

Strengthening Teacher Education in the Undergraduate Years

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About This Report

This report was prepared by the California State University Institute for Education Reform, a university-based policy center focusing on elementary and secondary school issues. Located on the California State University, Sacramento campus, the Institute is supported by the California State University Chancellor's Office.

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Acknowledgments

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Phoebe Roeder, Liberal Studies Coordinator, San Diego State University

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David Wright, Director, Professional Services, California Commission on Teacher Credentialing

The symposium cosponsors also extend their thanks to the facilitators and recorders:

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THE CALIFORNIA STATE UNIVERSITY

Gary K. Hart, Co-Director
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February, 1998

Dear Reader:

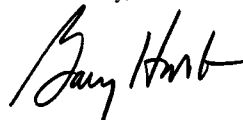
There is greater statewide attention to the importance of quality teacher education programs today than ever before. With substantial state investment in Class Size Reduction legislation along with significant growth in K-12 student enrollments, the need for new and well qualified teachers has never been greater. In addition, as part of the call for all students to meet world class academic standards, there is a growing awareness that this ambitious goal can only be accomplished with a well prepared teaching force.

As a result of these concerns, there has been an enormous statewide focus on expanding and strengthening teacher preparation programs. The recently concluded work of the California Commission on Teacher Credentialing SB 1422 Advisory Panel is the latest manifestation of this concern. Of particular interest to many within the university community has been the emphasis on providing opportunities for undergraduates to pursue teacher education coursework and field experiences during their undergraduate years.

To respond to these statewide concerns, as well as to learn about teacher education initiatives underway within the California State University system, the CSU Institute for Education Reform, in conjunction with the Chancellor's Office Division of Academic Affairs, sponsored a two-day conference in October, 1997 entitled, "Strengthening Teacher Education in the Undergraduate Years." Attended by over 175 CSU leading faculty and administrators, the conference provided rich opportunities for all participants to exchange information, compare viewpoints and discuss strategies for moving forward to respond to the tremendous need for more and better prepared teachers for the 21st century.

This publication attempts to capture the key issues raised at the conference and to identify next steps planned by each CSU campus to strengthen teacher education on their respective campuses. This report underscores that teacher education reform is a complex undertaking with many obstacles to overcome. Consequently, solutions are not always readily at hand. However, it is our hope this document will stimulate further campus discussion and action as well as serve as an important reference tool for everyone within the CSU concerned about teacher education.

Sincerely,



Gary K. Hart
Co-Director

This proceedings document summarizes the two-day conference, *Strengthening Teacher Education in the Undergraduate Years*. In attendance were campus teams from all of the CSU campuses, each member carefully chosen to provide academic and administrative direction and leadership in teacher education. (A list of participants can be found beginning on page 34). The conference was structured so that teams met alternately in large general sessions and in smaller sessions which focused on defining problems and posing solutions. Each day, blocks of time were dedicated to campus team meetings, during which tentative action plans were prepared. After the conference, teams revised their action plans; abstracts of the plans are included on pages 25-31.

In their first opportunity to meet with colleagues from other campuses, conference participants were divided into eight groups and worked to define problems associated with strengthening teacher education in the undergraduate years. Groups defined and discussed problems within four categories: the allocation and use of campus resources; communications; pedagogy, curriculum, and field experiences; and administrative structures. Mary Kay Tetreault and Gary Hart summarized the groups' work in a subsequent session.

After their group work, conference participants attended a general session that featured four selected speakers: Bill Martin, Coordinator, Liberal Studies Program and Professor of Sociology, CSU, Chico; Phoebe Roeder, Liberal Studies Coordinator, San Diego State University; David Wright, Director of Professional Services, California Commission on Teacher Credentialing; and Jack Bristol, Dean, College of Sciences, University of Texas at El Paso (speakers' biographies can be found on pages 32-33). Speakers shared their experiences and perspectives in confronting some of the problems identified in earlier sessions.

Subsequently, attendees broke up into small groups again—this time to discuss potential solutions. Participants attended one of four different groups to propose solutions, or a question-and-answer session led by consultants from the California Commission on Teacher Credentialing.

Chancellor Munitz closed the conference with remarks that focused on the importance of the CSU's mission to work with K-12 schools and, in his words, to "do what we do best—prepare teachers."

Opening Session

Introductory remarks for the opening session were offered by Gary Hart, Co-Director of the CSU Institute for Education Reform. Robert Maxson, President of CSU, Long Beach (and Chair of the CSU Presidents' Group on Teacher Preparation and K-18 Education), and Mary Kay Tetreault, Vice President for Academic Affairs at CSU, Fullerton (and Chair of the CSU Presidents' Group Subcommittee on Curriculum, Assessment and Standards), framed the issues and challenges for the undergraduate preparation of prospective teachers (that were later discussed by the campus teams).

Although discussions unfolded through large- and small-group sessions and team meetings, as shown on the conference agenda (see pages 23-24), the proceedings are depicted here following a thematic approach that corresponds with the problem/solution structure.

Robert Maxson: Quality and Quantity of Teacher Education

President Maxson opened by reviewing the task and structure of the statewide group which he chairs. Maxson noted that the CSU Presidents' Group on Teacher Preparation and K-18 Education was composed of three systemwide subcommittees: Curriculum, Assessment and Standards, Rewards and Resources, and Market Share and CSU Collaboration. The subcommittees were comprised of a diverse group of individuals from across the state representing academic vice presidents, deans of education and arts and sciences, faculty in various disciplines, and various other educators and private sector representatives. Maxson said he was pleased that the subcommittee reports were well received and endorsed by the CSU Executive Council.

Those reports were responsible in part for the new 1997-98 state Economic Improvement Initiative, which provides \$4.5 million to campuses and is considered to be permanent, base funding, to be used to meet the high demand statewide for new teachers.

He reminded the group that in a related effort, Trustee Denny Campbell chairs the CSU Board of Trustees Education Policy Committee which will address curriculum issues, emergency certificates, and outreach. Maxson also noted that the incoming CSU Chancellor, Charles Reed, has identified teacher education as one of his highest priorities. Maxson concluded by saying that this leadership combination will ensure strong and respected voices at the state level; similarly, the CSU Colleges of Education will be in the spotlight to show how good they are and how good they can be, both in terms of quantity and quality.

Mary Kay Tetreault: Returning to Our Mutual Challenges

Vice President Tetreault asserted that the CSU Presidents' Group Subcommittee on Curriculum, Assessment and Standards was an excellent and diverse group composed of school superintendents, chief academic officers, deans, faculty from teacher preparation and liberal studies, and a student. She said that the group was charged to "develop standards and identify assessment systems to define the characteristics of a well-prepared teacher educated on any CSU campus," and to look into the status and structure of the liberal studies programs. The discussions that occurred were productive and efficient, and resulted in a well-received report; however, the discussions also brought to the surface some troubling issues regarding gender, racial and ethnic diversity, and underlying structures of power relationships.

According to Tetreault, if the CSU teams are to understand complex intergroup relations and structural barriers, they need to engage in two difficult dialogues. The first would encompass the centrality of the academy's practices of "intellectual domination," namely, the imposition of certain ways of constructing the world through the lenses of traditional disciplines. It is only by coming to terms with the place of gender, ethnicity, class and other significant dimensions of societal domination and oppression in the production of knowledge in the university that campus teams will be able to see how epistemological and political privilege have worked. Tetreault encouraged the teams to ask themselves, "How can we reconfigure our idea of quality to include the traditional disciplines as well as interdisciplinary programs and teacher education?"

The second dialogue Tetreault mentioned is about how the dichotomies of gender relate to ways of thinking about teachers, teaching, and teacher education. In the traditional subject-centered model of secondary-level teaching, the teacher (usually conceptualized as male) is the expert on the knowledge conveyed; his authority is based on his superior grasp of the material and his ability to convey it. In the student-centered model of elementary-level teaching, the teacher (a female) is considered to be an expert on the developmental needs of the children. Tetreault reminded the group that the current legislation governing teacher education in California reflects this dichotomy: prospective teachers study subject matter in their undergraduate work, and then study pedagogy in a fifth-year certification program.

Tetreault said that to understand how the CSU's epistemologies and politics impose structural barriers to educating teachers, the faculty and administration must engage in these dialogues. If the teams rethink how the CSU educates teachers, they need an ongoing critique of the "locations" of elementary school teachers, professors who teach in the programs, and their education and liberal studies programs. Peoples' locations within these networks of power are susceptible to change when they are explored rather than ignored.

Tetreault suggested that the teams think about the upheavals that have shaken American universities during the past two decades, e.g., the demographics of a rapidly changing student body and the struggle for more egalitarian and inclusive knowledge, and the pedagogical practices of teachers who must bring them together. Teams must also involve professors from the liberal arts and sciences, child and adolescent studies, and education in the exploration of the subtle ways in which students, professors, and the disciplines play into one another, and what this suggests for the development of new integrated subject matter/teacher preparation programs that embody interdisciplinary course work and early field experiences.

In closing, Tetreault noted that through these dialogues, it will be the responsibility of administrators and faculty to ensure that programs are redesigned, and that the structural changes and resource allocations are made that will help the campuses realize the vision of the CSU Presidents' reform initiative.

Defining the Problems and Developing Solutions

Participants worked together to define problems associated with: 1) the allocation and use of campus resources; 2) communications; 3) pedagogy, curriculum, and field experiences; and 4) administrative structures. (Although some problems were defined similarly and discussed in several groups, they have been summarized here under one category only.)

Later, group members brainstormed solutions to these problems. Given such a brief period of time together, participants found that developing possible solutions was quite complex and very challenging. Although many of the solutions were developed in more depth in the campus action plans following the conference, the sparsity of suggestions in some categories indicates a real need for sustained attention to the development of solutions.

Defining the Problems: Allocation and Use of Campus Resources

The participants in two groups addressed problems related to the allocation and use of campus resources. Three types of challenges surfaced through their discussions: isolation/marginalization of the liberal studies programs; connections to and collaboration with K-12 schools; and advising. Campus action plans from Dominguez Hills, Hayward, and Stanislaus were among those that singled out these problems as ones they will address specifically.

- (1) **Isolation and Marginalization of the Liberal Studies Programs.** Many participants spoke forcefully about how liberal studies programs are isolated from other campus programs, disconnected generally from the campus as a whole, not a part of the overall structure, and disconnected from the teacher education programs. Others noted that there was not really a liberal studies “department,” but rather a collection of loosely connected courses. The consequences of this problem are that students do not identify with the program, faculty do not have a sense of ownership of the program, there is no single “location” for the program and, campus-wide, there is a lack of recognition of the program.
- (2) **Connections to and Collaboration with K-12 Schools.** The second problem that surfaced was the lack of incentives for faculty to be affiliated with K-12 schools. Generally, the RTP process overlooks what faculty contribute to K-12 schools, and provides no reward structure for such participation. Similarly, when considering applicants for vacant positions, hiring decisions are seldom made on the basis of applicants’ work with K-12 schools. Finally, the way the reward system operates in some departments is divisive and provides few incentives to work together.
- (3) **Advising.** This third area of discussion encompassed several issues related to advising. With the large number of undergraduate students interested in teaching, there is a need for quality academic advising. Some mentioned that faculty members don’t know how to advise students about their career options in teaching; others said that advising is a separate part of the workload for which faculty are not rewarded; still others said that faculty just don’t take their role as advisors seriously. On some campuses, department-based advisors are not the same as liberal studies advisors, and that makes a difference. In some cases, faculty do not make the best advisors—academic counselors should be used instead.

The metaphors associated with this set of problems are similar to those used to reflect troubled groups and cultures: “homelessness,” “lost children,” “silent majority,” and the “culture of the impoverished.” Liberal studies programs are often disconnected from other academic programs, and work within academic disciplines is often separated from work in the schools. The reallocation of resources reflects incremental (instead of systemic) change: when money becomes the focus, the serious need for systemic change is deemphasized.

Developing Solutions: Resources/Administrative Structures

Possible solutions were proposed across three areas: recruitment, advising, and faculty. Monterey Bay and Sacramento were among the campuses that identified these as high-priority areas in their campus action plans.

Recruitment. Suggestions for solutions to recruitment problems included:

- private sector supported scholarships;
- expanded admissions criteria, such as service work or tutoring;
- high schools’ efforts that could be linked to admissions;
- more appealing career fairs that include school district representatives who talk with students about teaching options;
- career-ladder programs for paraprofessionals; and
- all-university e-mail courses, such as those at SFSU.

Advising. Two suggestions were posed for strengthening advising. These included conducting large orientation classes with one-to-four units of academic credit, and setting aside grant money for early student advising in such areas as pre-science, pre-education, and pre-engineering (based on the UTEP model provided by Jack Bristol).

Faculty. Five ideas were discussed about faculty. These were:

- identify and reward a core group of faculty, who are paid through multiple departments to address resource (and other) issues;
- target courses through the disciplines for students who intend to become teachers;
- develop FIPSE proposals to link multicultural/ethnic studies within multiple-subjects programs, which will help address the lack of diversity in the profession;
- institute a Distinguished Teachers in Residence Program at the undergraduate level, similar to the one which was initiated at CSU San Marcos, and is now operational at several other CSU campuses; and
- include K-12 work as part of the RTP process within the campus strategic plan, as is the case at CSU Chico.

“We hope to engage the administration and senior faculty in a discussion and commitment to make sure that efforts by untenured faculty in enhancing teacher preparation are aligned with our campus faculty reward system. This will be a complex and strongly debated issue; however, without the linkage of faculty efforts to teacher preparation, we will not see serious and sustained commitment to this effort by faculty.”

–CSU, San Marcos Action Plan

Jack Bristol, Dean, College of Sciences, University of Texas at El Paso

Describing an “out-of-state experience,” Bristol said that in Texas they were “encouraged” to systematically address issues surrounding teacher preparation when the passage of a state law phased out all bachelor’s-level education degrees. This set the stage for the creation of a new interdisciplinary major for elementary teachers. These changes served to make all university faculty responsible for teacher education and made everyone partners with educators. The program changed from a four-year program to a site-based program that includes two years of preservice education, followed by a formal application process. Students work together and move through the undergraduate program in cohorts. As a result of an National Science Foundation grant which currently supports 64 students in mathematics and science education, they have: recruited high quality faculty from all departments on campus; begun to recruit high school students for admission; reformed the curriculum; carried out faculty development in learning styles and pedagogy; and worked with the local mayor, superintendents, and business leaders to discuss and clarify the program standards and their impact.

Bristol concluded by saying that the ongoing conversations with the *right* people are really important in building trust. Deans, presidents, and provosts must be involved as they are the ones who have the clout to make or endorse the necessary changes, and make the program a campus-wide priority.

Defining the Problems: Communications

The two groups that discussed communications focused their attention on problems that students confront, that faculty contribute to, that are created by the media, and that exist among academic departments, liberal studies programs, and schools of education. Several campus plans, including those from San Bernardino, San Marcos, and Sonoma, include specific references to working through these issues.

- (1) **Students.** Participants said that the lack of an undergraduate academic home for teacher preparation leaves students without identity, voice, or status on campuses. Consequently, students sense a lack of continuity, and do not receive complete academic counseling. This is especially true for transfer students from community colleges. In addition, inconsistencies across campuses on program guidelines adds to students' confusion about program expectations. This makes selecting a pathway to become a teacher more difficult than pursuing other professional careers. The "buffet" approach to courses with an emphasis on inputs and not outcomes is the current approach to building majors across the university; communication about and clarity of expected competencies should be a priority. Participants asked, "How do we both communicate better to students and change the language of teacher education that puts off so many potential applicants?" Many well-qualified students may be electing to attend private colleges because the process is easier and more clear.
- (2) **Faculty.** Two issues were raised regarding faculty. The first was the noticeable lack of pedagogical training that many university professors receive. This often results in a lack of understanding of, or respect for, the teacher preparation process and the schools of education. In addition, some undergraduate faculty are unwilling to participate in conversations about teacher preparation for fear of appearing uninformed about pedagogy.

"Ultimately, we are working toward a group of closely guided field experiences for freshmen. In developing site-based field experiences, we will be working closely with the teachers who serve as supervisors and master teachers in the various site-based credential level blocks offered by SDSU."

*—San Diego State University
Action Plan*

The second focused on where teacher preparation faculty are located: if they spend more time in the field, they may lack a strong presence on their campuses and within their campus governing structures. This could lead to a lack of influence on campus regarding processes, policies, and communication with other faculty regarding the nature of their work. Although the groups acknowledged that collaboration with and linkages to K-12 were valued, there were few RTP incentives for such participation.

- (3) **The Media.** Group members observed that public schools have been battered in the media, and that educators, as a group, have not responded well to the criticism. This has led to a poor public image, and the continuing media emphasis on what is wrong in schools rather than what is working well.

- (4) **Academic Departments.** Group members also discussed differences in cultures, and varying reward structures in schools of education compared with other disciplines. This issue was of most concern to those faculty whose RTP processes do not recognize collaborations with teacher education or with the K-12 community. Some noted that a lack of passion, exhibited by both faculty and administration, toward making a difference in K-12 education was an attitude displayed by the entire university. Further, the role of the All University Teacher Education Committee (AUTEC) in disseminating information and sharing it across departments is not always clear or consistent. Finally, respect across disciplines and at all levels is not always evident. Issues of status and respect are “under the table” and do not get discussed openly and/or may hinder changes.

The communications problems discussed by the groups make intracampus discussions and decision making more difficult, and the reasons to communicate are clearly divided by the structure of disciplines and teacher education. Barriers to communication among faculty in different academic departments adversely affect students, decreasing the extent to which faculty are able to identify and address their academic needs. The lack of a “student voice” further diminishes their ability to influence faculty and administration, even though they are (or should be) the center of university programs.

Developing Solutions: Communications/Administrative Structures

Spurred by Phoebe Roeder’s presentation, this group discussed possible solutions ranging from K-18 collaboratives to campus-based responsibilities for AUTEC. Two of the most promising practices are being advanced at CSU, Bakersfield and CSU, Long Beach. At Bakersfield, the committee that is responsible for reviewing and approving subject-matter preparation includes representatives from the county offices of education, teacher education, subject-matter disciplines, vice presidents, and deans. This committee has careful oversight, and works together on cross-campus issues, makes immediate responses (in terms of resources) and implements decisions.

At CSU, Long Beach, the K-18 partnership encompasses educators from the CSU campus, the Long Beach Community College, the Long Beach Unified School District; business, real estate, and medical representatives; and representatives from the City of Long Beach. Its subcommittee organization covers seven initiatives, including seamless education, middle school reform, counseling, integrated technology, and school to work, as well as teacher preparation. Each subcommittee includes representatives from the three educational institutions and has developed a separate vision statement, mission statement, goals, and objectives.

Other solutions included:

- developing a networking system to help learn from other campuses, perhaps through discipline councils, that include liberal studies faculties to translate talk into action;
- redirecting FTE money from other departments to recognize liberal studies advising services;
- cross-listing liberal studies courses with discipline courses;
- engendering “small” conversations among faculty, i.e., start with science and teacher education, add math and teacher education, etc. to get a small group interested, then expand to a more formal structure; and
- continuing to monitor the progress of the Presidents’ Group.

Phoebe Roeder, Liberal Studies Coordinator, San Diego State University

Roeder identified five factors responsible for SDSU's success in moving towards a fully integrated liberal studies major. First, there has been strong faculty support of the education program. A core of faculty across disciplines including English, physical education, art, history, children's literature, and the Center for Research in Math and Science, has worked together and can speak on behalf of teacher education within their own disciplines and departments.

Second, curriculum issues are fully discussed. Consequently, courses are not a smorgasbord, but are designed to fit into coherent sequences. The program is very specialized and serves as a model of good pedagogy. This approach has engendered the support of deans and provosts who can provide additional resources for courses and endorse grants.

Third, Roeder reported that the liberal studies faculty has a home in the Advising Department so that they have both space and access to information. This also offers students a place to meet and confer. It is staffed by faculty from a variety of disciplines who know about liberal studies and have accurate information on teacher education. They work together to help solve problems and can work on liberal studies issues when there are fewer advisory needs.

Fourth, the program uses portfolio assessment which drives the curriculum. The faculty (both full- and part-time, and including community college faculty) who review the portfolios are trained and paid \$60 for a half-day reading. However, this aspect is expensive and is always in need of resources and faculty. Students pay a \$25 fee.

Finally, Roeder concluded that being a "program" has advantages over being a "department" because open-ended opportunities enable the rotation of faculty as needed. It is nonthreatening and, since the responsibilities are diverse, it is of high interest to faculty.

Defining the Problems: Pedagogy, Curriculum, and Field Experiences

Problems in this area focused on university faculty teaching expertise and experience in the schools, program size and quality of field experiences, and barriers to curricular integration. The Fresno, Sacramento, and Los Angeles action plans highlighted these problems, and plans from several other campuses made reference to these issues as well.

- (1) **Faculty Expertise and Experience.** Group members expressed concern about the increasing number of transient part-time faculty who are responsible for teacher education courses and clinical supervision. Questions were raised about the difficulty of sustaining change efforts, achieving continuity, and emphasizing subject-matter pedagogy.

Also related to faculty expertise were problems with the preparation and training of the academic faculty in subject-matter pedagogy. Particular attention must be paid to the way undergraduate courses are taught since what future teachers experience in their classrooms as undergraduates has a powerful impact on the way they will teach later on. With this in mind, others said that we must be able to “de-select” faculty who should not be teachers of future teachers.

- (2) **Program Size and Quality of Field Experiences.** As undergraduate teacher preparation programs increase in size (and there are dramatic increases on several campuses), and correspondingly so do post-baccalaureate professional preparation programs, participants asked how to meet students’ needs for high-quality field experience placements. Some said that the new legislation requiring fingerprinting clearances has created an impediment to field experiences as those processes for undergraduates are expensive and time-consuming. Others said that there is a lack of undergraduate courses that have a field experience component, and those that do need to be more integrated with what takes place in the field and with the course content. More fundamentally, many undergraduate faculty are unfamiliar with what goes on in K-12 schools, and therefore, would not know what would constitute a meaningful field experience.
- (3) **Barriers to Curricular Integration.** It was commonly assumed that the Ryan Act (the existing teacher education statute) prohibited the integration of subject matter with pedagogical knowledge and clinical experience, and therefore constituted a barrier to programs developing a five-year, integrated program. Some saw time, resources, and recognition in the RTP process as barriers; others believed that faculty protection of student FTE (and related fiscal resources) is a barrier. Some participants said that too many competing policy initiatives were leading to superficial attention to the underlying problems, such as lack of coherence, integration, and program coordination.

“... the team agreed that, initially, there needs to be the opportunity for the expanded task force to operate effectively; there needs to be concrete and even more visible evidence from the campus leadership that teacher education is a high priority, and finally, faculty who teach any course in or related to a teacher preparation program must be provided the necessary assistance so that they can model best practices.”

—CSU, Los Angeles Action Plan

Bill Martin, Coordinator, Liberal Studies Program and Professor of Sociology CSU, Chico

Martin challenged the audience to “think at different levels altogether,” and to consider more than practical issues, such as those associated with collaboration. At Chico State, for example, the successful collaboration with K-12 schools and teacher preparation resulted from diverse conversations across disciplines and traditional boundaries. The change agents, such as the CSU Institute for Education Reform report *The Teachers Who Teach Our Teachers* (February, 1996) and financial support through the Comprehensive Teacher Education Institute (CTEI), provided a rationale and impetus for pushing the system.

Martin provided an overview of the Northstate Partnership for Interdisciplinary Teacher Education which brings together representatives of K-12 schools, California State University, Chico, Butte Community College, and community service agencies to improve teacher education. The Partnership has designed and is implementing an *Integrated Teacher CORE*, a seamless professional development program. According to Martin, CORE has three major goals:

- (1) identifying and recruiting exemplary pre-collegiate students intent on becoming teachers;
- (2) enrolling selected students in an interdisciplinary course of baccalaureate degree studies integrated with professional teacher preparation; and
- (3) working with the K-12 sector to provide induction experiences for beginning teachers.

Implementation of CORE began in Fall, 1996 with enrollment of the first group of Liberal Studies freshmen. In Fall, 1997, 100 new Liberal Studies freshmen began CORE in three linked liberal studies courses and an education course each semester. Professors teaching these courses meet together regularly to coordinate course plans. They are joined by K-6 teachers who assist them in relating university course content to its presentation in elementary school. The education course in the freshman year provides a coordination point for a school field experience as a reading tutor at a local elementary school. Sophomores in CORE participate in a mentoring program for elementary school students as a community service experience.

Martin noted that the Partnership continues to make plans for a four-and-a-half year integrated Liberal Studies/Multiple Subject Professional Education Program structured so that an environment for interdisciplinary studies is supported. Advanced plans have developed thematic semesters that combine content area studies with related pedagogy and school field experiences. Additional field experiences related to teaching in a variety of settings such as in urban schools have been proposed. A Single Subject version of Integrated Teacher CORE began an initial planning year in summer, 1997.

In closing he noted that the Partnership is also promoting teacher career exploration and recruitment by assisting high schools in establishing teaching academies. These provide high school students with information on teaching as a career along with intensive classroom experiences guided by district teachers that “get kids to look at teaching from the other side of the desk.” They have worked with staff in the Admissions Office to develop a course so that high school students in teaching academy-type programs will be able to enroll at CSU, Chico for elective university credit through the CSU High School Scholars Program. Beginning in January, 1998, Paradise Unified School District will place a high school teacher and their senior students in a Teaching Academy “in residence” at the university to take a combination of high school and university courses.

There is a range of faculty knowledge and experience regarding subject-matter pedagogy and about what goes on in K-12. New ways must be developed to better identify what is needed and how it can be provided to qualified faculty members. Faculty members, including part-time faculty members, need time to meet and plan together, to collaborate across disciplines, to make the best use of resources. Change cannot take place until recruitment of new faculty is focused on both pedagogy and expertise in disciplines.

Developing Solutions: Curriculum, Pedagogy, and Field Experiences

The members of this group generated multiple, far-reaching solutions in several areas of interest. Solutions in these areas were referred to in the San Francisco and San Jose action plans, as well as in others.

- provide a one-unit, on-line discussion course on teacher education (lower division) through the counseling/advising department which gives students a place to explore teaching options, issues, etc.;
- hire faculty across departments who are interested in teaching;
- use existing partnerships as entry points for conversations about K-12 schools;
- based on the School of Liberal Studies (Hutchins School model at Sonoma), fully represent faculty members in campus governance and decision-making processes;
- split Performance Pay Salary Increments (PPSIs) among disciplines, including teacher education, to ensure that people who work in the schools are recognized; and
- implement the existing faculty MOU on workload to accomplish broader collaboration and use existing resources in different ways.

“In sum, the goal of CSUS efforts regarding Liberal Studies and other teacher education programs is to make the university more ‘teacher friendly.’ We want to remove obstacles to students’ consideration of teaching as a career choice. We wish to make the teaching majors at CSUS more like other majors in the University. Students should identify with each other and with faculty as they proceed through their programs. They should develop a pride in their major that both shapes and is reflected back in CSUS as attention to its role in educating California’s future teachers.”

*–CSU, Sacramento
Action Plan*

Defining the Problems: Administrative Structures

These groups discussed how existing administrative structures need to change in order to strengthen teacher education in the undergraduate years. The discussion centered around three issues: state structures, faculty, and program articulation. Among those campus teams that agreed to work on problems in these areas were Fullerton, Pomona, and Northridge.

- (1) **State Structures.** Some participants stated that the Ryan Act had set up animosity among disciplines, especially regarding FTE. Other participants pointed out that programs are defined primarily by state law instead of by all-university curriculum committees, which adversely and directly affects students and faculty members. This suggested to some that the liberal studies courses have been mandated to exist in “no-man’s land.”
- (2) **Faculty.** This problem was defined by the observation that on some campuses there are no “liberal studies” faculty; instead, the program faculty are drawn from the major disciplines. This means that students receive less of an emphasis on subject-specific pedagogy and that instructors are largely unaware that many of their students intend to be teachers. Some mentioned that liberal studies courses were the least favorite for discipline-based faculty to teach.
- (3) **Program Articulation.** One of the most serious problems discussed by this group is the perception that liberal studies programs are not well articulated with community colleges and that in some cases articulation is discouraged. This is a serious problem because the majority of students on some CSU campuses are transfer students, and many felt this discouraged students from becoming teachers. Others observed that community college students were ill-advised, that curriculum articulation was not promoted, and that time and resources have not been properly redistributed to facilitate this process.

Participants agreed that the location of the liberal studies programs deserves critical examination. How would programs benefit or be adversely affected by becoming departments? How would the current dichotomy between content and pedagogy be affected? Finally, how could administrative structures be rethought to place students at the center of the learning process? Developing a new model that truly integrates the subject-matter disciplines and teacher education needs to occur, and yet the administrative and academic structures don’t often support such work. Some believed that there may be a role for AUTECH to play in furthering discussions in this area, while others thought that the campuses would be better off simply starting over.

Developing Solutions: New State Policy Initiatives to Support the Undergraduate Education of Teachers

Through an extended dialogue with David Wright and Michael McKibbin, both representing the CTC, this group generated several possible solutions which centered around early field experiences, the “Step to College” concept, and transfer students. Actions plans from many campuses, including Chico and San Diego, developed other possible solutions in this area, and intend to include their local community colleges in the process.

Early Field Experiences. The solutions generated for this area included:

- regular field experiences beginning early in the undergraduate years linked to service learning opportunities. Such clinical experiences should be integrated with regular classroom work. Both financial and in-kind resources are needed from all university and school-district stakeholders; and
- identification of high school students who take early courses on campus as another pool for early field-experience candidates.

“Step to College.” Two suggestions for solutions were based on this concept:

- include the Introduction to Teaching course as a component of the future teachers’ organization at high schools.

Students who complete the course would receive university credit, and work with pupils in partner elementary schools as tutors; and

- base early field experiences within the “Step to College” program.

Transfer Students. To ensure that community college transfer students and high school students are involved in teacher education programs early, participants suggested that articulation agreements need to be strengthened for some courses, especially for those that include field experiences.

David Wright, Director of Professional Services California Commission on Teacher Credentialing

Wright briefly discussed three emerging initiatives that are changing policy for teacher education: AB 351 authorizes pre-intern programs (gradually phasing out emergency permits), in which individuals who hold emergency permits obtain subject-matter preparation; AB 265 standards for K-12 in language arts and mathematics (with other subject areas to follow), which are currently under review by the State Board of Education; and the expansion of the Beginning Teacher Support and Assessment Program, which will likely impact the preparation and induction process for all beginning teachers statewide.

Wright said that this backdrop sets the stage for the kind of work that conference participants are undertaking. The work is seen by the CTC to be consistent with statewide policy direction, and few policies exist that will hold back progress; others can be used to facilitate movement. The policy role is to consolidate leadership of institutions that are moving ahead of others and press for changes when the pace is too slow.

With reference to the SB 1422 Panel recommendations, Wright noted that overall, they encourage changes in recruiting, preparing, placing, and employing teachers. For example, the recommendations would authorize alternative routes into teaching, and provide ways to address prospective teachers’ differing life circumstances. Integrated undergraduate programs are one of the preservice options. Such programs embody three key principles; they are: concurrent (professional study and subject matter study are neither linear nor sequential), connected, and uncompromised (in relation to standards that are in place for discipline-based content and performance expectations). Wright stressed that nothing in current law (Ryan Act) or regulations prevent this from occurring now. The recommendations also encourage early advisement and career exploration in the schools to better identify and serve prospective teachers more effectively. These early experiences would not replace supervised teaching, but would be designed to supplement and precede student teaching.

Finally, Wright commented that the recommendations support the inclusion and development of minors in education. This will likely help “package” a four- or five- year program model that shows the benefit of inter- and intra-institutional collaborations. Curriculum could be designed and delivered to better suit the needs of candidates. The SB 1422 panel, however, did not recommend reinstatement of an undergraduate degree in education fearing that majors in education would more likely lead to compromises in preparation.

Closing Conference Comments

At the conclusion of the conference, Mary Kay Tetreault and Gary Hart offered the following observations.

Mary Kay Tetreault

Dr. Tetreault identified four overlapping themes. The first, institutional and cultural change, prompted teams to begin thinking together about a five-year, integrated plan. Teams were committed to doing the work, and were conscious of the importance of thinking and reflecting about ways to change. Tetreault challenged them to ask, “What will success look like?”

Placing students at the center of learning emerged as the second theme. Tetreault asked, “What would we do differently?” and, “What would we do the same?” if teams had more of a student-centered focus.

The third theme, faculty work, suggested that teams were considering K-18 initiatives, changes in MOUs, and extended conversations. Teams were beginning to ask questions such as, “What do faculty do best?”, “What should faculty be doing with students?” and, “What should faculty be doing with each other?”

The role of leadership on each campus and systemwide was the fourth theme. Teams emphasized the importance of more visible support for teachers and teacher education from the vice presidents. Systemwide, the teams were considering how these issues could be addressed collectively by provosts.

Gary Hart

Hart observed that the teams had begun their work on an optimistic note. He identified five areas of change. The first, faculty development, has to occur with a committed core of credible faculty members. It is not essential that *all* faculty be engaged initially in these efforts, but it is essential to identify/recruit a core of committed and respected faculty to participate. Several key issues surrounded this area: recruitment; subject-matter pedagogy (helping faculty learn about integration); and incentives and rewards.

Second, liberal studies is the largest major on many campuses, but the support systems aren't in place to facilitate their rapid growth. This might be addressed through the “CORE program” concept, such as the one that is in place at Chico, or the pedagogy-centers model, which would require investment from existing sources.

Third, campuses could consider establishing an education minor. Although only a few campuses mentioned this option, it may offer several advantages for CSU students. It is, for example, one way that prospective teachers could demonstrate their commitment to and interest in teaching to future school-district employers.

Fourth, introductions to the teaching profession should be more user-friendly. Some simple changes could have a significant impact; such as: making catalogs more understandable; offering teacher-orientation classes; conducting surveys of students in traditional academic classes to identify prospective teachers, allowing students to receive early advising/counseling about possible career options, and informing faculty about students attending their classes who are interested in teaching as a career; and offering more and better advising services.

Finally, several mechanisms for continuing these efforts were discussed. Ideas such as continuing campus team meetings, convening campus summits, identifying a campus point person, working through K-18 councils, engaging vice presidents, and reconvening this group, were raised.

Barry Munitz, Chancellor and Chief Executive Officer of the California State University System

In his address, Chancellor Munitz offered praise for his successor, Charles Reed, and noted that Reed is already familiar with many of the issues with which California educators are grappling. Reed's educational background, and strong commitment to K-12, will undoubtedly enhance the work of the CSU.

Munitz observed that the CSU has made remarkable progress in working with K-12 schools. He noted, however, a dangerous gap between rhetoric and reality regarding participation with K-12. In particular, he mentioned that faculty who work directly with K-12 have the lowest salaries, along with low status and recognition. Progress has been made, but there's still a long way to go. This suggests that a serious commitment must be made to "walk the talk," set priorities, and accrue status, particularly in the RTP process. Stable commitments, over the long haul, are called for on major reform issues, such as those being made through the Annenberg collaboratives.

He indicated that there were still important steps to take. For example, he suggested that the Ryan Act needs to be changed. Without an undergraduate major in education, it is not seen as a credible profession. The time-to-degree is getting longer rather than shorter: we need to start at the other end, with the freshman year, and work toward shaping a program that way. The fifth year should be situated more on school sites, than on university campuses. He also noted that with all of the Proposition 98 funding going to public education, California is still in the bottom fifth of the nation for support for pupils. Proposition 13 is still a problem because it limits revenue to the extent that we can't meet our social service obligations.

He closed by saying that the public remains committed to a stronger K-12 system. A competent work force is not possible without drastic changes in both urban and rural schools. The heart and soul of leadership to address these fundamental issues within the CSU system rests with the academic vice presidents.

Possible Next Steps

Of course, much of the hard work must be done at the campus level, but there are some systemwide activities that can help inform and support the critical teacher education restructuring efforts underway on individual campuses. These include:

1. Explore ways the Chancellor's Office and the CSU and the California Community Colleges can work together to ensure that community college students who are interested in teaching careers are encouraged and supported in their academic and career pursuits.
2. Create websites and electronic bulletin boards to sustain the healthy exchanges of information and strategies that were initiated at the San Diego Conference.
3. Encourage a group of academic vice presidents/provosts to assume leadership and work together on addressing some of the solutions to reshaping teacher education in the undergraduate years.
4. Consider the creation of a systemwide committee, with a representative from each campus team, to meet on a regular basis. Its purpose would be to interact with, and monitor the work of, groups that influence the direction of teacher education (e.g., the K-18 CSU Presidents' Subcommittee, the CSU Provosts, the CTC, etc.), as well as inform them about concerns raised by campus teams as they implement their action plans.
5. Plan to convene a group of representatives from each campus to continue the important dialogues that were begun at the San Diego Conference.

Conference Agenda

Strengthening Teacher Education in the Undergraduate Years

A CSU Systemwide Conference Sponsored by the
CSU Institute for Education Reform
in Conjunction with the Chancellor's Office Division of Academic Affairs

October 29-30, 1997
Kona Kai Resort, San Diego

WEDNESDAY, OCTOBER 29, 1997

8:30 - 9:30 a.m. - Registration - Point Loma Patio

9:30 - 10:30 a.m. - General Session - Point Loma 2

- Welcome and opening remarks: Gary Hart, Co-Director, CSU Institute for Education Reform
- Framing of issues and challenges:
Bob Maxson, President, CSU, Long Beach
Mary Kay Tetreault, Vice President, Academic Affairs, CSU, Fullerton

10:30 a.m. - 12:00 p.m. - DEFINING THE PROBLEMS:

- Allocation and use of campus resources - Point Loma 1
- Administrative Structures - Library
- Communications - Point Loma 3
- Curriculum, Pedagogy, and Field Experience - Coronado

12:00 - 1:00 p.m. - LUNCH - Point Loma 2

1:00 - 1:30 p.m. - General Session - Point Loma 2

- Problems summarized - Mary Kay Tetreault

1:30 - 2:30 p.m. - General Session - SOLUTIONS - Panel Discussion - Point Loma 2

- Phoebe Roeder, University Advising Center, San Diego State University
- William Martin, Department of Sociology, CSU, Chico
- Chris Hasegawa, Collaborative and Professional Studies, CSU, Monterey Bay
- Jack Bristol, Dean, College of Sciences, University of Texas at El Paso

2:30 - 2:45 p.m. - BREAK

2:45 - 3:45 p.m. - SOLUTIONS (con't) - Small group sessions led by panelists

- Jack Bristol - Resources/Administrative Structures - Voyager
- William Martin - Curriculum, Pedagogy and Field Experience - Point Loma 3
- Chris Hasegawa - Communications/Pedagogy - Point Loma 1
- Phoebe Roeder - Administrative Structures/Communications - Coronado
- David Wright & Mike McKibbin - New State Policy Initiatives to Support the Undergraduate Education of Teachers - La Jolla

3:45 - 5:00 p.m. - CAMPUS TEAMS MEET (see enclosed list in packet)

Respond to written questions - some examples:

- What problems are you most confident about overcoming on your campus?
- What problems are you least confident about overcoming?
- If you had the resources you needed, how would you use them? How would you proceed without additional resources? Are there ways to improve the existing program by re-allocating the resources you already have?
- What do you need most to solve these problems?

DINNER ON YOUR OWN

THURSDAY, OCTOBER 30

8:00 - 9:00 a.m. - Continental breakfast - Point Loma Patio

9:00 - 10:00 a.m. - General Session - Point Loma 2

- The Linking of Challenges and Solutions - Mary Kay Tetreault and Gary Hart, Session Facilitators

10:00 - 10:15 a.m. - Break

10:15 - 11:30 a.m. - CAMPUS TEAMS MEET (see enclosed list in packet)

- Each team will be provided with a list of possible follow-up activities. Teams meet and develop an action plan.

11:30 a.m. – 12:45 p.m. - LUNCH - Point Loma 2

- Speaker: Chancellor Barry Munitz

12:45 - 1:00 p.m. - Conference Wrap-up and Evaluations

Brief Summaries of CSU Campus Action Plans

Action plans were submitted by campuses after the conference concluded. Although they are summarized here, complete plans are available on the website at: www.csus.edu/ier/undergradprep.

Bakersfield

Bakersfield noted that systematic and successful improvements have been ongoing in its teacher education program beginning in the early 1980s. Their action plan continues to build on this reform. First, the CSUB will move toward a “blended” teacher education and credential program. By Fall, 1999, CSUB will fully implement a policy that will permit multiple subject and single subject preparation program students to enter the credential program after the completion of 75% of their major program. Second, CSUB will (at a minimum) double the required observation/participation classroom experiences of multiple subject and single subject preparation students by Fall, 1998. Third, CSUB will increase the pedagogy component in core content courses in order to model for perspective teachers a variety of ways to present content material. By Fall, 1999, every program will have modified at least two of the core courses to introduce a variety of pedagogies for the presentation of content. Fourth, CSUB will expand its initiatives to create a greater sense of program identity for students in subject preparation programs. Specifically, by Fall, 1999, the university will open a centrally-located single subject office that will offer support similar to that being provided by the Liberal Studies Office. Fifth, by January, 1999, CSUB will reach agreement with its feeder community colleges whereby they offer multiple observation/participation opportunities, their faculty revise core courses to begin modeling best practice pedagogies, and they become part of CSUB’s assessment program. Finally, CSUB will conduct formative and summative assessment of both multiple subject and single subject preparation students, including a student portfolio, by Fall, 1999.

Chico

The Chico team determined that at least four changes would need to occur to effect changes in the undergraduate years. First, the group of faculty who were in the best position to effect the needed changes and encourage the participation of other faculty need to be identified. Second, the RTP document must reflect the value placed on participation at the K-16 level. Faculty must be rewarded for their efforts in these areas. Third, other significant community groups must become involved. And, fourth, a plan of rewards must be developed to encourage greater participation of on- and off-campus partners. Many steps have already been taken. Most significantly, the School of Education Executive Committee has begun to prepare a draft of an Education Minor which might be targeted at several populations, and the whole campus has, as part of its Strategic Plan, identified candidate and program assessment as a top priority.

Dominguez Hills

The campus short-term action plan consists of five elements with a small team of individuals in charge of each element. The conference team now acts as a steering committee for coordinating the larger scope of campus activities. The team plans to:

- 1) hold an all-campus symposium in the spring semester, jointly sponsored by the President, the Vice President for Academic Affairs, the School of Education, and the College of Arts and Sciences;
- 2) expand interactions with the California Academy of Mathematics and Sciences (CAMS) to increase significantly the field experiences and observation experiences for teacher education students;
- 3) improve students’ CBEST scores;

- 4) revise and restructure the LS program through a special task group reporting directly to the Vice President for Academic Affairs; and
- 5) consider the allocation of appropriate resources and workload to run the LS program.

Fresno

Fresno has identified as its overall goal the development of a five-year integrated teacher preparation program. The eight objectives accompanying this goal are to:

- 1) develop a proposal for a Multiple Subjects Professional Program to deliver to students starting the junior year of their academic program (by July 1, 1998);
- 2) develop an appropriate curriculum in mathematics and science for LS majors and increase the number of students selecting these areas (June 1, 1998);
- 3) develop an appropriate curriculum in the social sciences for LS majors and increase the number of students selecting these areas (June 1, 1998);
- 4) develop an area of concentration dealing with conflict and violence in the classroom (June 1, 1998);
- 5) review all LS offerings in literature, writing, and literacy to incorporate pedagogical and field work experiences (August 15, 1998);
- 6) revise all mathematics and science courses in the LS program to incorporate, when appropriate, pedagogical instruction through direct instruction or modeling (December 12, 1998);
- 7) identify GE courses appropriate for prospective teachers (August 15, 1998); and
- 8) develop a plan to use resources in instruction on campus, in the schools, and within the community colleges (August 15, 1998).

Fullerton

The Fullerton action plan was organized around those themes outlined in the Executive Summary of the Subcommittee Reports of the CSU Presidents' Group for Teacher Preparation and K-18 Education that were deemed most relevant and urgent. Those included:

- promote, support, and sustain the all-university responsibility for teacher education through the AURTEC as the primary group to set direction and policy and implement the recommendations of the Presidents' Group;
- review the current committees, and establish a structure that will enhance communication and enable the relevant faculty members to implement a program that links content pedagogy, and multiple clinical experiences;
- review the existing requirement to determine if they serve the goals of the Presidents' Group and propose curricular changes as appropriate;
- review the LS program for sufficient administrative time, core faculty, and student support mechanisms;
- review resources in light of the new Economic Improvement Initiative Funds and allocate resources to achieve restructured teacher preparation programs and to meet demand;
- review the *Characteristics of a Well Prepared Teacher* and determine how they fit with current campus standards and revise as appropriate;
- review the assessment mechanisms to ensure that candidates are appropriately evaluated;
- work with the Vice Presidents for Academic Affairs to support regional approaches to teacher preparation;
- review what is currently being done to further partnerships with community colleges and school districts; and
- consider development of a Fullerton First Year program for prospective teachers; revise the catalog; and work toward "deconstructing the dichotomies" that currently shape teacher education.

Hayward

The Hayward team agreed to pursue the development of an articulated/blended program, focusing on Liberal Studies and the Multiple Subjects Credential. This would include articulating upper division English, history, mathematics, and science courses with their corresponding teacher education courses in 1999. This blended program would constitute the initial phase of a plan toward the creation of an integrated undergraduate sequence of course work. The next phase would be determined during subsequent planning discussion with the academic departments. A regional meeting with representatives from community colleges and K-12 districts in Alameda and Contra Costa counties shall be convened to share the proposed plan and to obtain feedback. The plan is likely to be drafted during the Spring of 1998, with a review occurring in the Fall of 1998. The team anticipates that the pilot program will be implemented in the Winter of 1999.

Long Beach

The CSULB team developed an action plan consisting of six goals, that builds on activities already planned or under way. Their goals and progress are:

- 1) Form a leadership team committed to developing and supporting an all-university plan for high-quality preparation of undergraduate teaching (the team has already been formed).
- 2) Develop an integrated five-year program for prospective elementary teachers (this effort began in the summer of 1997, with continued planning throughout the fall). The core faculty will work intensively during the spring semester to complete recommendations for an integrated program and to make recommendations for revisions in the current LS program.
- 3) Redesign the LS program over the spring 1998 semester. The Vice President has signaled his intent to move the LS program into the College of Education in the next year.
- 4) Create a core LS faculty drawn from across campus and formally committed to the undergraduate preparation of teachers. This will be a major consideration for the campus leadership group in the spring 1998 semester.
- 5) Raise campus awareness. The campus will sponsor one or more public colloquia in the spring semester focused on the broad education issues facing the state and their region and the role of the university in responding to them.

Los Angeles

The LA team saw the conference as an opportunity to brainstorm some of the problems that must be addressed in order to strengthen undergraduate teacher education at CSULA, which will serve as the basis for developing an action and implementation plan. Some of the problems identified by the team included getting information to community college students, and a lack of integration between the academic major and teacher preparation courses. Some of the solutions discussed were more visible support for teacher education shown by the campus faculty and administrative leadership, more effective ways for community college student transfers to follow course-taking patterns, and innovative ways to provide early field experiences. To more fully address the problems, the team identified three short-term goals: have teacher education more clearly established as a campus priority; expanding the campus team to provide leadership for assessing the existing teacher education programs; and developing and implementing programs that accommodate the needs of less-traditional students.

Monterey Bay

The long-term goal for Monterey Bay is to infuse the scholarship of teaching across the entire campus. Three short-term goals were also identified: develop a fully integrated liberal studies/field-based teacher education system; implement adequate student advising and support systems; and improve connection to community colleges and K-12. The eight-member team that attended the conference has become the steering committee for the campus effort. It will

be expanded in January to include other representatives (including teacher education/LS faculty, and point persons for each major) and then will be known as the Teacher Education Council. This group will meet in late January to discuss the short-term goals and strategies, establish three work groups, and determine next steps. The Steering Committee is aware of their need for leadership, faculty commitment, time, and stable resources.

Northridge

The Northridge action plan contains five categories, under which multiple activities are identified. The first category covers streamlining the liberal studies curriculum, which includes such activities as identifying specific courses for team collaboration, developing goals and objectives for the LS program, and creating an accountability process. All faculty who teach in the LS program are to be identified, and the team plans to sponsor a one-day conference to discuss the curricular revision. The second category covers facilitating the availability of LS courses to increase student completion of the program. New methods of funding and scheduling will be explored. Third, College of Education will meet with department chairs and program directors to discuss the undergraduate preparation of students for the single subject credential. Fourth, plans will be prepared for alternative programs in undergraduate majors for those students who did not major in LS. Finally, the team will address structural issues, such as coordination, and creating an emphasis on AUTECE.

Pomona

The overall objective for Cal Poly's action plan is to enhance the all-university commitment to teacher preparation. Their goal is to produce more quality teachers in a shorter period of time. Several obstacles were identified that must be overcome to reach their objectives. These included the current culture of the academy that does not value teacher preparation, the disconnection between faculty teaching in academic majors and the K-12 schools, faculty access across different disciplines, the lack of incentives, and the need for a multi-college collaboration. The team has recognized the need for all of the deans working together to achieve their goals, which they have identified as: integration of subject matter, content, and pedagogy; incentives for faculty to become more involved in teacher preparation; improving the quality of undergraduate education and articulation agreements with community colleges; and collaboration and partnerships with the K-12 school system and communities. Appropriate funding resources were identified as essential to achieving these goals. Finally, the team is committed to hosting an education summit, and organizing several focus group discussions to get a better understanding of the issues from multiple perspectives.

Sacramento

The Sacramento team began by identifying a number of significant problems to be overcome within their LS program. For example, problems such as the lack of overall thematic integration, advising, and administrative structure were noted. Their action plan consists of eleven initiatives, all of which respond to an identified need, and some of which have already been implemented. The initiatives address structural issues, such as scheduling; personnel issues, including identifying current faculty and recruiting new faculty who are sympathetic to teacher training, as well as developing course and instructor evaluation methods that are more sensitive to the needs of teacher education students; and programmatic concerns, by asking faculty members who routinely teach LS students to meet regularly regarding program issues. In addition, the LS program will begin to develop methods of assessing learning outcomes, and will centralize advising duties for the three major teacher education programs. Finally, the LS program coordinator will review the CSUS efforts to develop an entry level, cohort experience for transfer students.

San Bernardino

At the conference, the San Bernardino team spent considerable time discussing the issue of status for liberal studies and the role that joint advisement might play in strengthening the image of the liberal studies major. It was suggested

that LS should be protected as integral to more than one school and as critical to the realization of their mission statement. The team also agreed that they needed improved communication at all levels, and that there should be a focused message from the President and other senior administrators to support efforts to bring about this integration. In particular, conversations need to occur with respect to: the structure of liberal studies; the revision of curriculum to integrate content and pedagogy; the timing of course offerings in the schedule; and the improvement of advisement. In the short term, the campus team agreed to continue their current discussion on campus, and to share with and brief the leadership on the direction they wish to go. They will also identify more key faculty to participate in this process as well as identify those efforts at the integration of content and pedagogy which already exist or are currently planned. They have identified their greatest need as a committed corps of faculty, administrators, and school people to address the issue of program reform.

San Diego

The conference provided an opportunity to reflect upon what has already been accomplished at San Diego and to identify and clarify goals for the next year. In early Spring, 1998, a team representing LS, the College of Education, and conference participants plans to meet with President Weber and elicit his goals and perspectives based upon his work with the Presidents' Group, share their plans, and discuss resource issues.

Three major initiatives were identified at the conference. First, the team wants to plan and implement a curriculum that integrates some of the traditional fifth-year credential program courses into the junior and senior year and moves some of the LS major courses into the fifth year. To accomplish this, they will locate consultants who have experience with integrated five-year plans, to become better educated themselves. Second, the team plans to continue to improve the existing junior-level field experience and add additional experiences. In particular, they anticipate benefit from collaboration with K-12 teachers and administrators who are members of the Comprehensive Teacher Education Institute (CTEI) and the Beginning Teacher Support and Assessment (BTSA) program. The third initiative is to develop a more integrated freshmen- and sophomore-level curriculum which would include guided field experiences. In addition to the integrated curricula program, the team will be looking at the possibility of an integrated lower-division general education program. They are also speaking with their largest local community college vice president about recruitment issues.

San Francisco

Days after the CSU conference, SFSU Provost and VP for Academic Affairs, Thomas J. La Belle, addressed their Academic Senate and proposed that the campus develop a five-year plan to achieve a more academically integrated teacher education program and meet CSU initiatives and state standards. Eleven action steps were proposed, some of which are already being implemented:

- 1) Improve and strengthen LS advising, targeting the subject matter fields for elementary education;
- 2) build bridges to facilitate cooperation between education and discipline-based faculty;
- 3) identify early in the process, those students who intend to pursue teacher education and offer career counseling based in the College of Education;
- 4) revise courses to reflect a true integration of the subject-matter discipline and education;
- 5) link discipline faculty with K-12 schools so they better understand the needs of newly prepared teachers;
- 6) arrange internships for students in K-12 schools for observation, tutoring, and other early, preparatory experiences;
- 7) investigate the possibility of a Minor in Education;
- 8) hire new faculty;
- 9) review promotion and tenure policies in light of curricular integration and the enhancement of K-12 university linkages;

- 10) find ways to enhance resources for LS; and
- 11) determine the most effective use of the new CSU resources.

San Jose

Prior to the conference, San Jose State had identified teacher education as a campus priority and had begun efforts to strengthen and expand its programs, working in partnership with area schools, and in several other collaborative efforts. The conference provided the team an opportunity to focus on three goals: link content, pedagogy, and field experiences; develop shared responsibility for teacher education programs among subject-matter faculty; and develop a “user-friendly” teacher education program that meets the needs of a diverse student population. To further these goals, the team agreed upon five action steps which are to:

- plan for the involvement to major stakeholders in discussion of how to link content, pedagogy, and field experience;
- seek input and support from relevant administrators—in particular to work with deans, who have teacher education programs in their colleges, as a team to make recommendations regarding resource allocation and expansion of teacher education programs;
- develop a plan to provide incentives and support for faculty involvement in curriculum development;
- plan for making teacher education programs “user friendly,” beginning with the evaluation of the processes and services that support students’ progress in attaining a teaching credential; and
- investigate various models for linking content, pedagogy, and field experiences in undergraduate programs.

San Luis Obispo

Due to unforeseen circumstances, the SLO action plan was not submitted in time for inclusion in this publication. It will be posted on the Institute for Education Reform website as soon as it is available.

San Marcos

The summary action plan submitted by San Marcos contains seven activities, most of which encompass several ancillary plans. San Marcos has already initiated an inventory of current projects on campus that represent innovative collaboration between the College of Arts and Sciences and the College of Education which will likely lead to better prepared teachers. They have also created a retreat planning group, with the expectation that a faculty-administrator retreat will be held in January, 1998, to discuss strengthening teacher preparation. A joint faculty meeting has taken place between the College of Arts and Sciences, Liberal Studies faculty and the College of Education Social Sciences Specialist to discuss information presented at the CSU conference. In addition, social/professional events have been planned to involve those faculty to facilitate a necessary culture that will benefit teacher preparation. They are also committed to developing communication tools to keep faculty from the two colleges up to date, and have initiated a useful discussion on how to use current campus resources.

Sonoma

After the conference, the Sonoma State team identified tasks for each group member that would further the discussion and planning for an integrated undergraduate program. These tasks included, and have been acted upon in the following ways:

- 1) undergraduate advising—suggestions on the improvement of advising have been submitted to upper-level administration;
- 2) grant support—FIPSE and other grants were submitted to provide a base for an integrated program with AMCS and Education;
- 3) inclusion of other key people and groups on campus in this issue—presentations have been arranged at meetings of key campus groups;

- 4) reviewing the RTP structure to identify ways to support faculty working in K-12 partnerships—the School of Education RTP criteria have been shared with team members, and will be shared with other schools; and
- 5) broadening the conversation through a large meeting on campus—a retreat is being planned as a means by which proposals and ideas can be shared with faculty in each of the schools.

In addition, a retreat was held with the multiple subject faculty to begin planning an education minor and an integrated program; the first steps in the recruitment and admission of a special cohort of undergraduate students from the Hutchins School were implemented; and undergraduate advising and recruitment into teacher education and identifying “early deciders” has been discussed.

Stanislaus

The Stanislaus team recognized five issues that need to be addressed and resolved in order to obtain an integrated program:

- curricular issues should be addressed as a university-wide function;
- learning goals for LS should focus consistently on teacher preparation;
- LS should have a “home,” both physically and organizationally;
- additional resources should be allocated for successful recruitment and advising of teacher candidates; and
- faculty development support should be provided to plan and implement a well-integrated LS/teacher education program.

The team identified its short-term goals as: opening a dialogue with the College of Arts, Letters, and Sciences, the Master Academic Planning committee, and the Ad Hoc planning task force to plan alternatives and develop proposals for pilot programs; establish a home for LS faculty, students, advisors, and the program itself; develop revised curricula for LS courses; and set target dates and goals for a full curricular plan. The team acknowledged that funding should be designated to support plans for recruiting students and for supporting curricular changes, and that internal partnerships were needed to bring together faculty from the various colleges and schools.

Presenters' Biographies

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ROBERT C. MAXSON Bob Maxson has served for three years as President of California State University, Long Beach. Previously, Dr. Maxson served for a decade as the President of the University of Nevada, Las Vegas (UNLV). At CSU, Long Beach President Maxson has established the President's Scholars program which has been highly successful in recruiting high school valedictorians and National Merit Scholars to the CSU, Long Beach campus. A leader in teacher education, President Maxson was appointed by Chancellor Munitz to head the CSU Presidents' Group on K-18 Education. President Maxson earned his doctorate from Mississippi State University which honored him as its Distinguished Alumnus in 1990.

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