

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

March 15, 2000

The Committee on Educational Policy met on the above date at UCSF-Laurel Heights, San Francisco.

Members present: Regents Atkinson, Bustamante, Davies, O. Johnson, Khachigian, Kozberg, Lansing, Nakashima, Pannor, Sayles, and Taylor; Advisory members Kohn and Miura

In attendance: Regents Bagley, Hopkinson, S. Johnson, Leach, Lee, Montoya, Moores, and Preuss, Faculty Representatives Coleman and Cowan, Secretary Trivette, General Counsel Holst, Provost King, Senior Vice President Kennedy, Vice Presidents Broome, Darling, and Pister, Director Nation representing Vice President Hopper, Chancellors Berdahl, Bishop, Carnesale, Cicerone, Dynes, Orbach, Tomlinson-Keasey, and Vanderhoef, and Recording Secretary Nietfeld

The meeting convened at 2:55 p.m. with Committee Vice Chair Sayles presiding.

1. **QUARTERLY REPORT ON PRIVATE SUPPORT**

In accordance with the Schedule of Reports, the **Quarterly Report on Private Support** for the period October 1 through December 31, 1999 was submitted for information.

[The report was mailed to all Regents in advance of the meeting, and a copy is on file in the Office of the Secretary.]

2. **REPORT ON K-12 TEACHER PROFESSIONAL DEVELOPMENT INITIATIVES**

The Committee was informed that on January 17, 2000 Governor Davis unveiled a \$71.3 million package of new and expanded Teacher Professional Development Programs. The Governor intends this endeavor to be coordinated by the University of California, in collaboration with the California State University (CSU), private colleges and universities, and K-12 schools and districts statewide. The purpose of the Governor's record one-year investment in teacher professional development is to strengthen K-12 teachers' in-depth subject matter knowledge and to improve teachers' classroom performance, which in turn will better serve all students. The initiatives call for up to 70,000 teachers to attend well-coordinated, intensive, high-quality institutes and training programs this summer at UC, CSU, and other appropriate campus sites. Implementation of these institutes by July 2000 will represent a ten-fold augmentation of the Governor's Reading Professional Development Institutes, established in 1999. The reading institutes have been coordinated by Office of

the President in conjunction with 32 college and university campuses in California and have served 6,300 teachers and principals from over 600 schools statewide.

President Atkinson announced that Ms. Susan Burr, who had previously served as Undersecretary of Education under Secretary Hart, had been appointed as Interim Secretary by Governor Davis.

Vice President Pister recalled that over the past two years the Office of the President had reported to the Regents concerning the content and scope of educational outreach programs that had been initiated in order to increase access to the University and to higher education in general for educationally disadvantaged students in California. The range and depth of the aggregate of the programs are substantial, representing an unprecedented step in the University's history. Today's presentation will focus on the professional development of teachers by outlining the steps that will be taken in response to the Governor's initiatives. Mr. Pister recalled that the general consensus of the faculty presenters at the Committee's January meeting was that only marginal improvement in student academic achievement can be attained absent improvement in core curricula and in teaching in underperforming schools. The quality of the University of California is routinely ascribed to the quality of its faculty. The fact that the same principle applies to the state's K-12 system must not be overlooked. Students must be taught by teachers who have the content and pedagogical knowledge, as well as the classroom-management skills, that are required for success in the complex classroom environment in California's schools. The report entitled **Teaching and California's Future**, which was provided to the Regents in advance of the meeting, indicates that poor, minority, and limited-English-speaking students are disproportionately taught by the least-prepared teachers in the state. Educationally disadvantaged students will not be adequately prepared for entry into higher education without increased attention and resources being given to address teacher quality. Vice President Pister reported that CSU Chancellor Reed and President Brown of the Association of Independent California Colleges and Universities had joined with President Atkinson in affirming their support for an inter-segmental effort.

Ms. Burr expressed the Governor's appreciation for the exemplary commitment on the part of the University of California to improving the collaboration between the University, other segments of higher education, and the state's K-12 public schools. This relationship has been strengthened recently in the area of content-based professional development for K-12 teachers. Ms. Burr noted that the University has shown leadership in the development of a new teacher preparation program, as requested by the legislature. A teacher scholarship program will train 400 new teachers at various campuses throughout the system. In addition, the State has identified the need for new school leadership due to a shortage of principals, particularly in areas which are hard to staff. At the request of the State, the University is in the process of creating principal institutes. Ms. Burr noted that the Governor's 1999 initiatives were ambitious, including an accountability program for all schools in the state, a high school exit exam, and a peer assistance and review program. The Regents have received an informational packet that outlines all of the Governor's education initiatives for 2000. Ms. Burr highlighted some of the initiatives that have a strong connection to the work undertaken by the University. The merit scholarship program represents an effort to put into

place a merit-based scholarship for students who either score in the top 10 percent on an assessment test on a statewide basis or in the top 5 percent of their high school. This program connects well to the University's outreach efforts. In addition, the Governor has set aside \$20 million to offer students at all of California's high schools the opportunity to participate in Advanced Placement courses in order to improve academic achievement. Two programs have been established to encourage the most able students to enter the teaching profession. The main objective of the Governor's education initiatives is to strengthen the quality of the teachers in the state's public schools, as this has been found to be the single most important factor in student achievement. The Governor has asked the University to expand the reading institutes in summer 2000 to 70,000 teachers. Another major initiative will focus on mathematics in order for the state to remain competitive in a global society. Assistance will also be provided to 1,000 teachers through the English Language Learners Institute.

Ms. Gretchen Laue, Director of the Reading Professional Development Institute, reported that 33 colleges and universities, including all eight University of California undergraduate campuses, 220 school districts, over 600 schools, and more than 6,000 K-3 teachers and educators are currently participating in the 120-hour reading institutes, which began last summer with intensive training in the teaching of reading consistent with the State's content standards. She presented a brief videotape which was recorded within the schools and classrooms being served by the institutes.

The teachers and principal on the video spoke of using data to inform instruction and improve student results. Ms. Laue provided some examples of how data are being collected through the reading institutes and how they are being used to improve student achievement. Beginning and mid-year data on over 80,000 K-3 students includes information on the student's first language and the language of instruction in the classroom, the poverty level of the student's school, and the credentials and years of teaching experience of each teacher. Teachers report beginning, middle, and year-end benchmarks on each child in key reading skill areas. This enables the teachers to see the progress their students are making and to identify areas for additional instruction

By looking at a similar report for the entire class, the teacher can analyze and target her instruction. She can see areas where she needs specific help from experienced teachers. In team meetings, she can look at grade level data and share resources. Teachers become responsible not just for their students but for all the students at that grade level.

Ms. Laue explained that individual student and class reports are two ways in which the data are currently being used. At the end of the year, summary data by schools and districts will be presented and correlated with results from the State's standardized test. Similar student populations across the state will be compared, excelling schools will be identified, and teachers with expertise will be asked to help improve the reading program and to help other

teachers improve instruction. She gave the following example of how these data have been used to improve student achievement.

In 1996-97 a pilot program established a model for the reading institutes. It was also the first year of class-size reduction in grades K-3. As a result, there was a tremendous influx of new teachers in the primary grades. It was felt that if experienced teachers and new teachers worked together and met regularly in grade-level teams, analyzing student results on grade-level benchmarks, the new teachers and their students would do better. At the end of the year the performance of students of new and experienced teachers was compared. It was found that the new teachers performed almost as well as the experienced teachers. This result was ascribed to targeting and focusing instruction, team work, sharing of resources, and continuous analysis of the data. That data from 1997 helped to build the model being used in over 600 schools today.

Ms. Laue recalled that eight years ago she had addressed the Committee as a middle school teacher from Calexico who had benefitted from a University of California K-12 partnership at UCLA. This project supported her as a teacher and helped her develop the skills to bring together the teachers at her school. University support and commitment to K-12 education made it possible to focus on improving her students' performance. By bringing classroom teachers and university faculty together to focus on student achievement, California's colleges and universities are helping make real gains in student achievement for the students who need support the most.

Ms. Shervaughna Anderson, a teacher from Will Rogers Elementary School in Lynwood participated in the reading professional development institute at UCLA. She reported that her school district, which has a partnership with the Los Angeles campus, has benefitted in reading, mathematics, and other content areas through its continuing work with UCLA. Ms. Anderson reported that, as a new teacher, the Governor's initiative provided her with the tools she needed in order to direct her instruction. It has helped her and her colleagues to focus on results and to set goals for parents, students, and teachers.

Vice President Pister acknowledged the collaboration between the University and the California State University system, and he called upon Mr. David Spence, Executive Vice Chancellor and Chief Academic Officer for CSU, to present his remarks. Mr. Spence reported that, through programs such as the California Subject Matter Project and the MESA program, the University of California and the California State University have demonstrated the ability to work together effectively. The CSU Board of Trustees and Chancellor Reed have assigned a high priority to working closely with their public school colleagues to improve the quality of education in California. This is particularly apt given the fact that CSU prepares approximately 60 percent of the state's teaching force. Last summer's reading institutes are the latest example of the ability of the two systems to work together on behalf of the state's school children. In addition to participating as full partners with UC in expanding the reading institutes and initiating similar programs in mathematics and English

language learning, CSU will administer with UC the Governor's Education Technology Professional Development Program. This program will enable teachers to use technology in the instructional process.

Assistant Vice President Educational Outreach Polkinghorn presented a detailed report on the proposed Teacher Professional Development Institutes. He prefaced his remarks by reinforcing the message that this effort should not be envisioned as the university systems working to fix K-12 teachers. Leading K-12 teachers have joined in the development and implementation process and will continue to collaborate with university faculty across the state in co-designing and co-directing programs and co-authoring material. Moreover, faculty from the university systems and leading teachers have embraced every opportunity to learn more about professional development, effective approaches to teaching in the disciplines, and how to optimize the impact on student learning at all levels. University administrators expect to learn how to improve the quality of their teaching preparation programs from teachers who teach in California classrooms daily.

Mr. Polkinghorn explained that these approaches emanated from the Bay Area Writing Project, which was established by James R. Gray at UC Berkeley in 1974. Mr. Gray taught that the most powerful form of professional development is centered in the academic discipline and derives from a university-K-12 partnership where teaching and learning are the central focus of activities and discourse.

The Teacher Professional Development Institutes are a comprehensive effort focusing on supporting teachers and their students at critical junctures in their educational lives, including reading, algebra, and English language development. Because an effort of this scale demands a retooling of the administrative and accountability systems, as well as a new level of collaboration with the University's educational partners, President Atkinson has invited the chief executives of the education segments in California to join the University in planning and coordinating the professional development initiatives proposed by the Governor. The scale of the challenge and the nature of the expertise required to meet that challenge successfully require a comprehensive partnership of the universities and the K-12 system. The first step in this partnership will be the organization of an executive board that will chart a course for the implementation and evaluation of these programs. President Atkinson will ask the board to consider the development of a coordinating structure that has tentatively been designated as the California Consortium for the Advancement of Teacher Professional Development.

Assistant Vice President Polkinghorn reported that the consortium will be organized around the concept that professional development will be based in academic disciplines and be consistent with and supportive of content standards in K-12. This development will be offered to and attended by teams of teachers and be sensitive to the local context, including the needs of students, districts, and schools. In the short term, the principal function of the consortium will be to host and to coordinate the development of the Governor's initiatives.

The consortium is expected to assume a larger and more prominent role in advancing a coherent, collaborative system for professional development in California by undertaking the following activities:

- \$ administering the Statewide Professional Development Program
- \$ coordinating assessment and evaluation
- \$ communicating and disseminating findings and results
- \$ informing the policy discussion regarding teacher professional development
- \$ contributing to research related to teaching and learning
- \$ publishing briefing papers and hosting policy seminars

Mr. Polkinghorn noted that the Governor's initiatives represent a quest for teaching excellence at all levels of the education system in California. They also represent new opportunities and intellectually challenging domains for faculty research and professional inquiry.

Regent O. Johnson asked what was being done to ensure that these professional development programs will be distributed equitably throughout the state. Assistant Vice President Polkinghorn explained that the statute that authorized the implementation of the program requires a focus on the schools that are performing below the 40th percentile in the relevant academic subject areas. It also places a priority on serving schools with high proportions of inexperienced teachers, as well as schools with teachers who are teaching outside of their subject areas. The first step is to identify these schools statewide and then to invite campuses with a teacher credential program, both public and private, to submit a proposal to serve the schools in their region. This year, 48 campuses have already expressed an interest in hosting one or more of the proposed institutes in summer 2000.

In response to a question from Regent Bustamante regarding the selection of the teachers who will participate in the professional development programs, Mr. Polkinghorn stated that, once a school has been identified, the principal of the school puts together a team of ten teachers, the majority of whom are underprepared in their subject areas. Two members of the team are required to be experienced teachers, and one must be a school administrator. He confirmed for Regent Bustamante that schools in Los Angeles and Oakland top the list of priorities for these programs. Last year, funding was provided to support approximately 600 schools. The schools that meet all of the necessary criteria were selected for participation. Following participation in the program, the work of the team was expanded at the school.

Ms. Anderson continued that, once back at the school, the lead teacher is able to train other teachers at the site through staff development.

Regent Bustamante recalled that teacher training is evaluated based upon student achievement and asked for an explanation of how this process works. As described above, Ms. Laue noted that, with respect to reading, she had worked with a team of teachers to establish benchmarks to track a student's progress throughout the year. The data are then

compiled statewide and provided to the schools. Funding has been provided to study the correlation between classroom benchmarks and the results of the STAR 9 test.

In response to a further question from Regent Bustamante regarding the amount of time provided for teacher training, Ms. Laue explained that the framework is laid during the 120-hour program which occurs during the summer. In addition, five non-school days are devoted to further activities during the school year, and a further 40 hours are given over to focusing together on improving student achievement. A \$1,000 stipend is provided to the teachers who participate in the program.

Regent Kozberg recalled the statement that CSU prepares approximately 60 percent of the state's teachers and asked for information on the other sources of the teaching force. Assistant Vice President Polkinghorn reported that the University of California trains about 4 percent, with the remainder being prepared in the private sector.

In response to a question from Regent-designate Miura regarding the leadership of the consortium, Mr. Polkinghorn explained that the executive board will be comprised of members from each of the segments of education in California. The board will designate a director who will be responsible for the conduct of the consortium. He added that he was serving as the interim director.

(For speaker's comments, see the minutes of the March 15, 2000 Committee of the Whole.)

The meeting adjourned at 3:55 p.m.

Attest:

Secretary