

**Proposal from
California State University, Fullerton
College of Education
for the
Edison International New Era Grant Program 2004-05**

Mission Statement

Learning is preeminent at California State University, Fullerton (CSU Fullerton). We aspire to combine the best qualities of teaching and research universities to actively engage students, faculty, and staff to work in close collaboration and expand knowledge. Our affordable undergraduate and graduate programs provide students with the best of current practice, theory, and research, and then integrate professional studies with preparation in the arts and sciences. Through actual classroom experiences, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society. We are a comprehensive regional university with a global outlook, located in the technologically rich and culturally vibrant Orange County area of metropolitan Los Angeles. Our expertise and diversity serve as distinctive resources and catalysts for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.

National Accreditation

The College of Education at CSU Fullerton has responsibility for the majority of the educator preparation programs and is the center for the National Council for Accreditation of Teacher Education (NCATE) and California Commission on Teacher Credentialing (CCTC) review processes. During the highly successful 2000 NCATE and CCTC accreditation review process, the

University formed an *All University Teacher Education Committee*, comprised of the Vice President of Academic Affairs, the Dean's of the various colleges in the university and the department chairs and key coordinators of education related programs across campus. This committee is responsible for overseeing the primary events associated with teacher education at CSU Fullerton. At the fall, 2003 meeting, among other pertinent issues, the committee discussed the challenge of dwindling funds to train and support master teachers for our teachers in training.

Funding needed to train master teachers

CSU Fullerton faculty members provide collaborative models of program planning and teaching through the use of case studies, critical incident analyses, demonstrations, discussions and interactive practica between university method instructors/field supervisors, master teachers/support providers and the candidates. A key feature of this collaboration involves candidates and their master teacher/support providers in reflective analyses around actual cases. Faculty members also seek to foster candidate self-awareness with a clear expression of personal and professional values and to contrast those values with alternative perspectives. Faculty must consistently demonstrate varied theoretical and proven practice based cognitive, behavioral and psychoeducational models of teaching and intervention. However, in the classroom teaching environment, it is critical there be a mentor (e.g. master teacher) to support and guide the teacher education candidate.

When a teacher education candidate is student teaching, they are placed in the classroom with a skilled veteran teacher. If a teacher education candidate is working as an intern, they are working full time in the classroom at a public school and taking classes in the evenings, on-line and/or on Saturdays. The intern teacher has an assigned support provider who serves the role of a master teacher. The Departments' of Elementary and Bilingual Education, Secondary

Education and Special Education each have intern grants sponsored by the California Commission on Teacher Credentialing to support their support provider trainings and/or provide substitutes to these veteran teachers to come to a “master teacher” training. However, currently under the recent CSU budget cuts, there is very little funding to host the training for the traditional master teachers. This grant requests \$25,000 from Edison International to provide training to the master teachers in the three departments (approximately 250 master teachers located in approximately 25 different school districts surrounding CSU Fullerton).

Matching Funds: The Three CSU Fullerton Intern Programs

Three funded intern programs exist at CSU Fullerton. The first program was originally developed by the Department of Elementary, Bilingual and Reading Education in 1994 (Yopp & Young, 1994). The following year the Secondary Internship program was designed and sponsored by the Department of Secondary Education (Taylor & Randall, 1995). In 1997, the Department of Special Education added a program (Karge, 1997). The anticipated funding for each department in the 2004-2005 school year is \$45,000 for Elementary and Bilingual, \$300,000 for Secondary Education and \$325,000 for Special Education. Included in these grants are line items to train the support providers. These monies will be the *matching funds for the Edison International Grant*.

Support Provider. Working with an experienced professional can be among the most helpful of all induction experiences for a new teacher” (Yopp-Edwards & Young, 1996, pg. 9). A support provider is a peer teacher assigned by the school district to each Intern . This person is responsible for providing day-to-day support. When possible the support provider is a teacher at the same school site as the Intern and/or the support provider teaches the same subjects as their assigned Intern. In several cases, the support provider will be a person who has been trained to provide support through the Beginning Teacher Support and

Assessment (BTSA) program. Every on-site peer support buddy attends a training session sponsored by the respective department. Substitute teachers for the training session are paid for by the grant or are in-kind from the school districts. The trainings of support providers are important to the success of the assistance and guidance that is provided to the interns. The support provider trainings are modeled after a coaching program developed by Karge & Cegelka (1995). An intensive training is conducted to assist the district coaches with skills needed to be successful. The trainings include video observations, documentation comparisons, site visits, reviews of effective teaching techniques and skills in cognitive coaching.

In collaboration with our colleagues in the College of Education, the CSU Fullerton Intern program provides a support book giving information on how to be an effective support provider and what the duties of the support provider are. Support providers are expected to work with the Intern to document support in support logs and provide guidance for the professional portfolio. Support providers receive invitations to attend special events with their Intern (for example in the past, we hosted Dr. Ken Gerlack, National expert in Paraeducation and Dr. Anita Archer, expert in research based instructional practices). Each year the support providers are expected to attend a final evaluation meeting/reception. The intern grants cover these special events and receptions.

Professional Development Institutes

Each of the three departments provides a Professional Development Institute for support provider training unique to their program and needs. The Edison International monies will be used to expand the trainings to include (or possibly offer separate) master teacher training. The funds will be used for training materials, substitutes for the master teachers the day of the training, stipends for the master teachers to attend the trainings and/or financial support

for the training site location. These institutes will be developed by each department, but will tap the expertise of colleagues at other California State Universities in the Southern California Region.

Depth of Resource Investment

The CSU Fullerton College of Education intern programs are collaboratives with 72 school districts across five counties surrounding the campus (see attachment one for chart of districts). Many of these same districts have master teacher contracts/arrangements with the departments in the College. If Edison International funds this proposal, the depth of the resources investment is significant in that it will impact the lives of approximately 250 master teachers and the CSU Fullerton teacher education candidates they work with. Additionally, since the intern program funds will be used for match, Edison International will be credited in the Professional Development Institute trainings for support providers.

Evaluation

The College of Education's Educational Partnership Advisory Committee is an advisory group of administrators from 41 local districts. The Educational Partnership Advisory Committee meets once a semester to provide ideas, suggestions and solutions to issues in Education at CSU Fullerton. If funded, the Partnership members will be asked to provide input to the Professional Development Institute agendas for the support providers and master teachers. Additionally, they will give suggestions for the evaluation of the institutes and will provide follow-up comments once the evaluations have been tallied and shared with the group. This information will be provided to Edison International in a end of the year report.

Budget

\$100 x 250 master teachers = \$25,000

Each department will make the decision as to how they will use the \$100 per master teacher. It will be recommended the departments provide \$100 stipends, pay for substitutes or use the funds for room rental and materials for the Professional Development Institutes for master teacher trainings. If less than 250 master teachers attend the training, additional funds will be used to support those in attendance and to mail materials out to those unable to attend. **As indicated previously \$25,000 plus from the intern grants will be used for a match.**