



# CSU Bakersfield

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DATE: October 31, 2011  
TO: Teacher Education Advisory Committee  
FROM: Kathleen Knutzen, Dean, School of Social Sciences and Education  
RE: TEAC Meeting, Nov 7, 2011

## **Agenda for 11/7/2011 meeting**

**3:30-5:00 pm**

**ADMIN 101**

- I. Welcome and Introductions
  - a. Meeting Reminders: February 20, 2012 3:30-5:00 pm and April 30, 2012 3:30-5:00 pm
- II. All University Partner Reports and Input
- III. Report on Teacher Education Activities in the School of Social Sciences & Education
  - a. The California Alliance for Teacher Preparation – next steps
  - b. Report on our teachers in the field – annual California Teacher Quality Assessment (CTQ) results
  - c. Special Education, Teacher Education, CAFS, Liberal Studies activities
  - d. Report of CTC assessment of Special Education
  - e. NCATE timeline
- IV. Community Partner Reports and Input
  - a. Bakersfield College; Kern County Superintendent of Schools; Bakersfield City School District; Kern High School District; Panama Buena Vista School District
  - b. Alumni input
- V. Misc Items from the Committee

## **The California Alliance for Teacher Preparation Invitation to Participate**

The California Alliance describes a group of voluntary partnerships across the state between teacher preparation institutions, schools, and school districts, and other interested stakeholders in teacher preparation. The intention is to pilot a variety of interesting and innovative ideas, looking for results that improve not only the preparation of novice teachers, but student learning and achievement outcomes in a variety of educational settings.

The California Alliance has initially identified five key approaches to reform in teacher education, as identified in the NCATE report, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*. This invitation is meant to provide preliminary information about each of these five ideas, enabling potential partners to select one or more of these that are of interest to them, and to become further involved. The five general topics are:

- Piloting rigorous admission criteria for a program of teacher preparation
- Establishing demonstration sites focused on a clinical approach
- Creating a collaborative process for clinical placements
- Structuring an alternative induction program for beginning teachers, specifically those laid off or unable to secure a first teaching position
- Piloting a valid performance-based outcomes assessment for teachers

### ***Rigorous Admission Criteria***

This option focuses on establishing a partnership to develop a shared set of higher selection and admission standards for entering teacher credential candidates. Although existing admission criteria are aligned with state standards for program accreditation, a key challenge is how to institute even more selective criteria that will serve to recruit outstanding groups of candidates, and aligning IHE entrance criteria with subsequent district hiring criteria. At the same time, the challenge will be to achieve both increased rigor and to maintain or increase diversity in the selected pool of applicants.

### ***Clinical Demonstration School Sites***

As a variation of the numerous alternatives called “professional development schools”, sites are sought that will incorporate the elements of enhanced clinical preparation into the model of teacher preparation, as a true collaborative partnership between IHE and P-12 faculty.

### ***Collaborative Process for Placements***

There exist a great range of processes for determination of student teacher field placements, often controlled by the district/school or by the university, but rarely (if ever) completely collaborative. Development of such a shared process, with the goal of finding the best classrooms for novice teachers and serving school and district needs, could serve as a model for many other programs.

### ***Alternative Teacher Induction Program***

An alternative induction program design is meant to allow preliminary credential holders to complete an induction program without employment as a contracted teacher. Participants could include recently laid-off teachers as well as newly credentialed teachers, unable to secure a first teaching position. Participants would remain in the profession, develop ties to the local district, enhance existing skills and add training in teaching shortage areas, and remain ready to return to full time positions when available.

## ***Performance-Based Outcomes Assessment***

Partnerships between universities and P-12 school districts have the unique potential to advance innovative measures for evaluating the impact of teacher preparation programs in pilot programs. Both sets of organizations seek strengthened approaches for assessing the relationship between teacher professional preparation and student learning outcomes. By exploring a range of innovative assessment models, both will learn about the strengths and weaknesses of various outcome measures that include attention to P-12 student learning.