresno, CSU Fullerton, CSU Los Angeles, and CSU Monterey Bay—but teacher candidates live and work almost everywhere in California and participate in CalStateTEACH.

CalStateTEACH has become an established pathway to earning a teaching credential in the CSU. Highlights and noteworthy accomplishments this past year include enhanced collaboration with CSU campuses on professional development and curriculum, such as:

- Co-sponsoring a statewide faculty conference, “Examining the Gordian Knot in Teaching: Closing the Achievement Gap for California’s Diverse Learners,” for all CalStateTEACH faculty and CSU Dominguez Hills faculty.

- Participating in the development of a Master of Arts in Teaching degree (M.A.T.) with Cal Poly Pomona, CSU Fresno, and CSU Monterey Bay.

- Co-sponsoring a one-day conference, “Reading to Learn: Building Academic Literacy for Urban Learners,” with the CSU Dominguez Hills Institute for Urban Literacy Research.

- Developing a teacher candidate performance assessment:
  - Teacher candidate assignments scored by faculty other than those who taught them.
  - Faculty participation in professional development resulting in assessor certification.
  - Standardized assessment system, which uses scoring rubrics and benchmark cases.

As more institutions of higher education and schools districts consider site-based education as an accessible and cost-effective way to prepare teachers and provide induction programs, many are looking to the expertise of CalStateTEACH’s faculty, administrators, and program graduates. To learn more about this uniquely designed program, visit www.calstateteach.net.
Visit us at www.calstate.edu
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<th>Campus</th>
<th>Integrated Undergraduate</th>
<th>MS and SS Credentials</th>
<th>Education Specialist and Clinical Rehab. Services</th>
<th>BCLAD (Language)</th>
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</thead>
<tbody>
<tr>
<td>Bakersfield</td>
<td>MS</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), I (S)</td>
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<td>Channel Islands</td>
<td>MS</td>
<td>MS, SS, I</td>
<td>MM, I</td>
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<td>Chico</td>
<td>MS</td>
<td>MS, I / SS, I</td>
<td>LSH, MM, MS, ECSE, SCA, I</td>
<td>MS (S), SS (S)</td>
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<tr>
<td>Dominguez Hills</td>
<td>MS</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, ECSC, I</td>
<td>MS (S,K,T), I (S), SS (S,K), I (S)</td>
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<tr>
<td>East Bay</td>
<td>MS</td>
<td>MS, I / SS, I</td>
<td>LSH, MM, MSD</td>
<td>MS (S), I (S)</td>
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<tr>
<td>Fresno*</td>
<td>MS, ES (MM, MSD)</td>
<td>MS, I / SS, I</td>
<td>LSH, MM, MSD, DHH, SCA, I</td>
<td>MS (S), I (S)</td>
</tr>
<tr>
<td>Fullerton*</td>
<td>714-278-3352</td>
<td>MS, ES (MM, MSD)</td>
<td>LSH, MM, MSD, ECSE, SCA, ECSC, I</td>
<td>MS (S,V), I (S)</td>
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<tr>
<td>Humboldt</td>
<td>MS</td>
<td>MS/SS</td>
<td></td>
<td></td>
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<tr>
<td>Long Beach</td>
<td>MS</td>
<td>MS, I / SS, I</td>
<td>LSH, A, MM, MSD, I</td>
<td>MS (S, I (S)</td>
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<tr>
<td>Los Angeles*</td>
<td>MS (CD) (UL), SS (Science), ES</td>
<td>MS, I / SS, I</td>
<td>LSH, A, MM, MSD, PH, VI, SCA, O&amp;M, I, ECSE</td>
<td>MS (Ca,M,S,I,S), SS (S), I (S)</td>
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<tr>
<td>Monterey Bay*</td>
<td>831-582-3638</td>
<td>MS, I / SS, I</td>
<td>LSH, DHH, ECSE, MM, SCA, A, MSD, I</td>
<td>MS (S), SS (S,K)</td>
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<tr>
<td>Northridge</td>
<td>MS, SS (Eng, Math), ES</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S,K), I (S)</td>
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<tr>
<td>Pomona</td>
<td>909-889-2910</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), SS (S)</td>
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<tr>
<td>Sacramento</td>
<td>897-278-6403</td>
<td>MS, SS (PE, Math)</td>
<td>MM, MSD, I</td>
<td>MS (S), SS (S)</td>
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<tr>
<td>San Bernardino</td>
<td>909-880-5609</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), I (S)</td>
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<tr>
<td>San Diego</td>
<td>619-594-5155</td>
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<td>MM, MSD, I</td>
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<tr>
<td>San Francisco</td>
<td>415-338-7038</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), SS (S)</td>
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<tr>
<td>San José</td>
<td>408-924-3608</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), I (S)</td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>805-765-2126</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), I (S)</td>
</tr>
<tr>
<td>San Marcos</td>
<td>760-750-4277</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), SS (S)</td>
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<tr>
<td>Sonoma</td>
<td>707-664-2581</td>
<td>MS, I / SS, I</td>
<td>MM, MSD, I</td>
<td>MS (S), I (S)</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>209-667-3367</td>
<td>MS, ES (MM, MSD)</td>
<td></td>
<td>S, H, Cam, I (S), SS (S)</td>
</tr>
</tbody>
</table>

1 Integrated MS is a Liberal Studies major unless otherwise indicated.

* CalStateTEACH Regional Center Campuses

| Fresno              | 559-278-0234             | MS                       | MM, MSD, I                                    | MS (S), I (S)    |
| Fullerton           | 714-278-5084             | MS                       | MM, MSD, I                                    |                  |
| Los Angeles         | 323-343-6050             | MS                       | MM, MSD, I                                    | MS (S), I (S)    |
| Monterey Bay        | 831-582-4624             | MS                       | MM, MSD, I                                    |                  |

Note: All program data according to CCTC Data Base 8/03. Program offerings are subject to change. Contact campuses for latest information.

ABBREVIATION KEY

Program Codes:
- A: Audiology
- BCLAD: Bilingual Crosscultural, Language, and Academic Development Certificate
- CD: Child Development
- DHH: Deaf & Hard of Hearing
- ECSC: Early Childhood Special Certificate
- ECSE: Early Childhood Special Education
- ES: Education Specialist
- I: Internship
- LSH: Language, Speech, & Hearing
- MM: Mild-Moderate Disabilities
- MS: Multiple Subject
- MSD: Moderate-Severe Disabilities
- O&M: Orientation & Mobility
- PE: Physical Education
- PH: Physical and Health Disabilities
- SCA: Special Class Authorization ( Aphasia )
- SS: Single Subject
- UL: Urban Learning
- VI: Visual Impairments

Language Codes:
- C: Chinese
- Ca: Cantonese
- M: Mandarin
- Cam: Cambodian
- H: Hmong
- K: Korean
- Kh: Khmer
- P: Pilipino
- S: Spanish
- T: Tagalog
- V: Vietnamese