Welcome Remarks of Chancellor Charles B. Reed
CSU Summit on Transformative Change in Teacher Preparation
February 14, 2011

• Good morning. I am honored to welcome all of you to the CSU Summit on Teacher Preparation.

• We are pleased to host this event in collaboration with the National Academy of Sciences and some of the state’s and nation’s leading educational organizations, philanthropic foundations, and corporations.

• I want to give special recognition to the CSU Board of Trustees Chair, Dr. Herbert Carter, for calling for this summit. Herb could not be here today, but he is looking forward to hearing reports from this meeting.

• Herb and I, along with the rest of the Board of Trustees, are deeply committed to the creating the highest quality
teacher education programs at the CSU to prepare new generations of first-rate teachers.

• The CSU is the largest preparer of new teachers in the nation, and we prepare the majority of new teachers in California, approximately 13,000 each year. This gives us a special leadership role in California.

• At this summit, we will identify exemplary strategies for teacher preparation that can be replicated in California and nationally.

• The summit will examine effective clinical, field-based teacher preparation that is characterized by robust university/P-12 partnerships.

• We will build upon the report of the National Council for Teacher Accreditation’s *Blue Ribbon Panel on Clinical Preparation Partnerships*, on which I was privileged to serve,
along with Chris Steinhauser, Superintendent of Long Beach Unified, who is a speaker today.

• The summit will also explore effective strategies for preparing expert P-12 teachers in science and mathematics to develop the nation’s future workforce in STEM fields.

• The CSU has had great success over the past five years in doubling the math and science teachers it prepares annually from 750 to 1,500, while introducing innovations to strengthen quality. Today we will look to build on that success.

• The summit will also look at approaches that equip new teachers to work with English learners and with economically disadvantaged and special needs students in order to close persistent achievement gaps—one of the
CSU’s highest priorities in working with our public school partners.

• The summit will be unique in its attention to linking the preparation of teachers with after-school learning programs.

• California has more than 4,000 after-school programs, delivered at the state’s highest need elementary and middle schools. They offer a unique opportunity for early clinical experiences for future teachers who can contribute significantly to closing achievement gaps while in these roles.

• Throughout the summit, we will also look at evaluating the performance of new teachers and the programs and strategies through which they are prepared.
• The CSU began over a decade ago to use data to evaluate and improve teacher education. Our systemwide Annual Evaluation is recognized as a national model that includes graduate and employer data and K-12 student outcomes.

• I want to express our appreciation to the sponsors of the summit for their generous support, which made this landmark event possible.

• We are especially grateful to our primary partners, the S.D. Bechtel, Jr. Foundation and the David and Lucile Packard Foundation, for their generosity.

• Also many thanks to our partners BD Biosciences, Chevron, Cisco, Hewlett Packard, Honeywell, Life Technologies, PG & E, and Qualcomm.
• I wish all of you a very constructive meeting, and I look forward to hearing your thoughts and conclusions.