

The California State University

# TEACHER PROFESSIONAL DEVELOPMENT: Continuing Commitment to Teacher Quality



**CSU**

The California State University

WORKING FOR CALIFORNIA

[www.calstate.edu](http://www.calstate.edu)

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## Partnership for Success

*The California State University is renowned for the quality of the teachers it produces for the state's Pre-K-12 schools. Each year, more than half of the state's new teachers enter the workforce after receiving their education at one of our 23 CSU campuses. We are proud of their work to educate the state's young people and to prepare them for higher education.*

*However, it is not enough to graduate teachers into the classrooms. We must continue to offer professional development opportunities to help teachers and, in turn, their students, persevere on the path to success. For example, we provide reading, writing, and mathematics workshops, institutes, and online programs that help high school teachers better prepare students to do well on the Early Assessment Program (EAP) as juniors. It is critical that California produce more and better science and math professionals to keep the state economically vibrant, so we partner with other educational and industrial institutions to offer further study in these areas.*

*We believe that such partnerships benefit the entire educational continuum. When teachers are better prepared, they produce better prepared students. And when students are better prepared in school, they will do better in college and later in the workforce. Teacher quality is important to all Californians, and at the California State University we are continually working to improve upon all we do in teacher education.*

Charles B. Reed  
Chancellor, The California State University



Every student in California needs a highly capable teacher to ensure equity and opportunity for all students. To meet that goal, teachers must be provided continuing learning opportunities to further subject matter knowledge and effective teaching strategies. Teacher professional development is a key endeavor of the county superintendents in California. We believe it is one of the most important ways in which we can help school districts improve student performance and close the achievement gap.

The California County Superintendents Educational Services Association commends the California State University for its leadership in providing professional development to teachers in a variety of areas. We are particularly pleased to partner with the CSU in offering professional development to high school teachers of mathematics and English-language arts related to the Early Assessment Program. Ensuring that every student is taught by highly effective teachers is vitally important to all of us. Working together, our organizations accomplish much more than we do alone. We look forward to future joint initiatives.

Sincerely,

Susan Burr  
Executive Director, California County  
Superintendents Educational Services Association

# CSU Professional Development for Teachers

## **Enhancing teacher quality at all stages is central to the mission of the California State University.**

Many key CSU initiatives, such as the Early Assessment Program (EAP), are based on a strong foundation of programs for professional learning. Teachers develop ways to better prepare students for the skills expected in college English and mathematics through specially designed workshops and online professional learning. CSU programs include the Reading Institutes for Academic Preparation, the Expository Reading and Writing Course workshops, EAP mathematics workshops, and EAP administrator sessions and resources.

CSU professional development offerings are diverse and reflect partnerships with many organizations. Professional development programs in science promote important connections between institutions of research, education, and industry as they introduce teachers to real-world applications of science and engineering. These programs augment the work of the CSU Mathematics and Science Teacher Initiative and provide avenues for supporting the retention of mathematics and science teachers.

The California Subject Matter Projects represent another dynamic interagency collaboration for teacher professional development in which the CSU is a key partner. In collaboration with the University of California (UC), the CSU is host to all nine areas of subject matter projects across 22 campuses. The CSU offers professional development in a variety of curricular areas, including mathematics, science, reading and literature, writing, history-social science, physical education and health, foreign language, international studies, and the arts.



## California Subject Matter Projects

A dynamic example of interagency cooperation, the California Subject Matter Project (CSMP) supports 98 professional development sites on CSU, UC, and independent university campuses throughout California. Representing the full spectrum of content taught in K-12 public schools, the CSMP is a university-K-12 collaborative network that has demonstrated its effectiveness in providing professional learning focused on increasing student achievement by raising the level of each teacher's content and specific pedagogical knowledge, providing ongoing teacher leadership development, and building teacher learning communities within nine discipline-based networks and across K-12 schools.

University and teacher researchers are involved in activities that support the growth of teacher expertise and implementation of practices to improve content-based strategies for teaching. Ideas focus on infusing practices that support English Learners and develop academic literacy in each subject area. CSMP served approximately 35,000 teachers and 5,000 administrators and other educators last year, with 54 percent of the participants coming



from California's lowest performing schools. Currently, 57 CSMP sites are supported by CSU faculty and staff on 22 campuses. Subject areas include reading, literature, writing, the arts, mathematics, science, history-social science, international studies, physical education and health, and foreign language.

## **Professional Development for the Early Assessment Program**

The Early Assessment Program (EAP) is designed to give high school students and their families an early indication of readiness for college and career. The CSU offers, at no cost to the teachers, special preparation workshops on academic literacy and college-level mathematics.

## **Reading Institutes for Academic Preparation (RIAP)**

Now in its seventh year of operation, RIAP is designed for high school teachers who may teach in any grade or subject area. Participating teachers engage in 80 hours of professional learning over the school year. Academic literacy, classroom instruction and assessment, standards-based planning, reading comprehension, vocabulary, academic language, and writing are all addressed. Teachers learn specifically about college and workplace expectations, and how to best prepare students to meet these levels of performance.

RIAP leadership represents a unique collaborative arrangement; university faculty work in partnership with experts from local school districts, county offices of education, and regional professional development centers to conduct the institutes. Currently there are 16 CSU campuses offering RIAP professional development for

500 teacher-participants statewide. Since the program's inception, over 3,000 educators have participated in RIAP. An external evaluation of the program's effectiveness shows that RIAP-trained teachers' students have made achievement gains that are two to three times greater than other similar students. Teachers commend RIAP for its excellent cross-curriculum reading information that can be "transferred directly into the classroom and works well with all levels of students." In fact, one teacher commented that RIAP "has transformed my teaching, showed me how to teach reading skills, and given me innumerable techniques and materials to work with...I have never been as focused and effective as I have been since RIAP..."

## **Expository Reading and Writing Course Workshops**

The California State University and its P-12 partners have designed an innovative alternative to the traditional 12th grade English class. The Expository Reading and Writing Course (ERWC) is an approved college-preparatory English course designed to better prepare students for college-level reading and writing. Aligned with the California English-Language Arts Content Standards, the course emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. Four-day workshops are offered to teachers through a collaborative arrangement with the Curriculum and Instruction Steering Committee

**“I have never been as focused  
and effective as I have been since RIAP.”**

—RIAP participant

(CISC) of the California County Superintendents Educational Services Association (CCSESA).

Since the first workshops were offered, over 3,000 teachers have participated in professional development for ERWC. External evaluations of the program reveal impressive findings in student achievement gains. In addition, the teachers observed that their students “are more engaged” and “enjoy that the readings and discussions are at the college level.” One teacher remarked that ERWC “raises the academic expectations and demands a thousand fold!”

## **EAP Mathematics Workshops**

High school mathematics teachers are also invited to attend workshops designed to help them analyze student performance on standardized tests and learn to better facilitate high school students’ readiness for college-level mathematics. In 2008, the program is expanding the online component, creating additional flexibility in scheduling the face-to-face workshop sessions.

To date, over 1,200 California math teachers have attended these two-day workshops. Supported by the Boeing Foundation, workshops have been conducted by the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Educational Services Association (CCSESA) in collaboration with the CSU. Each session is led by a team comprised of a mathematics professor, a mathematics education professor, and a high school mathematics teacher or specialist.

## **EAP Administrators Sessions and Resources**

The CSU has developed a new guide, *The Early Assessment Program Handbook for School Site Leaders*, designed to assist administrators in planning for successful implementation of EAP at their sites. Professional development for these school and district leaders will be offered by the CSU, together with the Association of California School Administrators (ACSA), through various presentations at conferences and meetings held at county offices of education.



## **CSU Professional Development in Science**

Each of the following programs provides sustained and high-quality professional development experiences for teachers in science. They include graduates of CSU and other credential programs, providing opportunities for continuous learning that enable them to become leaders within the teaching profession.

### **Science Teacher and Researcher (STAR)**

As a part of the CSU's commitment to stronger teacher preparation in the critical areas of science and mathematics, CSU programs collaborate with the NASA Ames Research Center, and with the U.S. Department of Energy Lawrence Livermore National Laboratory, Lawrence Berkeley National Laboratory, and the Stanford Linear Accelerator Center. Pre-service and practicing science teachers participate as members of paid scientific research teams during their summers. They may continue to participate over a five-year period as they begin teaching. Evidence indicates that participants in these programs are twice as likely to stay in classroom teaching as other teachers in California.

### **Collaborating with Other Science Institutions**

With support from the Boeing Foundation, three CSU campuses—CSU Fullerton, CSU Long Beach, and San Diego State University—are aligning pre-service and professional development programs with science museums, zoos, aquariums, and other informal science centers. This work features the development of innovative

standards-based instructional activities that pre-service and current K-12 teachers can use in their classrooms. Teachers can combine existing curriculum with engaging learning activities sponsored by informal science centers in their communities.

### **California Math and Science Partnerships (CaMSP)**

CSU Chico, CSU Fullerton, and CSU Fresno are among the campuses that partner specifically with school districts with large numbers of low-income students for specific professional development offerings. In the California Math and Science Partnership, the focus is on increasing the academic science and mathematics achievement of students in third through eighth grade, by enhancing both the content knowledge and effective teaching skills of classroom teachers.

### **CSU-NASA/Jet Propulsion Laboratory Summer Professional Development Institutes**

CSU Bakersfield, CSU Fresno, and Cal Poly San Luis Obispo have hosted inquiry-oriented one-week summer institutes. They have enabled science teachers and pre-service candidates to explore NASA Mission resources and to develop engaging instructional approaches that integrate frontiers of science and technology into the classroom. The institutes have served as professional learning communities, deepening teachers' understanding of science and preparing them to introduce the excitement of scientific inquiry into their schools and districts.



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