

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2731-06/TEKR (Rev)
January 26-27, 2006

The Early Assessment Program: In-Service and Pre-Service Components

- RESOLVED: That the Academic Senate of the California State University (CSU) reaffirm its support of the CSU's Early Assessment Program (EAP) as articulated in AS-2726-05/TEKR; and be it further
- RESOLVED: That the Academic Senate CSU commend the members of the English Task Force and the Math Task Force, as well as the Co-Directors of the CSU Center for the Advancement of Reading, for developing instructional materials and designing and delivering faculty development to public school teachers so that they can prepare students to demonstrate both mathematics and English proficiencies assessed through the EAP; and be it further
- RESOLVED: That the Academic Senate CSU strongly encourage both Schools and Colleges of Education and CSU English and mathematics faculty involved in single-subject teacher preparation to take responsibility for providing pre-service teacher preparation program curricula that are responsive to both the pedagogical and philosophical goals embodied in the instructional materials and in-service faculty development opportunities offered through the EAP; and be it further
- RESOLVED: That the Academic Senate CSU encourage CSU English and mathematics faculty to continue to participate in the delivery of in-service professional development opportunities extended to California's high school teachers under the CSU's EAP.

RATIONALE: One of the three strategies within the EAP is the provision of professional development opportunities for high school mathematics and English teachers. This strategy is designed to enhance instructor's abilities to assist their students who seek to be college-ready upon matriculation at campuses of the CSU.

Materials and perspectives included within current in-service programs enhance the ability of English and mathematics teachers to meet the needs of EAP students. It makes sense to include similar materials in pre-service teacher education programs, otherwise teachers that we produce will not be as well prepared as they need to be to support the students involved with the CSU EAP.

Additionally, the delivery of in-service workshops requires a team comprised of both CSU faculty and high school faculty. Teacher education, English and mathematics faculty are needed to deliver, effectively, EAP workshops.

Approved Unanimously – March 9-10, 2006