

THE CALIFORNIA STATE UNIVERSITY



Teacher Education Annual Report 1999-2000



THE CHANCELLOR'S MESSAGE



As we move forward into a new century, the California State University continues to place teacher preparation among its highest priorities. The CSU, which prepares nearly 60 percent of California's teachers, remains firmly committed to helping our state meet the challenge of recruiting and training nearly 300,000 high quality teachers for the classrooms during the next 10 years.

Over the past year, the CSU has made a great deal of progress on this effort. In 1999—a year ahead of schedule—the CSU met our Board of Trustees' goal of increasing by 25 percent the number of teachers we recommend for credentials annually. As of this fall, we enrolled more than 650 working elementary school teachers in our landmark CalStateTEACH Internship Credential program. And most recently, Governor Davis and our state legislature approved a \$9 million increase in the 2000-01 budget for CalTeach, the CSU-led intersegmental one-stop teacher recruitment and referral center.

We have also made significant changes within our teacher preparation programs. Over the past two years, every CSU campus has begun simplifying the admission

process for students. Our trustees recently approved a common admission standard for teacher preparation programs on all campuses, as well as an increase to six teacher education units that can be transferred from community colleges to the CSU. And by next year, every campus will have revised its curriculum to offer a blended program that allows students to begin teacher preparation earlier in their academic careers as undergraduates.

Critical to the success of all of these efforts are close partnerships and collaboration. Each of our campuses has increased the number of partnerships it has with local K-12 schools. Our campuses also are working in close collaboration with the University of California to offer workshops and in-service preparation for California's working teachers.

In the 21st century, we will continue to push forward with these outreach and partnership efforts, and we will continue to serve the students of California with high quality programs and opportunities. And, perhaps most importantly, we will continue to improve and expand our teacher preparation programs so that we can provide more and better teachers for the classrooms of California. Our students—present and future—deserve no less.

A handwritten signature in black ink that reads "Charles B. Reed". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Charles B. Reed
Chancellor
California State University



Educating all of California's young people to high standards for a successful future is both a top priority and an enormous challenge.

INTRODUCTION

The CSU

The numerous projects and initiatives that are highlighted in the 1999-2000 Teacher Education Annual Report reaffirm the California State University commitment to prepare quality teachers who will be instrumental in increasing the level of student achievement in our state. The CSU pledge to prepare effective teachers is in line with a national perspective that focuses on the importance of preparing quality teachers, aligning teaching standards with state standards and K-12 curricula, and devising accountability measures for teachers and students. As a leader in the development of programs and policies that support these initiatives, the CSU continues to assign a high priority to its responsibility of recruiting and preparing effective teachers for the 21st century.

This commitment comes at a time when California's current teacher shortage is heightened by the "graying" of the teaching population, rising enrollments, and the continued effect of class size reduction enacted in 1996. At a national level, 2 million new teachers will be needed over the next decade, 250,000 to 300,000 within California alone. As the state seeks viable solutions to this shortage, it becomes more important than ever for the CSU to provide leadership in creating programs that will make a difference for California schools.

The CSU pursues its commitment of supporting teacher preparation activities through a variety of systemwide efforts and initiatives. These projects have included professional development activities, recruitment and partnership initiatives, accountability measures, and the infusion of technology in the teaching process.

In general, CSU teacher preparation activities for 1999-2000 can be broadly categorized in the areas of

- CSU systemwide initiatives and partnerships,
- teacher preparation activities that support the recruitment and credentialing of candidates through several pathways, and
- teacher-focused projects that promote the skill development of teachers along the continuum of recruitment and pre-service and in-service education.

The CSU commitment to teacher preparation will remain high as national, state, and local agencies continue to place priority on recruiting and preparing qualified teachers for every classroom. As educators and lawmakers realize, and data continue to support, the success of educational reforms will depend largely on the knowledge and skills of our classroom teachers.

Commitments

Progress on CSU's Commitment to Prepare High Quality Teachers

In July 1998, the Board of Trustees adopted a statement titled *CSU's Commitment to Prepare High Quality Teachers*. This statement includes 10 goals, each having a specific timeline for completion. Developed and recommended by the CSU Presidents Commission on Teacher Preparation and K-18 Education, the goals were formulated to increase the number and quality of credential holders prepared by the CSU. Campuses have made significant progress in achieving the goals set in the four responsibility areas of access, curriculum, high

standards, and collaboration with schools. The target date for final goal completion was July 2000 and a three-phase process for the evaluation of progress was utilized for accountability.

- **Phase I** – Campuses informally reported on goal implementation in spring 1999.
- **Phase II** – Campuses responded to a formal questionnaire identifying the activities, products, and other quantifiable evidence that demonstrated achievement of the goals.
- **Phase III** – Public school constituent evaluation will be conducted in fall 2000 and spring 2001 by an external research institute under the aegis of the CSU Presidents Commission.
- A final report on goal attainment will be presented to the trustees in December 2001.

Campus Commitments Progress

To date, campuses have met and exceeded the targeted goals and timelines for demonstrated progress toward the *CSU's Commitment to Prepare High Quality Teachers*. CSU campuses have taken seriously the responsibility to enhance access and improve the quality of their respective teacher preparation programs.

Access – To build capacity and efficiency of California's largest public university

- CalTeach, the statewide teacher recruitment center operated by the CSU, had more than 10.5 million visits to its Web site between May 1998 and July 2000; has more than 38,000 registered teachers; and more than half of the state's districts are registered as recruiters.
- Each CSU has examined and expedited its admissions, advisement, and student services for credential admissions. Advisement is available online at 13 campuses, and the remaining campuses will have such online assistance available within the year.
- CSU recommendations for Multiple Subject credentials increased by 31 percent between 1996-97 and 1998-99, and Multiple Subject and Single Subject credentials combined increased by 25 percent.

Curriculum – To develop opportunities for early and better articulated teacher preparation

- All 21 of the CSU teacher preparation campuses have initiated integrated undergraduate teacher preparation programs. Fourteen of these programs began enrollment in the fall of 1999, with more than 600 students systemwide. The remaining campuses are in the process of program approval, with six more programs to begin in 2000. The final campus will begin enrolling students in a blended program in January 2001.
- Every CSU teacher preparation campus offers multiple pathways to credential preparation including flexible and nontraditional routes designed to serve students with varying needs. Programs are offered at K-12 sites, through distance learning, part-time and evening course scheduling, state-supported summer programs, and extended education.

High Standards – To establish the CSU benchmark for a well-prepared California teacher

- The Board of Trustees approved common admission standards to teacher preparation programs in July 2000.
- The CSU is participating in the California Commission on Teacher Credentialing–sponsored development of common exit standards. These common exit standards will result in the development of a common exit assessment required by the state for all candidates who complete teacher preparation programs.

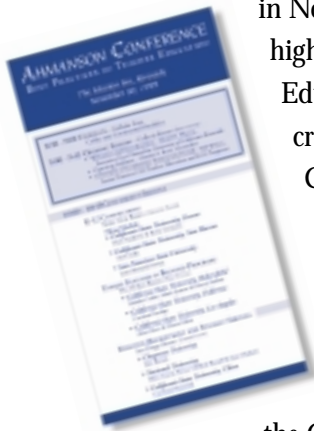
Collaboration with Schools – To broaden university/K-12 shared role in teacher preparation

- All campuses report an increase in K-12 partnerships including more than 475 internship credential agreements, 21 teacher preparation programs for teacher aides, and district site programs for Emergency Permit teachers. All 21 campuses participated in the CSU-sponsored program to increase the mathematics preparation of in-service middle school teachers.
- Fourteen campuses utilize joint appointments of district personnel to work as visiting faculty members. All 21 campuses employ district personnel as adjunct faculty in teacher preparation courses.

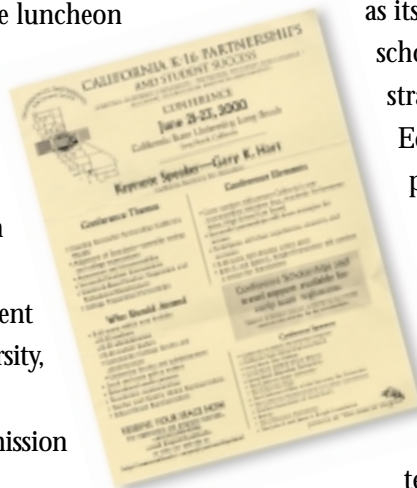
- Twenty CSU teacher preparation programs are active partners with school districts in the state's Beginning Teacher Support and Assessment (BTSA) program for novice teachers. Nineteen of the campuses are partners with districts and teacher organizations in programs for lifelong professional development of teachers.

Ahmanson Conference

The Ahmanson Foundation and the CSU sponsored a day-long conference on teacher preparation in Riverside in November 1999. The conference highlighted "Best Practices in Teacher Education" across the top 30 credential-producing campuses in California. The 125 attendees included teams of participants from 21 campuses of the CSU, three University of California campuses, six private colleges and universities, and representatives from the California Commission on Teacher Credentialing, the CSU Chancellor's Office, and the CSU Statewide Academic Senate.



The Ahmanson Conference was an intersegmental conference in its framework and participation. Dr. David Warren, Executive Vice Chancellor, University of California, Riverside, provided the opening welcome to participants, and Chancellor Reed presented the keynote address. Gary Hart, who was the current California Secretary for Education, was the luncheon speaker on "Educational Policy Issues in California." The conference concluded with closing remarks from Dr. Robert Calfee, Dean of Education, University of California, Riverside; Dr. Jim Brown, Dean of Education, Chapman University; Dr. Diane Cordero de Noriega, Vice President for Academic Affairs, California State University, Monterey Bay; and Dr. Sam Swofford, Executive Director of the California Commission on Teacher Credentialing.



"Best Practices in Teacher Education" presentation topics included

- K-12 Connections,
- Unique Features in Blended Programs,
- Effective Recruitment and Student Services,
- Innovative Programs to Meet Credential Shortages,
- Community College Connections That Work,
- Preparing Teachers to Work with At-Risk Populations,
- Online Systemwide MSAT Diagnostic/Tutorial,
- Different Systems for Student Teaching Supervision,
- Innovative Projects.

Attendance was structured to promote team participation from each campus to include the provost or academic vice president, the dean of education, and two education faculty members. By attending as teams, colleges and schools of education could better communicate and discuss the best practices and target future needs, goals, or activities applicable to each respective campus. Time was allotted throughout the conference so that teams could review what they had learned and reflect on what might be applied to their programs. The conference format and the variety of presentations gave participants the opportunity to interact with colleagues across campuses and educational systems.

California K-16 Partnerships and Student Success Conference

The California K-16 Partnerships and Student Success Conference held at CSU Long Beach in June 2000 had as its focus, partnerships between public schools and higher education as the key strategy in raising student achievement. Educating all of California's young people to high standards for a successful future is both a top priority and an enormous challenge. Public and private colleges and universities must share responsibility for preparing teachers who are knowledgeable about what they teach and proficient in how they teach.



California must make good on the entitlement of each child to a competent and caring teacher.

Under the leadership of the Long Beach Seamless Education Partnership a host of able sponsors, presenters, and participants were brought together to learn more about the benefits and outcomes of K-16 collaboratives throughout the state. Themes addressed included

- partnerships for alignment of standards,
- program assessment and accountability,
- successful student interventions,
- standards-based college preparation, teacher preparation, and professional development.

Keynote speakers included former Secretary for Education Gary Hart; national advocate for student achievement Kati Haycock; innovative K-12 urban Superintendent Carl Cohn of Long Beach USD; and expert in higher education student retention Laura Rendon.

Partnerships with K-12 Schools

As campuses expand their educational partnerships, not only have there been increases in alliances with school districts, but there have been additional linkages to help improve access and quality of teacher preparation programs. Evidence of successful partnerships include:

- Campuses have developed formal articulation agreements with area community colleges that provide students with smoother transitions to CSU liberal studies waiver programs and undergraduate blended teacher credential coursework.
- Thirteen campuses have Teacher-in-Residence programs in which expert K-12 educators are hired full time by the CSU campus to work as teacher education faculty members. This is an increase from five campuses in 1998-99.

- All campuses support K-12 collaboration by actively participating in one or more of the following efforts: teacher induction programs, BTSA programs, employment of K-12 personnel as adjunct faculty, and offering coursework that provides continuing professional development for teachers.
- Increased number of special projects that focus on the recruitment of teachers, the increased support of teachers during their preparation, urban teacher preparation alliances, and seamless delivery models that provide for pre-service, in-service, and professional development activities.

Teacher Recruitment

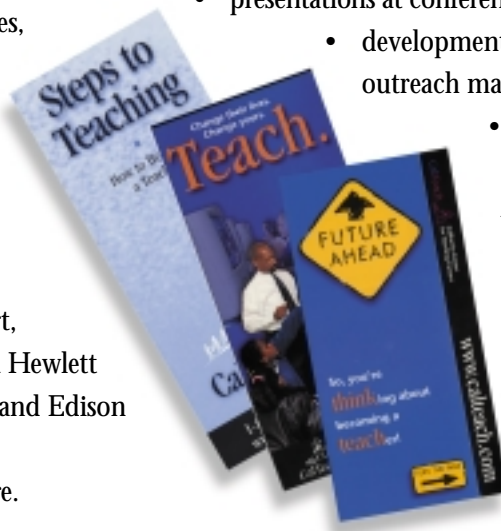
CalTeach

CalTeach (California Center for Teaching Careers) is a statewide effort to recruit qualified individuals who represent the diversity of the public school population in California. Administered

by the CSU system and housed in the CSU Institute for Education Reform at CSU Sacramento and CSU Long Beach, CalTeach works with K-12 agencies, community colleges, independent colleges and universities, the UC, and CSU campuses in order to assist in the creation of clear pathways into the teaching profession. CalTeach was funded in 1999-2000 with the help of

- \$500,000 from Goals 2000 federal funds (through 2000),
- \$450,000 in private funds (from the Stuart, Walter S. Johnson, and William and Flora Hewlett Foundations, Aetna Retirement Services, and Edison International),
- \$2,000,000 from the California Legislature.

A media campaign was launched in late 1998 and continues today. Public service announcements and paid ads on TV and radio direct individuals interested in becoming



teachers to the CalTeach Web site (www.calteach.com) or to a toll-free adviser helpline (1-888-CALTEACH) for free information about

- teacher preparation programs (traditional and alternative),
- teacher recruitment programs (middle school, high school, community college, county office, college and university-based),
- job listings (certificated, administrative, classified),
- financial aid,
- education events (career fairs, conferences, meetings),
- school districts (location, programs, school sites).

CalTeach also provides the following free services:

- online resumé and job application posting that can be sent to any district within the state,
- job posting capability for all districts,
- toll-free adviser telephone helpline that provides personalized assistance to prospective teachers,
- phone information search that provides full access, in multiple languages, to Web information,
- technical assistance to recruitment program directors and teachers,
- outreach presentations to students, educators, community and business groups,
- presentations at conferences, meetings, and career fairs,
 - development and distribution of outreach materials,
 - customer support via e-mail.

As of summer 2000, activity on the CalTeach Web site included

- 5,341,191 visits to the site between July 1999 and June 2000,
- 24,569 average visits per day,
- 37,718 prospective teacher registrations between June 26, 1998, and August 11, 2000,
- 5,874 resumé posted by users,
- 18,608 job applications submitted online,
- 987 school district/recruiter registrations,
- 1,482 positions advertised (monthly rotation).

Teacher Diversity

The CSU has two programs designed to attract individuals from groups traditionally underrepresented in higher education into the teaching profession. One is the Teacher Recruitment Project; the other is the Bilingual Teacher Recruitment Program.

The goal of the **Teacher Recruitment Project** is to attract future education professionals from K-12 schools who are interested in pursuing a teaching career. Secondary school and community college students from areas in which teaching has not been a common career goal are identified as potential teacher candidates in an effort to make California's teaching workforce more diverse and inclusive.

The Teacher Recruitment Project, as designed by each campus, corresponds to unique regional characteristics, targets multiple audiences, and includes 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 districts and community colleges.

Each CSU campus has developed a unique program designed to best serve the specific needs of the students and community it serves. However, there are specific program elements that are common across all programs. These elements have been shown by research to be especially effective in recruiting and retaining targeted groups to teacher education preparation programs. These elements include

- academic support – providing students with academic and tutorial assistance,
- test preparation – preparing students for competency and entrance requirement examinations, including CBEST, MSAT, and SSAT,
- career counseling – providing information to both secondary and undergraduate students regarding teaching and preparing for a career in education,

- academic advisement – providing students with assistance in selecting a major, choosing appropriate courses, and meeting prerequisite requirements,
- experience with teaching – partnering students with mentor teachers as educational role models, as well as providing opportunities for students to serve as tutors and teaching aides,
- financial assistance – providing students with financial assistance for registration fees, books, and materials through grants and stipends, scholarships, and paid internship or tutoring positions.

This project is aligned with the spirit and intent of the current credentialing reform movement in California. Candidates who might not otherwise enter the teaching field come to the profession from varying backgrounds, including education paraprofessionals and those who are seeking a career change.

Bilingual Teacher Recruitment Program (BTRP)

The purpose of the **Bilingual Teacher Recruitment Program** is to increase the numbers of bilingual teachers and those from underrepresented groups entering the teaching profession. The CSU Chancellor's Office administers this \$2 million program annually through a grant agreement with the California Department of Education. The program, created by the legislature, ends with the 2000 calendar year. Currently, 23 school districts and county offices of education receive funding for this specially focused teacher recruitment program.

TEACHER PREPARATION

Enhancing the Teacher Preparation Process

New Community College Transfer Policy

As a part of the commitment to help meet the critical shortage of classroom teachers in California's schools, the CSU launched an alternative route for credential preparation: integrated undergraduate programs. The new integrated undergraduate programs provide opportunities to begin and finish teacher preparation during the undergraduate years so that students can complete a bachelor's degree and a teaching credential at the same time.

These new training programs have heightened awareness of and a need for greater cooperation between the community college system and the CSU. As recognized by the recent Memorandum of Understanding between the California Community Colleges and the CSU, community colleges can play an important role in initial undergraduate preparation in professional education.

Previous policy allowed for the transfer of one community college course in "introduction to education" to a CSU program in teacher education. In summer 2000, the CSU Board of Trustees adopted new policy that provides for the transfer of up to six semester units in education courses taken in a community college. With the development and implementation of appropriate articulation agreements between the CSU and the community colleges that may include the availability of early field experiences, students will be encouraged to enter the education profession earlier in their college careers.

Common Admission Standards to CSU Teacher Preparation Programs

As noted earlier, one of the CSU's goals is the establishment of common and easily understandable admission standards for teacher education. In order to meet this goal, the CSU deans of education recommended to the Board of Trustees systemwide common admission standards that also meet preparation program standards of quality established by the California Commission on Teacher Credentialing. The policy revision adopted by the Board of Trustees in summer 2000 includes

- utilization of a single grade point average criterion for program admission systemwide,
- additional admission requirements based on class standing, subject matter completion, prerequisite courses, and employment status that vary according to the type of credential the applicant is seeking and the type of preparation program (traditional, intern, or integrated) to which admission is sought,
- the provision that all applicants meeting systemwide admissions standards be considered eligible for admission to a basic credential program of the same type by any other CSU campus that is not impacted.

Credential Pathways

Traditional Route

The traditional route to teacher preparation in California has been the completion of professional coursework during a postbaccalaureate year. While it has been possible for teachers to complete their teacher preparation during undergraduate years, most teachers complete this



The Internship Credential provides novice teachers with the opportunity to complete a professional education preparation program while being employed as a full-time classroom teacher.

work after they have completed the bachelor's degree. CSU teacher preparation programs offer preparation for Multiple Subject, Single Subject, and Education Specialist credentials and in Crosscultural, Language and Academic Development (CLAD) and Bilingual, Crosscultural, Language and Academic Development (BCLAD) authorizations.

Teaching Credentials Earned

The California State University has been, and continues to be, the premier higher education institution for teacher preparation in the state. The Class Size Reduction initiative increased the need for more qualified teachers to crisis proportions. Initiatives by CSU teacher preparation programs and additional support from the state beginning in the 1997-98 school year provided the impetus to meet the challenge of increasing teaching candidate production.

CSU Credential Production* 1996-97 and 1998-99

Credential	1996-97	1998-99	% of Increase
Multiple Subject (MS)			
First Time/New Type**	4,951	6,494	31
Renewal/Upgrade	2,877	3,215	12
Total***	7,828	9,709	24
Single Subject (SS)			
First Time/New Type	2,401	2,716	13
Renewal/Upgrade	1,507	1,602	6
Total***	3,908	4,318	11
MS/SS			
First Time/New Type	7,352	9,210	25
Renewal/Upgrade	4,384	4,817	10
GRAND TOTAL	11,736	14,027	20

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

** The California Commission on Teacher Credentialing (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 plus those "who are upgrading (renewing) from a preliminary credential to a professional clear." (CCTC)

According to reports from the CCTC, the number of Multiple Subject credentials issued to CSU first time/new type applicants rose from 4,951 in 1996-97 to 6,494 in 1998-99—an increase of 31 percent (see table above).

Similarly, data from the CCTC shows that the CSU produces more special education teachers than all other California colleges or universities combined. During the 1998-99 year, the CCTC reports that the CSU recommended 1,467 teachers for specialist credentials. This figure represents 66 percent of all specialist credentials issued during the past year.

Alternative Routes to Credentialing

Internships

The Internship Credential provides novice teachers with the opportunity to complete a professional education preparation program while being employed as a full-time classroom teacher. In order to be eligible for a university Internship Credential, applicants must have completed a bachelor's degree and demonstrated subject matter competence through the successful completion of a program approved by the CCTC or the passage of an approved subject matter examination. In addition, candidates must have passed a basic skills exam (CBEST) and provide evidence of employment as a teacher in a school district that has a written partnership agreement with the university in which the applicant is enrolled.

Currently, CSU campuses have 475 campus-district partnership agreements with 3,806 students enrolled in Internship Credential programs. Teaching internships are

available for Multiple Subject and Multiple Subject CLAD (Crosscultural, Language and Academic Development emphasis) and BCLAD (Bilingual, Crosscultural, Language and Academic Development emphasis) credentials, Single Subject and Single Subject CLAD and BCLAD credentials, and in each of the special education specialist credential areas. The CSU has more special education internship credential programs than all other teacher preparation programs combined.

BCLAD Internship Credentials provide opportunities for students to pursue their teaching preparation experiences with a student teaching experience in a classroom with a specific language of emphasis. While most BCLAD programs provide training in Spanish, select CSU campuses also provide training in Cambodian, Cantonese, Hmong, Korean, Khmer, Laotian, Mandarin, Filipino, Tagalog, and Vietnamese.

Distribution of Internship Credential Programs by Institutions of Higher Education (IHEs)

Credential Programs	CSU	UC	Independents
Multiple Subject	46%	17%	37%
Single Subject	32%	21%	47%
Special Education	82%	6%	12%

The data in this table show the distribution of Internship Credential programs in Multiple Subject, Single Subject, and all special education credentials. The CSU continues to provide strong leadership in providing internship preparation programs in all three basic credential areas with particular emphasis in special education and Multiple Subject credentials.



CalStateTEACH

Driven by the critical teacher shortage in California, a group of outstanding CSU teacher education and subject matter faculty were brought together in August 1998 to begin crafting an alternative path to the Multiple Subject (elementary school) credential. One of the goals for this new teacher preparation program was to make it accessible to candidates anywhere in the state.

After a full year of program development and organizational planning CalStateTEACH accepted its first cohort of candidates in September 1999. A second, smaller group entered in January 2000, for a total of nearly 400 intern teachers. The Interns, elementary school teachers from Imperial to Humboldt counties, were assigned to one of five Regional Centers (Fresno/Monterey Bay, Fullerton, Hayward, Los Angeles, and Pomona), each having its own CSU “lead campus” and Regional Center Academic Director.

Each Regional Center hired Learning Support Faculty (LSFs) who serve as facilitators, guides, and mentors for each Intern. The Interns are also supported by an experienced teacher at each local school site.

The professional preparation program is 18 months in length and is provided through directed self-study in a Web-supported learning environment, with the assistance of learning support faculty. While there are no regularly scheduled campus-based classes, there are a total of five required Saturday seminars. The program content is designed to integrate theory and practice so that teachers are able to immediately use their new knowledge in their own classrooms. Assessment of candidates’ work is based on their written products (portfolios), their program participation (online and in person), and their classroom teaching performance as observed and evaluated by an LSF.

Results from the first full year of operation have shaped the evolution and ongoing refinements of the program for 2000-01:

- **Curriculum** – Curriculum and associated work assignments underwent extensive revision and streamlining in the first half of 2000 in order to enable Interns to complete program requirements and initiate newly developed instructional skills in the classroom.
- **Subject Matter Competence** – Each candidate must demonstrate, either through completion of a CCTC-approved subject matter program at an accredited college or university or through the passage of the MSAT examination, that he/she has attained acceptable levels of subject matter knowledge of all the areas commonly taught in the elementary grades.
 - Because half of the otherwise qualified candidates did not meet this requirement, they were admitted conditionally to Stage One of the program with the proviso that they would need to have fulfilled all subject matter competency requirements in order to enroll in Stage Two.
 - While some met this timeline, others were unable to do so and were required to stop out of the program until they are able to pass the MSAT.
 - CalStateTEACH has instituted a more comprehensive support program for candidates who have not yet met subject matter competency.
 - New program candidates who have not met the subject matter requirement will be encouraged to enroll in a new, slower-paced version of the first stage of the program, 32 weeks, instead of 16 weeks. This will allow more time for subject matter study and coaching, leading to successful attainment of this competency requirement.

- **Flexible Program Calendar** – To meet some candidates' needs for additional time for MSAT preparation or for adjustments in the program due to personal leave requirements (e.g., maternity leave, health, job change), CalStateTEACH has now adopted a more flexible calendar:
 - Start dates will now occur in September, June, or January. This will allow any Intern who has *stopped out* to more easily re-enter the program.
 - There will no change for program start dates for new candidates—September or January of each year.

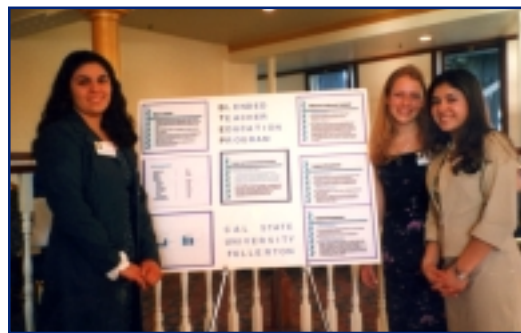
With fall 2000 enrollments expected to exceed 650, the program faculty look forward to a new year of offering an innovative and accessible alternate path to the credential for elementary school teachers.

Integrated Undergraduate Programs

The California State University has initiated implementation of integrated undergraduate teacher preparation programs. Students enrolling in these programs form learning cohorts

and may complete a bachelor's degree and a Preliminary Multiple Subject Credential or Level I Education Specialist Credential (Mild/Moderate Disabilities) concurrently.

Faculty in education and the wide range of subject matter disciplines traditionally represented in liberal studies and other common academic majors leading to teacher preparation programs collaborated in the design and content of the undergraduate blended subject matter/teacher preparation programs. The blended programs were designed to reflect student characteristics and needs as indicated by campus demographics.



From left to right: Sabrina Arroyo, Stephanie Hyatt, and Natalie Rojano, students in the CSU Fullerton Blended Teacher Education Program, at a special presentation at the state Capitol.

Programs enroll students as freshmen or as transfers from community colleges and formally admit them to teacher preparation programs in their junior year, senior year, or prior to student teaching.

One of the special benefits for program participants is the ability to experience the integration of subject matter content with the pedagogy/teaching methodologies either directly merged into subject matter content courses or pursued simultaneously with specific subject matter coursework. Students are provided with the early opportunity to experience content and best teaching practices of content as an early and continuous feature of their undergraduate studies.

This blending of content and methodology is coupled with another special feature of these programs—early classroom experiences in the schools. Students are placed in public school classrooms under the guidance and supervision of local participating teachers and university faculty. These placements provide the beginning experiences necessary to help shape and foster an understanding of pupil needs and the practice of integrating content and methodology in an everyday school environment.

DELTA – Design for Excellence Linking Teaching and Achievement Initiative

DELTA is a professional development reform initiative, supported by the CSU Chancellor's Office with other collaborative partners, that is taking place in four school families in the Los Angeles Basin. These schools also participate in the Los Angeles Annenberg Metropolitan Project (LAAMP) whose school reform efforts are focused on the requirement that schools work together in networks, called school families, to design and implement educational reforms. The DELTA initiative, funded from 1996 through 2001, is based on the premise that in order for school reform to be successful it must be directed at developing and maintaining a high quality teaching staff—from aspiring pre-service teacher candidates and beginning teacher induction to professional development for experienced K-12 teachers.

Each DELTA school family is linked with a CSU partner campus. CSU campuses participating in the program include Dominguez Hills (paired with the Pasadena family), Long Beach (paired with the Polytechnic family of schools in Long Beach), Los Angeles (paired with the Lincoln family in the LAUSD), and Northridge (linked with the Frances Polytechnic family, also in the LAUSD).

During the 1999-2000 academic year, DELTA began to expand within each of these families, increasing the number of school sites served by the project. CSU/pre-K-12 collaboration has emerged as a major strength of the DELTA initiative, with strong ties between specific K-12 teacher leaders in schools and families with CSU faculty. External evaluation of the project indicates that reform efforts at the induction and pre-service levels of DELTA are becoming institutionalized. Further, existing CSU teacher preparation programs are being modified, based on the DELTA framework, to become more field-based and responsive to the real-world demands teachers face. School families and the CSU have built long-term internship and field placement relationships that foster collaboration between the universities and the districts, thereby integrating the support teachers receive throughout their career cycle.

Pre-Internship Certificate Programs

The statewide California Pre-Internship Teaching Program is aimed at reducing the number of teachers with Emergency Permits and focuses on subject matter preparation and the development of basic skills in classroom management, student discipline, and teaching methodologies. To be eligible for funding for the Pre-Internship Certificate Program, school districts and county offices of education enter into collaborative agreements with colleges and universities that have approved subject matter programs.

The CSU has been very active in working with school districts and county offices of education in establishing pre-internship programs. As of mid-year 1999-2000:

- 18 CSU campuses were participating in Pre-Internship Certificate Programs,
- 286 districts and county offices of education had collaborative agreements with CSU programs,
- 5,850 students were enrolled statewide in Pre-Internship Certificate Programs.

Paraprofessional Teacher Training Program

Another route for recruiting and preparing teachers to meet the dramatic need for filling California's classrooms with qualified teachers is the Paraprofessional Teacher Training Program. Aimed at those classroom aides and assistants who want to complete college and earn a teaching credential, this program involves collaborative agreements between school districts and county offices of education, the California Community Colleges, and accredited four-year colleges and universities in the state.

The CSU is significantly invested in these partnership programs. During fall 1999 and spring 2000 total consortia involvement included

- 17 CSU campuses,
- 53 school districts and county offices of education,
- 37 California Community Colleges,
- 2,940 participants statewide.



“CSU Celebrating Teachers” brought a heightened awareness of the importance of quality teachers working in our public schools and the important role the CSU plays in teacher preparation.

Professional Development Institutes

Education Technology Professional Development Program

The **Education Technology Professional Development Program** provides teacher development in the use of technology in the classroom that focuses on improving the quality of teacher instruction and the level of student learning. The program goals include

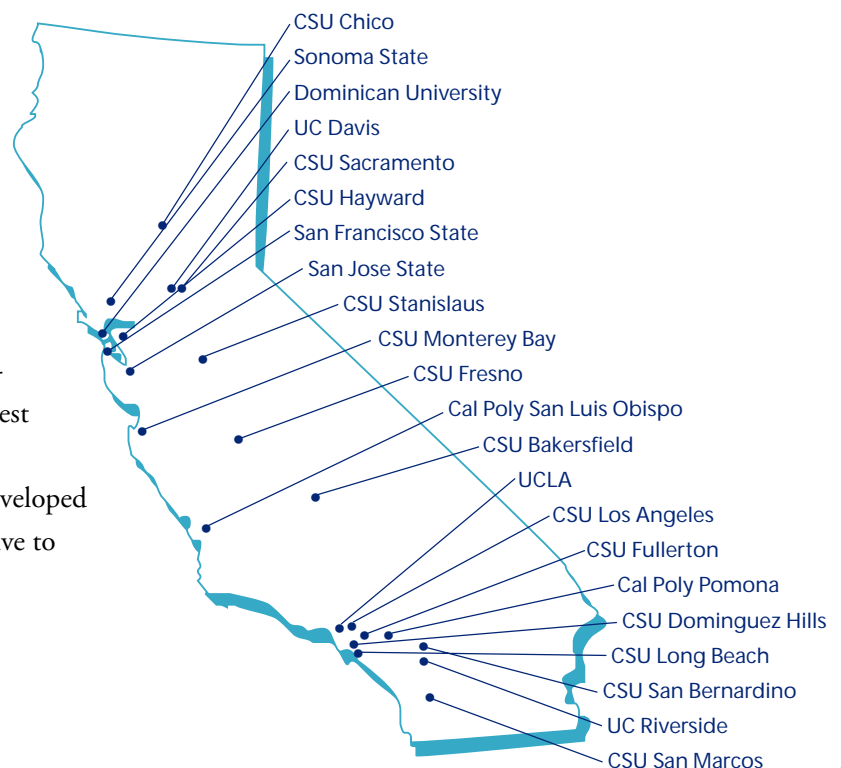
- the integration of technology with subject matter content,
- assurance that results are connected with K-12 student standards of achievement,
- assurance that each district's participation in a professional development program is appropriate to its local needs.

Teachers who complete the technology professional development program should be able to demonstrate competency through "Level C" of the Instructional Technology portion of the Teacher Computer-Based Technology Proficiencies developed by the California Technology Assistance Project (CTAP). The three levels of proficiency cover a progression of abilities—from the identification and use of available and appropriate technology-based instruction to analysis and evaluation of best practices and materials in the development and presentation of student lessons. Skills are also developed to provide instruction in a manner that is sensitive to learning styles and outcomes assessment.

The development and training portions of programs involved intersegmental agency collaboration of joint K-12 and institutions of higher education leadership and collaboration with CTAP, county offices of education, and other appropriate public and private organizations, with the CSU providing overall program coordination.

Currently there are more than 5,000 K-12 teachers enrolled across the state in 28 local project sites, involving 18 CSU campuses, three UC campuses, and one independent university. Each participant completes an initial 40 hours of intensive training, to be followed by an additional 80 hours of on-site advanced training throughout the school year.

Technology Institute Campuses



California Subject Matter Projects

During the 1999-2000 academic year, 97 university-sponsored sites received funding as part of the California Subject Matter Projects (CSMPs). The purpose of these projects is to provide intensive instruction to credentialed teachers in several content areas. Projects have been funded in the areas of English/language arts, reading and literature, history/social science, science, mathematics, foreign languages, visual and performing arts, and physical education/health.

Approximately 55 percent of the 97 regional projects were hosted by the CSU. The University of California hosted 35 percent, and independent universities, 10 percent. There were 11,500 teacher participants in the initial phase of training. CSMP instruction encompasses two phases: a direct instruction phase which occurs during the summer and a follow-up phase during the academic year. It is estimated that approximately 56,500 teachers were served in project-related workshops and seminars funded by the CSMPs during the 1999-2000 cycle of project funding.

Mathematics Preparation Initiative

The Mathematics Preparation Initiative (MPI) was funded by the legislature in 1998 to provide special in-service training for middle school teachers who were

identified by the California Commission on Teacher Credentialing (CCTC) as being among the 4,500 underprepared mathematics teachers in California. Every CSU with a teacher preparation program participated in this project that served 1,048 teachers who enrolled in more than 20 different mathematics courses and labs.



Teachers who took part in the MPI evaluated their participation in relation to goals of the initiative:

- Increase each teacher's capacity to deliver a mathematics curriculum that enables students to attain achievement levels consistent with the California Mathematics Academic Content Standards.

"I have been working on the math committee at our school. One of the most perplexing problems has been how to explain and clarify the vocabulary of the new California Standards. This class has given excellent examples of what the current grade level requirements are and has provided lessons and activities to coincide with these standards."

"The best benefit of this program was hearing about the new math standards in California. They were explained in a clear and easy to understand way, and it will help me be a better teacher next year."

- Provide accessible and relevant content courses for middle grade teachers who either lack the appropriate credentials or who desire to upgrade their mathematical content knowledge.

"Special cohort sections for the project focused on deepening and broadening participants' understanding of topics relevant to the middle school mathematics curriculum."

"The content was higher than I teach so I had to do some serious thinking to problem solve—yet it was challenging in a healthy way."

"The institute has bolstered my mathematical confidence. Never in a million years would I have thought that I, in my advancing years, could learn what I have."

- Connect solid mathematical content at the middle grades to pedagogical content knowledge that is effective for middle grades teachers.

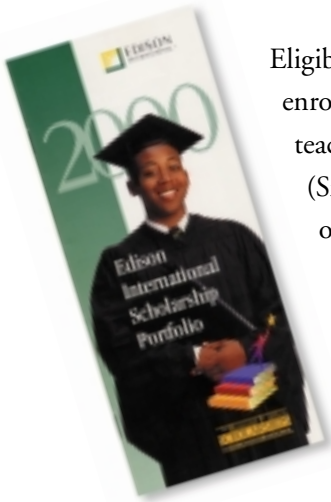
"I really liked the project as it involved formulating a question, gathering a representational count, determining ratio, and extrapolating information. I plan to use this project with my 7th and 8th graders next year."

"I gained two key things from this course. The first is a revitalization of my algebra curriculum. I plan to use much of what this course content offered in my class. The second was an understanding of what the 6-10 grade teacher is facing and how challenging the job is."

Edison International Future Teacher Scholarships

Edison International has funded \$5,000 scholarships designed to help economically and educationally disadvantaged CSU college students earn a teaching credential. Unlike many other scholarship awards, the Edison International Teachers for Tomorrow Scholarships are targeted for fifth year Southern California CSU students. The primary goal of the program is to recognize CSU students who demonstrate financial need and attributes of merit, including superior academic performance and community service.

Scholarships will be awarded to CSU students at seven campuses: Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, and San Bernardino.



Eligible students must be currently enrolled as full-time students in a teacher preparation program (Single Subject, Multiple Subject, or Education Specialist [special education] Credential); be in good academic standing with a minimum GPA of 3.0; and demonstrate financial need as determined by their financial aid eligibility rating.

Following a review of applications by campus faculty, 25 scholarship recipients will be selected each academic year for four years, with the first group commencing study in September 2000.



CSU Celebrating Teachers honorees met with California First Lady Sharon Davis (center of photo), front row (left to right), Kristine Morrella, Marjorie Bornyasz, Lily Towata, Ursula Sexton, Myra LeBendig, Sharon Davis, Debby Ford, Bonnie Burrows, Melissa Manning, Vicki Silva, Reno Taini; back row, Cedric Anderson, Marie Logan, Lois Clark, Patty Yamat, Patrick Pierson, Stephen Bock, Rick Ausby, Jane Ginn, Alison Hunsaker.

These 22 individuals are the cream of the CSU crop. Their dedication, expertise, and passion for teaching will surely inspire a generation of students.

Chancellor Charles B. Reed

CSU Celebrating Teachers



The California State University traces its heritage to the San Jose Normal School founded in 1857 to train teachers for the growing population in California. In acknowledgment of this heritage, the CSU Alumni Council sponsored "CSU Celebrating Teachers," a year-long celebration honoring outstanding CSU alumni teachers. This celebration brought a heightened awareness of the importance of quality teachers working in our public schools and the important role the CSU plays in teacher preparation. Chancellor Charles B. Reed said:

The California State University takes great pride in its alumni who are teachers. The knowledge and skills that they share with their students form the foundation upon which those children will build for a lifetime. Those students will then become the citizens, workers, and leaders of the 21st century. Our teachers. . . hold the future in their hands.

Introduction to *Teachers on Teaching*

Recipients for the outstanding teaching alumni awards were chosen for their commitment to excellence in education—including their innovative teaching methods, commitment to students, and their leadership in

mentoring future teachers and in promoting and participating in professional activities.

As part of a two-day meeting in Long Beach where the outstanding teachers were honored at a gala awards dinner and presented to the CSU Board of Trustees, the teachers participated in a

symposium on the future of teaching and teacher preparation. A monograph of the contributions of the teachers participating in the symposium was published and widely distributed throughout the state and nationally. The Outstanding CSU Alumni Teachers who contributed to the monograph, *Teachers on Teaching*, provided insights and suggestions for future teacher preparation.

Bonnie Burrows is a teacher at Tevis Junior High School in Bakersfield.

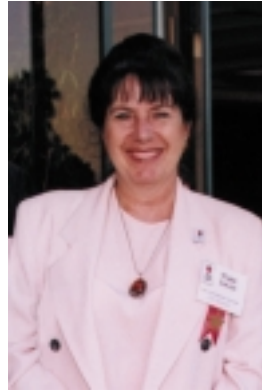


Even as pressures on classroom teachers increase, we continue to face the same obstacles confronted by generations of educators before us: connecting with each student in ways that will enrich all of us on emotional, social, and intellectual levels and that will lead to discoveries,

insights, and new challenges in a never-ending cycle. We are energized, as well as frustrated, by that reality of our profession.

Bonnie Burrows, CSU Bakersfield
CSU Outstanding Alumni Teacher
In *Teachers on Teaching*

Marie Logan is a teacher at the Maple Learning Complex in Tulare, specializing in education for children with severe disabilities.



. . . the children with whom I have worked . . . will never grace the world with great accomplishments. But they are entirely capable of leaving a legacy of love and in the process of growing may leave those close to them enriched and strengthened.

Because of the California State University system, I have been able to stretch myself intellectually in the directions of my choosing and I have found an exceptionally fulfilling career. And after all my education has done for me, I find the university honoring me! Amazing. Thank you, thank you, Cal State.

Marie Logan, CSU Stanislaus
CSU Outstanding Alumni Teacher

CSU Outstanding Alumni Teachers

CSU Bakersfield

Ms. Bonnie Burrows
Tevis Junior High School

CSU Chico

Ms. Vicki Silva
Wyandotte Elementary School

CSU Dominguez Hills

Ms. Marjorie L. Bornyasz
Temecula Valley High School

CSU Fresno

Mr. Stephen Bock
Wilson Elementary School

CSU Fullerton

Ms. Shaugna Feitlin
Sierra Vista Elementary School

CSU Hayward

Ms. Ursula M. Sexton
Green Valley Elementary School

Humboldt State University

Ms. Lucy Quinby
Eureka High School

CSU Long Beach

Mr. Cedric Anderson
Rosewood Community Education Center

CSU Los Angeles

Ms. Myra LeBendig
Foshay Learning Center

California Maritime Academy

Ms. Lily Towata
Admiral Farragut Elementary School

CSU Monterey Bay

Ms. Melissa Manning
Salsipuedes School

CSU Northridge

Ms. Alison Hunsaker
Castaic Middle School

Cal Poly Pomona

Ms. Debby Ford
El Toro High School

CSU Sacramento

Ms. Patty (Vaughn) Waggoner-Yamat
Bryte Elementary School

CSU San Bernardino

Ms. Lois Clark
Mission Middle School

San Diego State University

Mr. Patrick Pierson
Gaspar de Portola Middle School

San Francisco State University

Mr. Reno Taini
Jefferson Union High School

San Jose State University

Ms. Kristine Morrella
Abraham Lincoln Academic
and Performing Arts Magnet

Cal Poly San Luis Obispo

Ms. Nancy Thompson
Coast Union High School

CSU San Marcos

Mr. Rick Ausby
Turtleback Elementary School

Sonoma State University

Ms. Jane Ginn
Richard Crane Elementary School

CSU Stanislaus

Ms. Marie Logan
Maple Learning Complex



Teacher preparation remains a central focus of the CSU. Progress has been made in increasing the number of teacher candidates with a continuing goal of assuring high quality preparation.

CONCLUSION

The Future

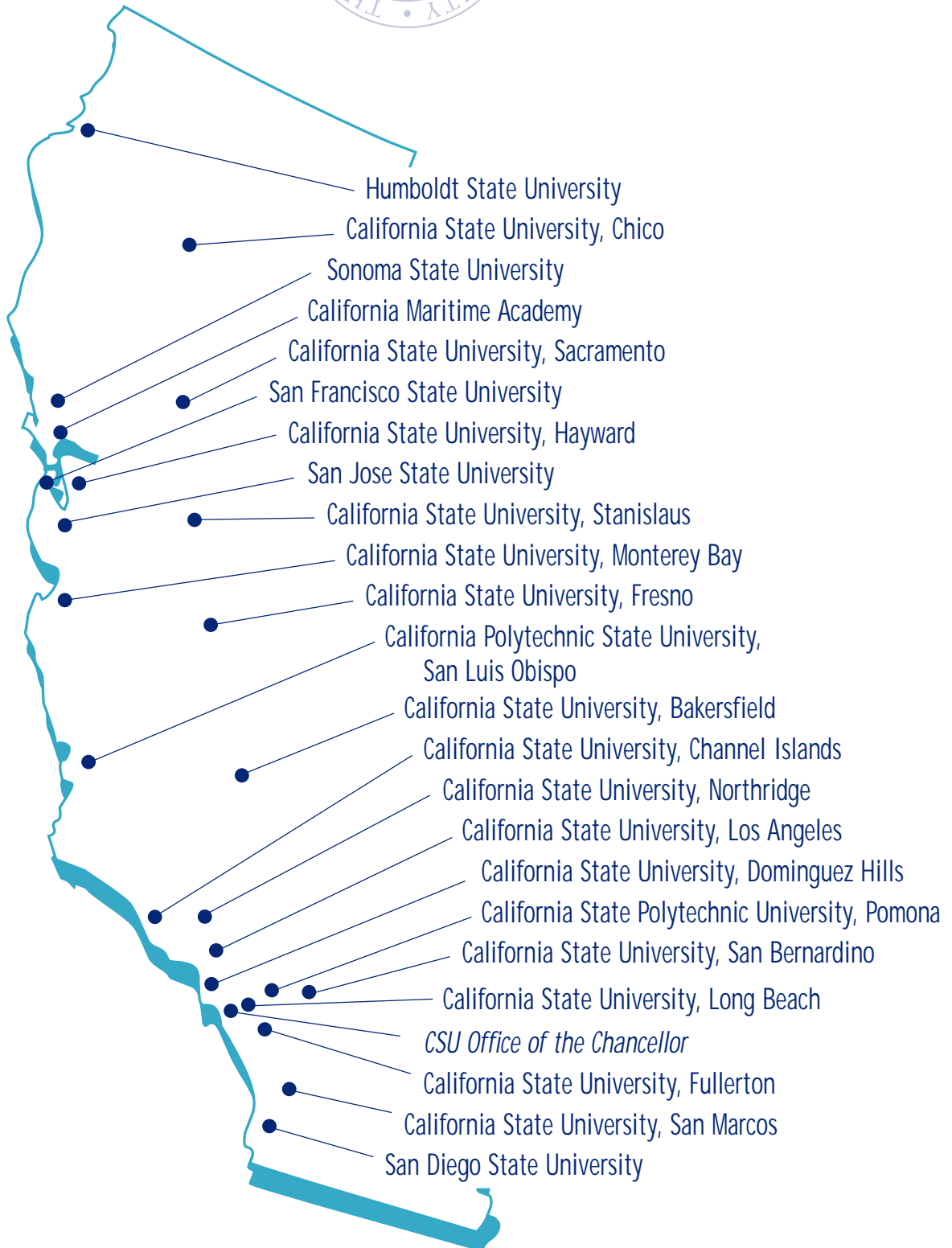
Teacher preparation remains a central focus of the CSU. Progress has been made in increasing the number of teacher candidates with a continuing goal of assuring high quality preparation. During the next year, the CSU will continue to address the *CSU Commitment to Prepare High Quality Teachers* and to increase the number of qualified teachers available for California's classrooms. Some examples of activities that will be undertaken during the coming year include:

- ***Evaluation*** – The CSU will conduct an evaluation of progress toward meeting the stated goals of the *CSU Commitment to Prepare High Quality Teachers* through a plan developed with SRI International. SRI will conduct a series of surveys and interviews with school district personnel such as principals and human resources administrators throughout California, and will develop a report and present it to the Board of Trustees in December 2001. Additionally, SRI will develop an instrument that can be used by campuses to provide formative information about program quality based on opinions of former students and school employers. This instrument can be modified by each campus to reflect its unique aspects, but will contain core questions to be used by all campuses.
- ***Preparation of Leadership Personnel*** – To continue its strategic role in the preparation of new principals and other leadership personnel, campus deans of education have formed a group to work with faculty to review their preparation programs in light of partnerships, field experiences, and currency of classes. It is the goal of all programs to prepare high quality school administrators for the public schools and to include the input of local administrators in the development of these programs.
- ***Governor's Teaching Fellowship Program*** – This fellowship program will be administered through the CSU Teacher Education and K-18 Programs Division. The program will initially fund 250 students beginning January 2001, and is expected to grow during the coming years to 1,000 fellowships annually. An intersegmental advisory committee will work with the CSU to set policy, advise on program direction, review applications, and select fellowship recipients. Successful applicants will be awarded \$20,000 fellowships for one year full-time enrollment in a postbaccalaureate teacher education program. Following receipt of the credential, participants will be expected to teach at least four years in a low performing school (lower half of state Academic Performance Index rankings).
- ***National Board of Professional Teaching Standards*** – The CSU deans of education have initiated a *National Board of Professional Teaching Standards (NBPTS) Network* and have made it available to those campuses desiring to participate. This network has developed a set of guiding principles and program characteristics, and will become operational during the 2000-01 school year. CSU campuses will start programs in fall 2000 to help prepare and support students for the NBPTS assessment process. Some campuses will infuse the program into an M.A. degree in curriculum, while others will develop certificate programs. Campus teacher preparation programs may also offer NBPTS certified teachers some form of campus affiliation such as an adjunct faculty member position or teacher-in-residence position.
- ***Joint Doctoral Programs in Education*** – Deans of education have developed a set of *Guiding Principles for Joint Doctoral Programs*. This action was taken in

order to provide common guidelines for new programs that are established. The guidelines are intended to provide quality, consistency, and program structure for those campuses interested in developing these new offerings. The CSU encourages the development of joint doctoral activities and recognizes the need to monitor program development, operations, and program graduates. Graduates from existing joint doctoral programs hold a variety of positions at California universities, public schools, and educational research firms.

- ***Education Technology Professional Development Program*** – The *Education Technology Professional Development Program*, administered by the CSU, reaches across the state to provide K-12 teachers with training in the use of technology for curriculum integration, pupil assessment, and appropriate instructional methodologies. During summer 2000, approximately 5,000 teachers participated in the program on 18 CSU campuses, three UC campuses, and on the campus of one independent university. They will continue in the program during the next academic year with extensive program evaluation and directed follow-up.
- ***California Subject Matter Projects and the Governor's Institutes*** – Two programs, the *California Subject Matter Projects* and the *Governor's Professional Development Institutes*, are administered by the University of California, with the CSU providing a majority of the teacher in-service training through campus-directed projects and institutes. Operating during summer 2000 and with plans to expand during the next academic year and summer 2001, the CSU currently provides more than 60 percent of the institutes and hosts 61 percent of the California Subject Matter Projects at 104 regional sites. CSU subject matter projects provide training in English/language arts, history/social studies, science, mathematics, foreign languages, visual and performing arts, and physical education/health.

THE CALIFORNIA STATE UNIVERSITY





“ . . . we will continue to improve and expand our teacher education programs so that we can provide more and better teachers for the classrooms of California.”

Chancellor Charles B. Reed

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