

THE CALIFORNIA STATE UNIVERSITY



Teacher Education Annual Report 1998-99



CHANCELLOR'S MESSAGE

During the next ten years, California will face an extraordinary challenge—to provide between 250,000 and 300,000 new teachers to educate its burgeoning K-12 student population. The California State University, which holds teacher education at the core of its institutional mission, is strongly committed to help meet this challenge.

The CSU is expanding its existing programs and advancing new program designs and curriculum delivery systems for qualified teaching candidates. These efforts include developing and implementing integrated undergraduate teacher preparation programs; providing increased program access through alternative scheduling; and initiating CalStateTEACH, an innovative approach to preparing teachers using a distance education model with intensive mentoring support. We are also building stronger collaborations with

our K-12 partners by participating in district internship, induction, professional development, and career ladder programs.

As we continue to work toward meeting this challenge, we have no higher priority than teacher education. We will continue to develop new programs, expand our capacity, and seek new partners in an ongoing effort to train more high-quality teachers.

It is in this collaborative spirit that I ask you to join us. Our children are our future—the quality of education they receive will determine the future quality of life in California. By working together on this challenge we can ensure that our students will receive the high-quality education they will need to succeed in the 21st century.

A handwritten signature in black ink that reads "Charles B. Reed". The signature is written in a cursive, flowing style.

Charles B. Reed
Chancellor
California State University



The CSU was founded with a central commitment to the education and preparation of the teachers essential to providing a well-educated citizenry and workforce in the state, and it remains dedicated to that role.

Introduction

The California State University holds teacher education at the very core of its institutional mission and its role in California's system of education. The CSU was founded with a central commitment to the education and preparation of the teachers essential to providing a well-educated citizenry and workforce in the state, and it remains dedicated to that role.

The preparation of professional educators is even more important today than when the system was founded. Estimates of the need for new teachers in the next decade range between 250,000 and 300,000. The extraordinary demand for new teachers is the result of three factors:

- class-size reduction;
- growing student enrollments;
- aging of the teaching force.

Presently about 30,000 classroom teachers work in our public schools without the credentials appropriate to their assignments. This constitutes 11 percent of the total teaching force. Most of California's

unprepared teachers are employed in large urban areas: the Los Angeles Basin, the Inland Empire, San Diego, and the San Francisco Bay area.

The demand for additional new teachers is paralleled by an equally strong emphasis on the importance of high quality teachers. The comparison of California students with their peers in other states, the nation, and other countries provides a grim picture of learning in California. This reinforces the need to improve the ability of teachers to facilitate learning for all students so they can function effectively in our complex social, political, and economic environment.

The California State University Board of Trustees has assigned a high priority to teacher education. Teacher education will continue to be a high priority until increases in numbers and quality of credentialed teachers result in improved K-12 student performance and a significant reduction in the need for remediation on the part of students entering the CSU.



The California State University is committed to serving every individual who wants to be a teacher, wishes to be prepared by the CSU, and meets CSU admissions standards.

Commitment

The California State University is committed to serving every individual who wants to be a teacher, wishes to be prepared by the CSU, and meets CSU admissions standards. To enhance access and to ensure its teacher preparation is sound and of high quality, the CSU has drawn from the recommendations of the *CSU Presidents Commission on Teacher Preparation and K-18 Education Report* (1997), the *SB 1422 Advisory Panel Report* (CCTC, 1997), and *The Teachers Who Teach Our Teachers* (CSU Institute for Education Reform, 1996).

To honor this obligation and fulfill its responsibility as the primary source of California teachers, the CSU is committed to the following goals:

Access *(To build capacity and efficiency of California's largest public university)*

Progress in meeting this goal includes:

- **CalTeach** – Established as a state-wide center to recruit qualified individuals to the teaching profession, the program website had approximately 3.5 million visits during the past calendar year; had 12,107 prospective teachers registered and had nearly 3,000 résumés placed on file.

- **Simplified Admissions** – Campuses have moved to one-stop credential advising/application process centers and have incorporated available technology for this purpose, including campus/program specific web-sites and computer-based/internet application and record keeping.
- **Increase Credential Recommendations** – Teacher preparation programs have expanded their collaborations with districts and community colleges to enhance recruitment, internship credential partnerships, and professional development activities through the Beginning Teacher Support and Assessment (BTSA) and induction programs.

Curriculum *(To develop opportunities for early and better articulated teacher preparation)*

Progress in meeting this goal includes:

- **Integrated Undergraduate Teacher Preparation Programs** – In an effort to enhance teacher knowledge of both subject matter and methods for effectively teaching content, all CSU campuses with teacher preparation programs have integrated undergraduate programs

underway or will have programs implemented by the fall of 1999. Most programs blend liberal studies with teacher education and include early field experience for candidates.

- **Continuum of Teacher Preparation Programs** – In addition to the new blended/integrated undergraduate programs, campuses offer a variety of alternative preparation opportunities including: traditional fifth year programs, internship programs in collaboration with local school districts, off-site cohort district programs, weekend colleges, participation in CalStateTEACH, and others.

High Standards *(To establish the CSU benchmark for a well-prepared California teacher)*

Progress in meeting this goal includes:

- **Common Admission, Transfer & Exit Standards/Policies/Procedures** – Campus programs have developed, or will soon complete development of admission, transfer, and exit standards based on the California Standards for the Teaching Profession. CSU Deans of Education and faculty are developing system-wide policies and procedures to meet this goal.
- **Individual Assessment in Teacher Education and Subject Matter Content** – Campuses have, or are developing, individual candidate assessments based on state and national standards. Programs are in place for candidate preparation for subject matter and pedagogy assessments including the Multiple Subjects Assessment for Teachers (MSAT) and the Reading Instruction Competence

Assessment (RICA). All programs are accredited by the California Commission on Teacher Credentialing and many are accredited by the National Council on Accreditation for Teacher Education (NCATE) or are seeking NCATE accreditation.

Collaboration with Schools *(To broaden University/K-12 shared role in teacher preparation)*

Progress in meeting this goal includes:

- **Increased University/School Partnerships** – All CSU campuses have district collaborations including participation in internship credential programs, induction, in-service education and professional development programs, paraprofessional training, career ladder programs with community colleges, and other special programs such as the CSU sponsored Mathematics Preparation Initiative.
- **Joint Appointment of District Personnel as Full Partners with CSU Faculty** – Campuses have initiated and implemented joint appointments through “Distinguished Teachers in Residence” programs, as adjunct faculty in lecture courses, and as field work/student teaching supervising professors.
- **Participation in District Induction Programs** – All 21 CSU teacher preparation programs participate in district BTSA (Beginning Teacher Support and Assessment) induction programs. Campus participation is also widely seen in district professional development and mentoring programs.

Teaching Credentials Earned

Production of Multiple Subject and Single Subject Credentials in the CSU during 1997-98 has increased to nearly 14,000, an

18 percent growth over 1996-97; new Multiple Subject Credentials increased by 32 percent over the same period.

CSU Credential Production

Credential Data: Comparison of 1996-97 and 1997-98 Credential Production*

	1996-97	1997-98	Change
CSU First Time/New Credentials (Multiple Subject/Single Subject**)	7,352	9,168	+25%
Multiple Subject	4,951	6,546	+32%
Single Subject	2,401	2,622	+ 9%
CSU Total Credentials (Multiple Subject/Single Subject)**	11,736	13,891	+18%
Multiple Subject	7,828	9,640	+23%
Single Subject	3,908	4,251	+ 9%

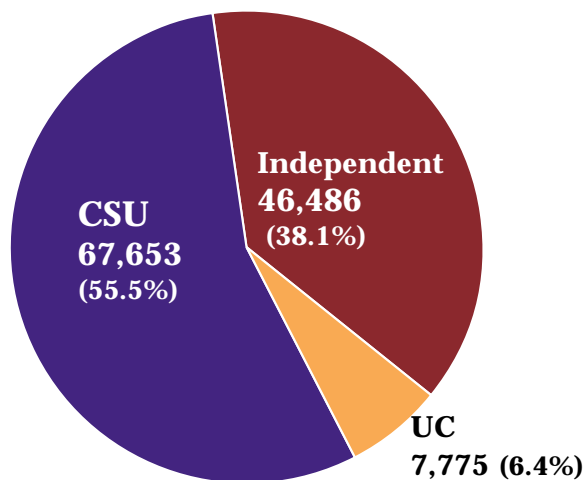
* Numbers of credentials issued from July 1 to June 30 for each reported year.

** Note: The CCTC describes First Time/New Type Credentials as those "issued to candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type)." The total number of credentials issued refers to those candidates who received First Time/New Type credentials and "those who are renewing this document as from preliminary to professional clear."

New Multiple Subject and Single Subject Credential production for the past nine years has been 67,653, producing 55.5 percent of the total number of credentials issued in California.

The figure on the right, developed from data supplied by the California Commission on Teacher Credentialing, illustrates the combined total of all first time and new type Multiple Subject and Single Subject Credentials issued by the CCTC upon recommendations of colleges and universities. The CSU has maintained its leadership as the largest preparer of credentialed teachers in California through this nine year period.

All First Time/New Type Multiple and Single Subject Credentials Issued 1989-90 through 1997-98





On virtually all CSU campuses that prepare teachers, faculty efforts to attract more qualified students to the education profession have increased.

Recruitment

CalTeach

CalTeach is a statewide effort to recruit to the teaching profession qualified individuals who represent the diversity of the public school population in California. It is housed in the CSU Institute for Education Reform at CSU Sacramento and CSU Long Beach. CalTeach was funded with the help of:

- \$500,000 from Goals 2000 federal funds
- \$400,000 in private funds (from the Stuart, Walter S. Johnson, and William and Flora Hewlett Foundations)
- \$2,000,000 from the California Legislature in 1998.

An important aspect of the program has been a media campaign to reach out to Californians in all walks of life. The program was initiated with public service announcements late in 1998 and in January of this year, including 30-second paid commercials on TV and radio.

CalTeach also serves as an information clearing-house for prospective teachers and their employers. Interested prospective teachers can contact CalTeach in two ways: 1) a counselor-assisted telephone help-line operated from 7 a.m. to 5 p.m. staffed by eight

counselors, three of whom are bilingual in English and Spanish; 2) an interactive web-site at www.calteach.csulb.edu/ that provides information about available teacher education programs along with a job-matching service for school districts and prospective teachers.

CalTeach activity includes:

- 3,487,097 visits to the site between May 5, 1998 and June 2, 1999;
- 23,218 average visits per day;
- 12,107 prospective teacher registrations between June 26, 1998 to June 1, 1999;
- 966 positions advertised on a monthly average;
- 1,600 résumés posted by users;
- 2,800 applications submitted online;
- 530 school district/recruiter registrations.

Campus Recruitment Activities

On virtually all CSU campuses that prepare teachers, faculty efforts to attract more qualified students to the education profession have increased. Students and faculty are collaborating to provide tutoring services to K-12 pupils through the federally funded "America Reads" program, CSU's own Precollegiate Academic Development

programs, and various other funded and volunteer efforts. These efforts not only support the academic performance of K-12 pupils, they also introduce university students to the roles and rewards of the teaching profession.

For persons who have expressed an interest in entering teacher preparation programs, colleges of education have:

- held advisement sessions at community colleges and secondary schools;
- partnered with K-12 districts to support para-educators in their efforts to earn undergraduate degrees and credentials;
- made advisement and application assistance available off-site to teachers with Emergency Permits;
- increased outreach on all campuses to:
 - arts and sciences undergraduates;
 - community colleges;
 - middle and high schools;
 - the community at large, through recruitment fairs and career days.

As an example of a campus-specific initiative, CSU Fullerton has established a web site through the Los Angeles based public television station, KCET (www.kcet.org). This site, "So You Want To Be a Teacher" offers information about credentials, permits, preparation programs, and educational resources available to teachers.

Three CSU campuses are recipients of new federal teacher recruitment grants for the next year (renewable for up to three years). San Diego State University will receive \$492,669 for their "Consortium for Teacher Diversity"

program working in collaboration with local community colleges, school districts, and community agencies. CSU Monterey Bay will receive \$427,990 for their "Grow Your Own Teachers" partnership with schools in the Salinas Valley. San Jose State University will receive \$191,782 for their experimental learning collaborative with local school districts, the city of San Jose, and other partners. Each of these local projects is extremely valuable in our collective work to attract and retain the high quality individuals needed for the teaching profession.

Attracting Teachers from Varied Backgrounds

Two system-wide programs coordinated by the Chancellor's Office staff focus on recruitment of a diversified pool of teachers:

- The Bilingual Teacher Recruitment Program is directed specifically to attracting multi-lingual persons into the teaching field;
- The Teacher Recruitment Project supports a wide variety of efforts to acquaint students in high school through undergraduate study with opportunities for fulfilling careers in education.

Together these programs served more than 10,000 students in 1998-99. Both programs provide a range of services, extending from informational and experiential opportunities to students who might be considering teaching as a career option, to career counseling, academic advising, and financial support for students.

New Financial Aid Opportunities for Teacher Education Students

Until recently there was little financial aid available for students preparing to be teachers. In addition to the grants and scholarships described below, increasing numbers of CSU teacher credential students are taking advantage of the Assumption Program of Loans for Education (APLE), which is a program of forgivable loans for teachers who work in shortage fields or in hard-to-staff schools. In 1998-1999, 61.9 percent (1,527) of the APLE warrants awarded in California went to CSU students. CSU students also received 51.2 percent (1,046) of the Cal Grant T awards, which cover the cost of tuition and fees to obtain a Multiple Subject or Single Subject Credential.

CSU Celebrating Teachers

The “CSU Celebrating Teachers” initiative honors the heritage of many of our campuses as primarily teacher preparation institutions and those CSU alumni who have chosen teaching as a profession. During the 1999-2000 school year, each campus will select an Outstanding Alumni Teacher to participate in system-wide and campus events that will



Edison International Teachers of Tomorrow

Edison International has joined with the CSU in establishing the Edison International Teachers of Tomorrow Scholarship Program to be initiated with the 2000-2001 academic year. The goal of this program is to recognize CSU students who are entering a fifth year teacher preparation program and who demonstrate financial need and academic merit. One-hundred scholarships will be awarded to students at seven designated campuses.

Wilson C. Riles Scholarship Program

The Wilson C. Riles Education Foundation plans to establish an endowment to fund the Wilson C. Riles Scholarship Program. The endowment will provide scholarships to CSU students who are educationally and economically disadvantaged and who are entering the teaching profession. This system-wide scholarship program will be administered through the CSU Foundation.



Recognizing the link between the quality of teachers the CSU prepares and the quality of their pupils who enter the CSU has spurred faculty and administrators to look at strategies for enhancing teacher knowledge of both subject matter and methods for effectively teaching content.

Curriculum

Two legislative proposals, Senate Bill 1422 and Senate Bill 2042, have served as catalysts for the significant redesign of teacher preparation programs in California. These bills were designed to ensure that teachers are well prepared in both content and pedagogy and that they will be able to facilitate their pupils' success in reaching the K-12 content standards. CSU campuses have launched an unprecedented effort to strengthen collaboration between the colleges of education, the colleges of arts and sciences, and the K-12 schools to address matters of quality in the preparation of teachers. Recognizing the link between the quality of teachers the CSU prepares and the quality of their pupils who enter the CSU has spurred faculty and administrators to look at strategies for enhancing teacher knowledge of both subject matter and methods for effectively teaching content.

CalStateTEACH

CalStateTEACH is a new alternative Multiple Subject Credential program with an emphasis on preparing teachers to work in multicultural classrooms. Enrolling its first students in fall 1999, this nontraditional program will be offered statewide by the CSU

to meet the critical need for elementary teachers in California. The program is designed around the intern model of teacher preparation and is available to teachers who hold an Emergency Permit and teach in an elementary school. It is also available to those who want to become teachers but are unable to access campus programs due to personal circumstances or because they live beyond reasonable commuting distance to a university. CalStateTEACH is a personalized program of independent learning in which beginning teachers work in small groups, with an intensive support network of university faculty who are based in off-campus centers located throughout the state.

This flexible form of instruction allows part-time, home-based study and uses a rich mix of print, Internet, video, and audio materials. In addition, intern teachers also receive extensive program support from mentors and principals at their own school site. After successful completion of the 18-month program, intern teachers will have earned a Preliminary Multiple Subject CLAD (Crosscultural, Language and Academic Development) Credential and 39 semester units of credit.



This program will begin serving students in September 1999 and is expected to enroll about 500 students in its first cohort. Information about CalStateTEACH may be obtained by calling toll-free, 1-877-225-7828, by email at calstateteach.calstate.edu, or through the Internet at www.calstateteach.net.

Integrated Undergraduate Programs

Faculty on all CSU campuses with teacher preparation programs are developing integrated undergraduate routes to a credential. The study of subject matter and professional education strategies will be linked throughout the undergraduate program with the intent to improve the quality of the novice teacher's preparation. Students will engage in early field experiences, and will study subject matter and pedagogical strategies simultaneously. They may earn undergraduate degrees and teaching credentials in a shorter period of time than has been possible under the current system.

Programs are being designed by broad-based collaborative teams of faculty from education and the arts and sciences, community college representatives, and K-12 partners in an effort to meet the needs of entering freshmen and transfer students. The advantage of this program is that more students will be prepared to take jobs as credentialed teachers because they will earn those credentials, along with an

undergraduate degree, in four, four-and-a-half, or five years. In addition, these programs should reduce the number of teachers with Emergency Permits serving in the state's classrooms. The following are examples of work in this area:

- 10 campuses have been funded by either the Commission on Teacher Credentialing (6) or the Stuart Foundation (4) to support the development of their integrated undergraduate programs;
- one campus (CSULA) is presently piloting a program, while designing a second one;
- most campuses expect to begin integrated undergraduate programs in fall 1999 or winter/spring 2000.

While most of the efforts toward creating integrated programs have focused on linking Liberal Studies with Multiple Subject Credential programs, some campuses are working on integrated disciplinary/Single Subject Credential programs.

Mathematics Preparation Initiative

The 1998-1999 CSU budget included \$1.5 million for in-service training of middle school teachers who are among the 4,500 K-12 mathematics teachers identified by the California Commission on Teacher Credentialing as underprepared and in need of professional development. Each CSU campus with a teacher training program submitted a plan for funding that included:

- a district training needs analysis for middle school mathematics teachers;
- a plan for offering classes or training modules that would be easily accessible to teachers;

- the ability of the program to move teachers toward the addition of a Supplementary Authorization in mathematics to existing credentials;
- curriculum that would improve teachers' knowledge of mathematics content and how to teach it.

These projects are currently in progress and will be completed in the fall of 1999. An evaluation component of the MPI will determine the success of the program including numbers of teachers served and types and number of courses offered.

The following are excerpts from reports of program implementation on individual campuses:

- Six thousand surveys were distributed which resulted in three classes being offered in the spring and 10 more math classes and 6 pedagogy labs will be offered in the summer;
- Twenty-five applicants have been accepted into the program; most of them desperately need help in the math they are teaching. A sense of camaraderie and support has developed among participants;
- Three sections of a six-unit upper division mathematics class will be offered this summer—there are 68 applicants for this course;
- MPI funds have made a real difference already in the delivery of mathematical professional development to the teaching community;
- A video tape/television course was developed that highlighted a theme in elementary mathematics and articulated

the California mathematics standards related to that theme – three classroom teachers showcased specific classroom activities related to these themes;

- There has been a focus on increasing teachers' knowledge of the ELM and the California academic content standards to improve the academic readiness of their pupils in this area;
- The amount of math content our participants are receiving is phenomenal;
- Two projects have established program web-sites: CSU San Marcos: ww2.csusm.edu/mpj; and CSU Fresno: www.csufresno.edu/math/cvmpi.

Governor's Elementary Reading Initiative Institutes

During the summer of 1999, K-3 public school teachers and faculty from the CSU and other institutions of higher education worked in partnership under the aegis of the California Reading and Literature Project to provide intensive professional development on the teaching of K-3 reading. Teachers were provided training on effective, research-supported strategies for teaching crucial beginning reading skills based on the new California Reading and Language Arts Framework and the California Language Arts Content Standards.

Eighteen CSU campuses participated with teachers from 233 districts in 51 California counties in an effort to offer institute training to 6,000 teachers each year for the next five years. In addition to learning teaching strategies, teachers were trained in the use of classroom assessments in reading and

strategies for encouraging parents to become more active in providing reading opportunities for their children.

DELTA – An Initiative of the Los Angeles Annenberg Metropolitan Project

This five-year initiative is intended to change teacher education by making it even more of a true collaboration between the participating schools and their partner CSU institutions.

In this project pre-service teacher education is expected to be delivered primarily on a K-12 site jointly by a paired family of schools (a high school and its feeder middle and elementary schools) and a linked CSU campus. The pre-service program is expected to feed into an induction program and then into the professional development program for teachers of the family of schools. All of the teacher education activities are to be linked to the family's learning plan and the needs of the pupils in the specific school family. The ultimate purpose of the initiative is to increase student performance at the K-12 level.

CSU participants in the program include Dominguez Hills (linked to Pasadena, and funded by the Ford Foundation), Long Beach (paired with the Polytechnic family of schools in Long Beach), Northridge (connected to the Frances Polytechnic family in Sun Valley in LAUSD), and Los Angeles (linked with the Lincoln family in LAUSD).

The strongest feature of the program to date is the induction component, in which experienced teachers are trained to serve as

coaches for the new but underprepared teachers. CSU Long Beach has also engaged their K-12 partners in the development of an integrated undergraduate teacher preparation program which will begin in fall of 1999. They have offered several credential courses at the school sites, along with some professional development activities.

CSU Dominguez Hills is delivering its regular credential program in Pasadena through its Office of Extended Education, along with a number of professional development activities, and they are also planning to offer a Master's Degree program on site. Cal State LA has also offered on-site credential courses and has concentrated on the coaching program. Their work is linked to the Accelerated Schools program.

The CSU Northridge/Poly collaborative has produced a fully redesigned pre-service program collaboratively delivered at the family site. In 1998-99 they served 60 students who earned Multiple Subject, Single Subject and Special Education Preliminary Credentials. They also serve a cohort of Single Subject Intern teachers.

DELTA is designed to include an expansion to additional sites in the fall of 1999.

Memoranda of Understanding among the participant institutions specify two additional partnership sites in LAUSD and one in Long Beach. Each of the partnerships will pair a CSU campus with a school family and will require added commitments of resources from both the K-12 schools and the CSU. Another expansion to two more sites in LAUSD is scheduled for the following year.

Partnerships with K-12 Schools

All campuses have expanded their partnerships with school districts to increase the clinical components of the pre-service program and thereby provide better preparation for novice teachers.

Collaborations include:

- increased numbers of classes are being taught at K-12 school sites to take full advantage of the clinical opportunities;
- more courses are being taught (or team-taught) by expert K-12 educators;
- at least five campuses have active Teacher-in-Residence programs in which expert K-12 educators are hired full-time by the CSU campus.

Pre-intern and Intern Programs

Recently new programs have been developed as partnerships between local K-12 school districts and campuses to deliver pre-intern programs to students who have not met subject matter competency requirements and are teaching with Emergency Permits. These programs assist students in preparing to take the subject matter tests (MSAT, the Multiple Subjects Assessment for Teachers), and provide instructional strategies for novice teachers.

Every campus with a teacher education program now provides at least one intern program to serve students who are employed but not credentialed and have met subject matter competency requirements. These programs are carried out in partnership with one or more districts. The university and the district partners work together to provide

formal preparation courses and supportive clinical experiences in the teacher's own classroom. A crucial component of this program is the on-site supervision the teacher/student receives from both the university and the district from the time the program begins until the teacher earns a basic credential.

Intern 2000 is a collaboration of eight Southern California campuses. It has provided free MSAT preparation courses to teachers with Emergency Permits who are enrolled at CSU campuses. Intern 2000 has also developed advisement materials to facilitate student transfer from one campus to another on the cooperating CSU campuses. Presently the group is exploring a process for facilitating credential student transfer from one campus to another without repeating the complete application process.

Support for Teachers with Emergency Permits

All of the CSU teacher preparation programs offer courses, workshops, and support services to teachers with Emergency Permits at times and locations designed to serve the working and underprepared teacher. These services include evening and week-end courses and advisement services, classroom management workshops, and CBEST and MSAT preparation workshops.

Use of Nontraditional Instructional Formats

The CSU has encouraged faculty of its teacher preparation programs to design and implement nontraditional instructional

formats. While CalStateTEACH will showcase this move to non-traditional formats, campuses have also offered programs and courses through off-campus collaboration efforts with local school districts through flexible scheduling using a weekend college model and specially designed offerings through offices of continuing education. Two important and innovative approaches to nontraditional instructional formats include distance learning technologies and the move to campus flexible scheduling/year round operations.

Distance Learning Technologies

Beginning in 1997-1998, several campuses increased program access through the delivery of credential courses via distance learning technology.

- With the support of corporate funding, several CSU professors developed courses in the teaching of reading and introductory special education for teachers in regular education classrooms. Instruction is delivered via text, video tapes, and individual communication between faculty members and students. These courses have been offered on 12 campuses;
- Several campuses have redesigned one or more of their courses to make them accessible via the internet and/or television;
- CSU Northridge was funded by the Commission on Extended Learning to develop three courses for delivery via distance learning technologies as the initial component of a Single Subject

Credential program to serve military personnel and civilian employees of the military in Ventura County.

Flexible Scheduling/ Year-Round Operations

The CSU is expanding opportunities for students to enroll during the summer. As funding is made available by the legislature, students enrolling in teacher preparation courses during the summer will pay fees at the state-supported program rate rather than at the more expensive extended education rate. In this time of great demand for teachers, it is appropriate to serve the teacher candidate population on an expanded year-round schedule. The purpose of instituting flexible programming is to allow students to earn their teaching credentials more quickly, at less expense, and in periods of time that are compatible with their work schedules and the calendars of their K-12 schools.

Conclusion

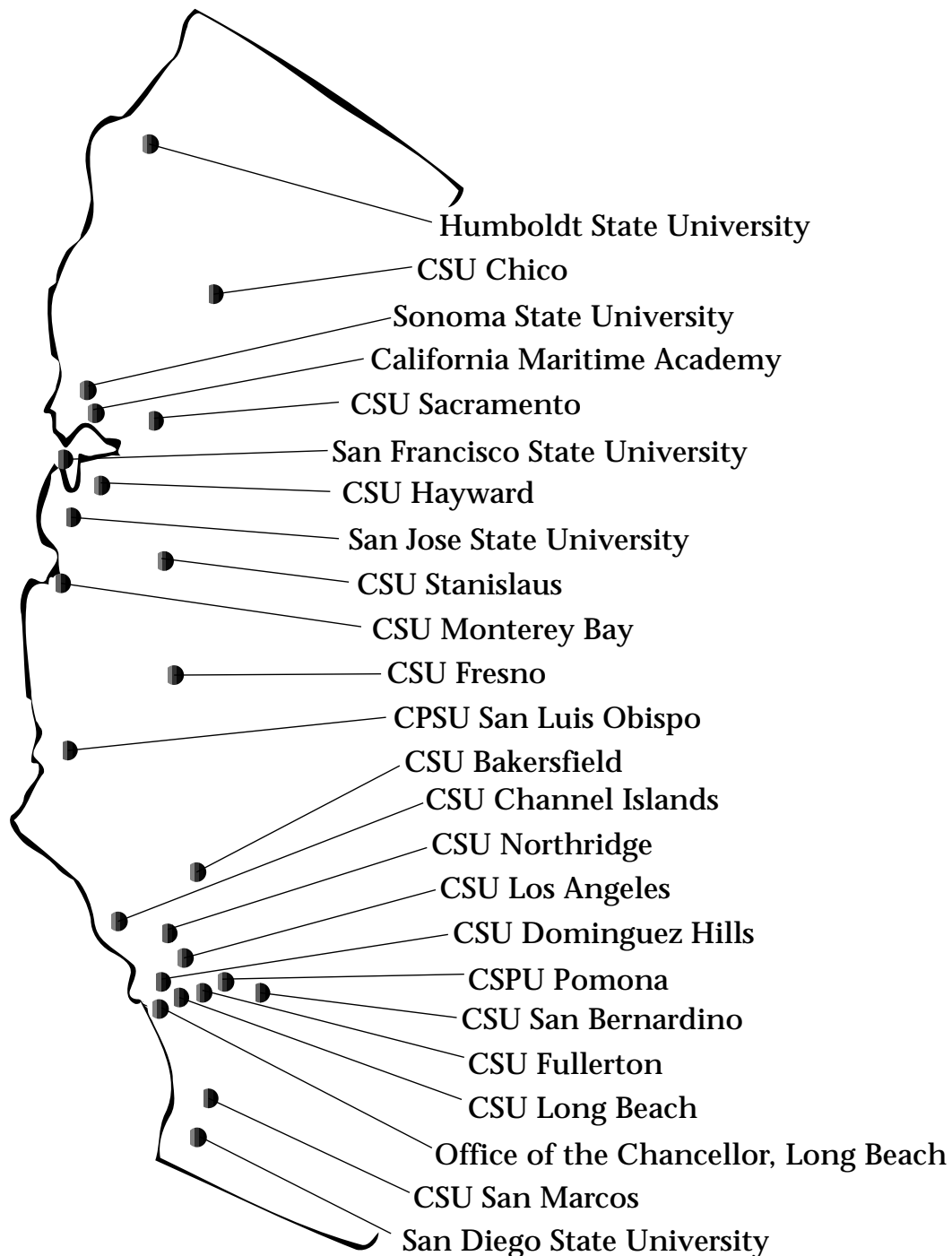


Increased recruitment efforts, the development of new and innovative training programs and the implementation of expanded and flexible scheduling of teacher preparation program offerings have resulted in increasing the number of teachers who completed their training in the CSU.

The CSU is meeting its commitment to prepare more high quality teachers for California's K-12 sector. Increased recruitment efforts, the development of new and innovative training programs and the implementation of expanded and flexible scheduling of teacher preparation program offerings have resulted in an increasing number of teachers who complete their training in the CSU. We expect to continue this pattern of growth while at the same time supporting and expanding our links to schools, their staffs, children, and families.

The CSU welcomes this challenge and is confident that it can continue to increase enrollment of prospective teachers in its preparation programs and can pursue this goal with the high standards for teacher and pupil performance that will enhance the outcomes of the education enterprise.

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