

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**TEACHER QUALITY PARTNERSHIP GRANTS PROGRAM  
CFDA # 84.405A  
PR/Award # U405A090119**

OMB No. 1894-0006, Expiration Date: 09/30/2011  
Closing Date: JUL 23, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for

example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/23/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: The CSU, Chico Research Foundation

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
680386518	612177162

**d. Address:**

* Street1:	Building 25, CSU, Chico
Street2:	
* City:	Chico
County:	Butte
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	95929

**e. Organizational Unit:**

Department Name:	Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	Ms.	* First Name:	Diane
Middle Name:	M		

\* Last Name: Johnson

Suffix:

Title: Development Specialist

Organizational Affiliation:

Office of Research & Sponsored Programs

\* Telephone  
Number:

(530)898-6543

Fax Number:

(530)898-6804

\* Email: DMJOHNSON2@CSUCHICO.EDU

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.405A

CFDA Title:

Teacher Quality Partnership Grants Program

**\* 12. Funding Opportunity Number:**

84.215K

Title:

FIE Earmark

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

California Counties of Butte, Shasta, Glenn & Yuba

**\* 15. Descriptive Title of Applicant's Project:**

Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: CA-002

\* b. Program/Project: CA-002

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2009

\* b. End Date: 9/30/2014

**18. Estimated Funding (\$):**

a. Federal	\$ 1148305
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 1148305

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: \* First Name: Carol

Middle Name:

\* Last Name: Sager

Suffix:

Title: Director, Office of Research & Sponsored Programs

\* Telephone Number: (530)898-5700 Fax Number: (530)898-6804

\* Email: CASAGER@CSUCHICO.EDU

\* Signature of Authorized Representative:

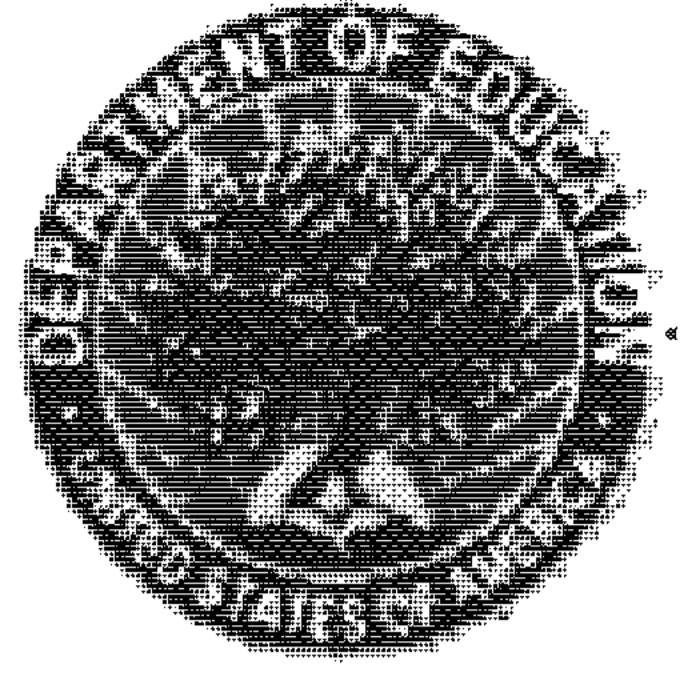
\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
The CSU, Chico Research Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 534,486	\$ 555,098	\$ 452,737	\$ 499,336	\$ 412,925	\$ 2,454,582
2. Fringe Benefits	\$ 174,909	\$ 190,367	\$ 171,583	\$ 185,392	\$ 158,216	\$ 880,467
3. Travel	\$ 26,500	\$ 26,500	\$ 57,000	\$ 73,000	\$ 65,000	\$ 248,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 37,250	\$ 47,100	\$ 42,300	\$ 78,847	\$ 59,100	\$ 264,597
6. Contractual	\$ 275,100	\$ 516,500	\$ 557,500	\$ 772,500	\$ 762,500	\$ 2,884,100
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 75,000
9. Total Direct Costs (lines 1-8)	\$ 1,063,245	\$ 1,350,565	\$ 1,296,120	\$ 1,624,075	\$ 1,472,741	\$ 6,806,746
10. Indirect Costs*	\$ 85,060	\$ 108,045	\$ 103,690	\$ 129,926	\$ 117,819	\$ 544,540
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,148,305	\$ 1,458,610	\$ 1,399,810	\$ 1,754,001	\$ 1,590,560	\$ 7,351,286

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS The Indirect Cost Rate is 38%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%





**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
The CSU, Chico Research Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	(b)(4)
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs	
11. Training Stipends	
12. Total Costs (lines 9-11)	

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Carol Sager

**Title:** Director - Research & Sponsored Progs

**Date Submitted:** 06/04/2009

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Carol Sager Title: Dir. Sponsored Programs Applicant: The CSU, Chico Research Foundation Date: 07/21/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

The CSU, Chico Research Foundation

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:                      First Name: Carol    Middle Name:

Last Name: Sager    Suffix:

Title: Dir. Research & Sponsored Programs

Signature: \_\_\_\_\_

Date:

06/04/2009

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : [GEPA\\_Co-STARS Proposal CFDA 84.405A.pdf](#)

**CFDA# 84.405A -PROJECT Co-STARS: Collaboration for Student and Teacher  
Achievement in Rural Schools (Absolute Priorities 1 and 2)**

**MEETING GEPA SECTION 427 REQUIREMENTS**

**EQUAL ACCESS, PARTICIPATION, AND TREATMENT FOR UNDERREPRESENTED GROUPS  
AND POTENTIAL BENEFICIARIES WITH SPECIAL NEED**

In developing each component of the management and work plan, attention has been given to ensuring that the project prevents and/or eliminate barriers to equitable access, participation, and treatment of individuals who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The partners have considered potential barriers and have established approaches to overcome these, in accordance with Section 427 of the General Education Provisions Act (GEPA). Strategies include (a) recruitment into the project of teacher candidates from low-income and minority groups who are currently community college students and/or paraprofessionals, (b) delivering activities both at school sites and at the University to maximize access for participants, including those underrepresented due to age or disability, and (c) providing materials in Spanish and other primary languages of parents to ensure equitable participation regardless of the primary language of individuals varying in national origins, race, and color.



**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
 Phyllis Fernlund

Address:

\* Street1: Tehama Hall, Room 203  
 Street2: CSU, Chico  
 \* City: Chico  
 County: Butte  
 \* State: CA\* Zip / Postal Code: 95929 \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
 (530)898-4015 (530)898-4345

Email Address:

PFERNLUND@CSUCHICO.EDU

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## ED Abstract Narrative Form

Attachment 1:

Title: **Co-STARS Abstract** Pages: **0** Uploaded File: **Co-STARS ABSTRACT 2009.pdf**

**Project Co-STARS: Collaboration For Student And Teacher Achievement In Rural Schools  
Absolute Priorities 1 and 2: Teacher Quality Partnership Grant  
CFDA #84.405A**

**ABSTRACT**

Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools is a comprehensive reform initiative to improve the preparation of new teachers, address the needs of rural schools, and improve the achievement of all pupils, including English Learners and pupils with disabilities. The project represents a major institutional commitment of California State University, Chico, including the colleges of Arts and Sciences and the School of Education, with Palermo Union, Marysville Unified, Orland Joint Unified and Cascade Union Elementary School Districts, as well as community agencies and businesses. Through the development of professional learning communities, the promotion and use of evidence-based teaching practices, enhanced professional development opportunities, and the collaboration of special and general education teachers, the project will create a system to overcome persistent achievement gaps in California. Research-based models such as Response to Intervention (RtI), and the *Just for the Kids* “Overcoming the Achievement Gap” will be adapted to program needs.

Co-STARS will address two absolute priorities for CFDA 84.405A: (1) redesign a four-year pre-baccalaureate program for future elementary, bilingual and special education teachers, and (2) create an 18-month post-baccalaureate teacher residency program leading to a preliminary elementary, bilingual, or level I education specialist credential and a master’s degree in Education. Candidates will be recruited from rural communities who will be more likely to stay in teaching positions in their communities, reducing the teacher turnover in these rural schools.

Following a planning year, the project will graduate 170 teacher residents and 183 pre-baccalaureate undergraduates highly qualified to teach all students. Co-STARS will be fully institutionalized in the university and the schools upon conclusion.

# Project Narrative

## Project Narrative Attachment Form

### Attachment 1:

Title: **Co-STARS Narrative CFDA 84.405A** Pages: **0** Uploaded File: **Co-STARS Narrative CFDA 84.405A.pdf**

**CFDA# 84.405A -PROJECT Co-STARS: Collaboration for Student and Teacher  
Achievement in Rural Schools (Absolute Priorities 1 and 2)**

California State University, Chico is committed to preparing teachers to meet the needs of all students in rural and semi-rural schools in northern California. This commitment is reflected and described in Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools, which will result in significant and highly effective changes in campus-based pre-baccalaureate teacher preparation at credential and master's levels in collaboration with some of the region's highest need school districts. Project Co-STARS' goal is to be a model for teacher preparation programs and rural schools across the nation.

The four qualified school districts and 23 schools in the partnership reflect the vast rural region of Northern California that CSU, Chico serves. The partner districts are: Palermo Union School District (PUSD), Orland Joint Union School District (OJUSD), Marysville Joint Unified School District (MJUSD) and Cascade Union School District. The schools within the PUSD district are Honcut, Wilcox and Golden Hills Elementary Schools and Palermo Middle; within OJUSD are Orland Elementary Community Day, Fairview and Mill St. Elementary and Price Intermediate; within MJUSD are Dobbins, Ella, Johnson Park, Linda, Covillaud, Olivehurst, Kynoch and Yuba Feather Elementary, Yuba Gardens and Anna McKenney Intermediate; and within CUSD are Anderson Heights, Cascade Community Day, Meadow Lane and Vale Verde Elementary and Anderson Middle School.

Business/organization partners include State Farm Insurance Company; California Business for Educational Excellence (CBEE); Just for the Kids (JFTK); IRIS-West Center for Training Enhancements; Center for Research on Learning; California State Department of Education and Commission on Teacher Credentialing; Robert Noyce Scholars Program for Science,

Technology, Engineering and Mathematics (STEM) Majors; National Center on Policy and Practice in Special Education; Far Northern Regional Center; California Department of Developmental Services; Parent Education Network; Behavioral and Mental Health Department.

Community organization and education agency partners include the Butte, Glenn, Shasta and Yuba County Offices of Education; the Butte County Special Education Local Plan Area; Community Action Volunteers in Education (CAVE); Beginning Teacher Support and Assessment (BTSA) Induction Program; Butte-Glenn, Shasta and Yuba Community Colleges; Northern California Region 1 Service Learning Project; California Writing Project; California Math Project; Northern California Reading and Literature Project; Resources in International Studies in Education (RISE); and Great Expectations in Math and Science (GEMS).

Co-STARS represents a major institutional commitment by all partners, institutions and rural remote schools to a comprehensive reform initiative aimed at significantly improving the preparation and retention of general and special education teachers and to address the needs of students in rural schools. This will occur through the development of communities of continuous inquiry that employ data-driven decisions to increase the use of effective, research-based teaching practices by prospective and new general and special education teachers who will work collaboratively to meet the needs of all students in remote rural settings. The Project will address two priorities: (1) the restructuring of a four-year pre-baccalaureate credential program (*Absolute Priority 1*) which leads to a bachelor's degree in Liberal Studies with a special, bilingual, or an elementary credential with a minor in special education or teaching English learners, and (2) creation of a teacher residency program (*Absolute Priority 2*), an 18-month, post-baccalaureate, credential and master's program for prospective general and special education teachers,

including an intensive 1 year teacher residency to prepare new teachers with expertise for a rural context and provide strong support for the needs of our partner schools.

Project Co-STARS will expand clinical field experiences in high-need schools and increase proficiency among new teachers in effective teaching of all students through cohort courses that combine general and special education teacher candidates and an emphasis on Professional Learning Communities (PLCs) and Response to Intervention (RtI). The new academic program will significantly strengthen new teachers' knowledge of academic content and will prepare them to promote high levels of academic and language achievement. The goal is to overcome patterns of low achievement among students with ethnic, cultural, linguistic and socioeconomic barriers (Educational Testing Service, 2000) and the pattern in the teacher workforce of under-preparation that, in California, has been a common characteristic of teachers assigned to schools for low-income and minority students (Shields et al, 2003).

### **A1. PROJECT DESIGN: OVERVIEW**

**NEEDS ASSESSMENT AND RESOURCE ANALYSIS** This needs includes a rigorous analysis of data available from the California Department of Education's DataQuest system, California State University (CSU) Center for Teacher Quality, and CSU Center for Closing the Achievement Gap. A summary of key findings for each of partner districts is detailed in the chart that follows.

Partner LEA	Student Body Pop.	**% below Poverty	Latino	American Indian	Asian	African American	English Learners	Disabled Students
Palermo Union Elem. SD (PUSD)	1,341	24.8%	23.5%	8.9%	5.3%	1.6%	18.3%	9.8%
Marysville Joint USD (MJUSD)	10,087	28%	32.7%	4.6%	10.4%	3.8%	26.3%	9.8%

Orland Joint USD (OJUSD)	2,246	18%*	53.6%	.8%	3.2%	1.2%	21.3%	9.3%
Cascade Union Elem. SD (CUESD)	1,526	28.1	12.6	11.1%	2%	2%	8.3%	14.2%

\* Based upon US Census Statistics

The diverse student population of partner school districts all show performance gaps compared to their peers in the same schools. In addition, schools within the four partner districts have between 75% (OCESD) and 80% (PUSD) of their students qualified for Free and Reduced School Lunch (see Appendix A) and have significant achievement gaps among the subgroups described based upon proficiency on the California Standards Test (CST).

**Low academic achievement in core subjects:** On average, minority and English Learners and students with disabilities in the targeted schools within partner school districts score below the California average for these same student categories on the CST for language arts and math as displayed in the following chart:

CST Test Results	Language Arts	Math
<b><i>California State Average Proficiency on CST</i></b>		
<i>Minority &amp; English Learners</i>	39.1%	47.1%
<i>Students with Disabilities</i>	18.3%	26.1%
<b>Palermo Unified School District</b>		
Minority & English Learners	24.7%	31.6%
Students with Disabilities	8.3%	15%
<b>Marysville Joint Unified School District</b>		
Minority & English Learners	28.6%	40.6%
Students with Disabilities	8%	15.8%
<b>Orland Joint Unified School District</b>		
Minority & English Learners	19.1%	28%
Students with Disabilities	9%	7%
<b>Cascade Union Elementary School District</b>		
Minority & English Learners		
Students with Disabilities	Not available	Not available



**Teacher Profile:** The chart below shows the staffing profiles for each of the partner districts:

<b>District</b>	<b># Teachers</b>	<b>Emergency Credentials</b>	<b>Waivers</b>	<b># Special Educators</b>
<b>Palermo Unified School District</b>	75	2.7%		6
<b>Marysville Joint Unified School District</b>	504	2.2%	2.4%	21
<b>Orland Joint Unified School District</b>	126	2.7%		6
<b>Cascade Union Elementary School District</b>	75	2.7%		6

**Need for new teacher preparation and support:** Like most districts in California, these partner districts have worked hard to ensure that their teachers are fully credentialed and highly qualified. In fact, the California Department of Education reports that in 2007-08 most teachers--95% statewide--had full credentials, with an additional 3.7% teaching on emergency permits or waivers. About 3.5% were university or district interns or pre-interns. Although Marysville Joint Unified School District experiences turnover every year as commuting teachers find jobs closer to home, some rural districts and schools tend to have a fairly low teacher turnover rate. With a third of the state teaching force nearing retirement, the Center for the Future of Teaching and Learning estimates that California will need an additional 100,000 teachers over the next decade.

Small districts in high poverty rural areas may have only one special educator serving all schools within a district or all districts within a county. The services of these special educators may also be hampered by the significant distances and geographic barriers between service sites and major resource centers. (Rosenkoetter, Irwin, & Saceda, 2004). Often classroom teachers work without the support of the special educators. These circumstances call for special educators with skills in coaching and collaboration to support the efforts of general education teachers using a variety of strategies to ensure achievement of academic standards by students with disabilities in inclusive classrooms. Co-STARS builds on the work of the Riverside County Achievement Teams (RCAT-Plus) to break down walls that have historically divided general and

special educators to improve education for every child. (Grady, 2009)

There is also a need for pre-service preparation that focuses on effective skills for addressing the needs of low-income, and/or English Language Learners (ELLs) at rural schools who show significant achievement gaps. A comprehensive induction program of in-service professional development and ongoing mentoring is also needed to promote retention and ensure effectiveness of teachers in the use of empirically proven strategies for raising all students' academic achievement gaps. In the partnership districts and schools and for all the rural school districts in the Northern California region, there is a need not only for preparing and credentialing new teachers but for reforming how those teachers are prepared to meet the challenges facing rural schools.

***Resource Assessment*** The Partnership will function as a vehicle for structural change and redesign of the preparation of new teachers, equipping them to be successful in advancing the academic achievement of all students. The following examination and analysis of the resources of CSU Chico and participating high need school districts demonstrates the range of capabilities that will support the success, institutionalization, and sustainability of the project. Each institution is committed to making substantial resources available for the project.

***California State University, Chico*** has a long and distinguished history of bringing high quality education and services to its vast 38,000 square-mile rural region. The American Council on Rural Special Education named CSU, Chico its 2004 Exemplary Teacher Preparation site. In 2005, the U.S. Department of Education, Office of Innovation and Improvement designated the Special Education Program as one of six nationwide "model innovative sites for teacher preparation," and the only special education program so named. Co-STARs will build upon the

firm foundation of the award-winning K-6/special education integrated program, and a highly successful pre-baccalaureate K-6 program.

CSU Chico devotes approximately \$3 million annually to the preparation of K-12 teachers. It is unusual in its commitment to the shared responsibility for academic content preparation of teachers among five colleges at the university. The All University Responsibility for Teacher Education Committee (AURTEC) is reflective of the campus-wide commitment to excellent teacher education. The President and Provost have made teacher preparation one of the highest priorities for the campus, ensuring priority status as the state struggles with current budgetary problems and enrollment limits. The Provost will serve as Co-Chair of the Advisory Board.

The campus *Technology and Learning Program (TLP)* offers faculty technical assistance to build course web pages, design multimedia presentation models, increase instructor-to-student and student-to-student interaction and move traditional units of content into an online student-centered learning environment. CSU, Chico will provide the full cost of technological systems, such as the STEPS data system, used for candidate and induction support. To overcome the geographic isolation of candidates and beginning teachers in remote, rural schools, the university will offer free e-mail, chat rooms, virtual office hours, blogs, podcasts and webcam connections to link pre-baccalaureate candidates and teacher residents, their University supervisors, and mentor teachers. Candidates will have access to the *Online Writing Center's* synchronous one-to-one instruction and online access to the more than one million holdings of the *University Library*. The *CSU, Chico Video Conferencing System* will be available at no charge for Advisory/Planning Board meetings and professional development sessions for local support teachers and principals, and the *Assistive Technology Center* will directly support candidates with disabilities and provide expert teaching models in assistive technology.

Letters in Appendix D verify the participation of student services that will promote candidate recruitment and retention in the program, including *Teacher Recruitment Program and Retention Services*, *Upward Bound*, *Educational Talent Search*, *Disability Support Services (DSS)*, *Counseling and Wellness Center*, *Career Center*, *Study Skills and Test SOS Center*, and *Center for Bilingual and Multicultural Studies*. The project and students are further supported through funded grants and scholarship programs including *Noyce Scholars* program; *Course, Curriculum, and Laboratory Improvement (CCLI)* NSF grant; *California Math and Science Partnership (CaMSP)* grant; *Math in the Early Grades (MEG) Grant*; *Math and Science Secondary Teaching Initiative (MSSTI) Grant*; and *CPEC Improving Teacher Quality (ITQ)* grant.

***Partnership for Educational Excellence:*** In collaboration with more than 55 school districts in the vast 12 county, 38,000 square mile rural service region, the university maintains an ongoing partnership with the region's top educational leaders. Co-STARS Advisory Board brings together key K-12 educational leaders with the university to plan strategies for addressing shared educational priorities. This strong partnership, which represents a distinctive collaborative approach for combining resources of small and medium-sized rural school districts, is the foundation for project activities and broad dissemination of project results. In addition the four colleges and two county offices of education and their school districts that make up CSU, Chico National Network for Education Renewal (NNER) member site will provide a solid foundation to advance the work of Project Co-STARS.

***Participating High Need District and Schools*** Participating districts and schools have strong leadership and a commitment to reform. They were invited to participate not only based on eligibility criteria but also for their significant needs and willingness to take risks on behalf of improving achievement of all students. These districts have substantial local, state, and federal

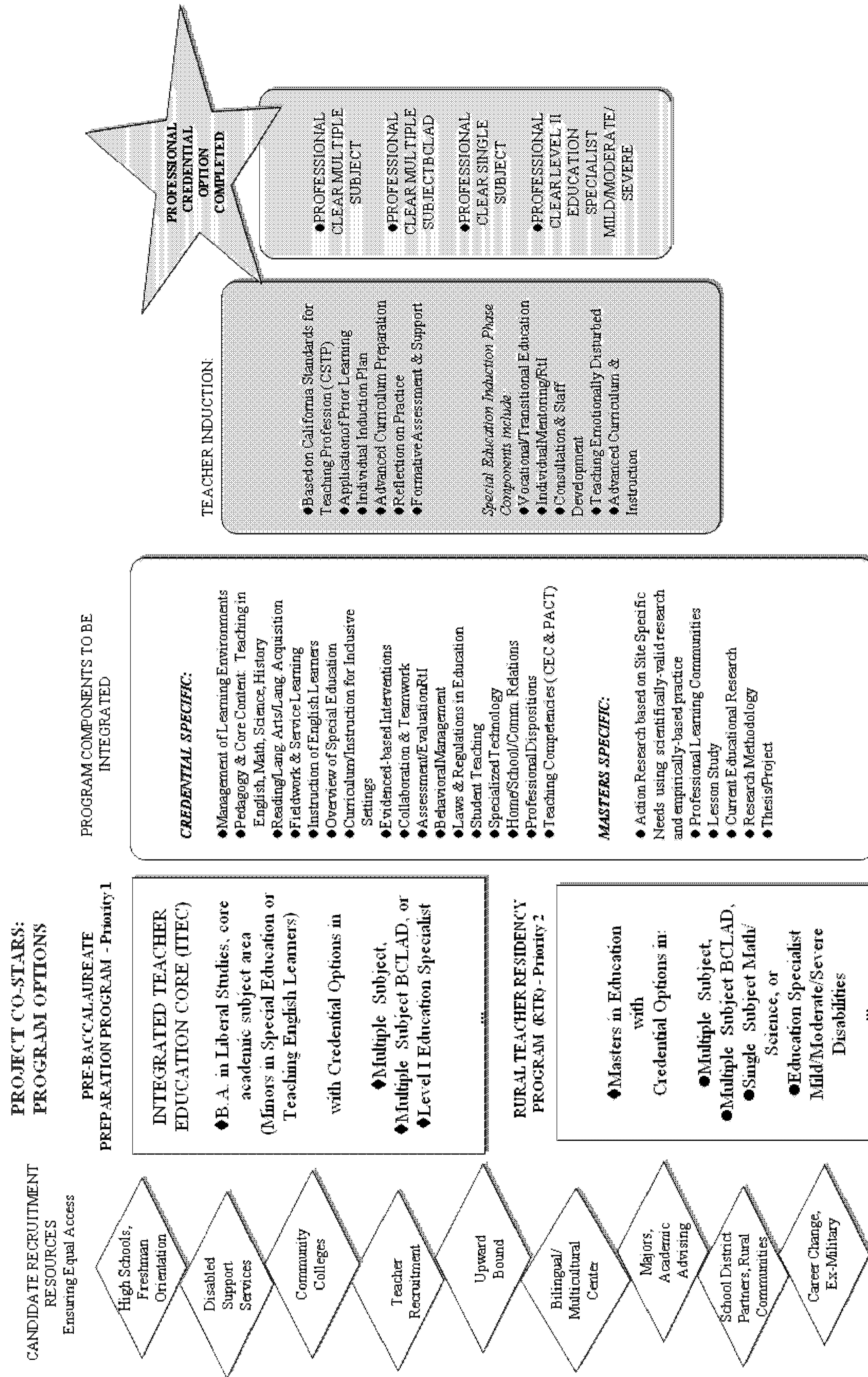
resources that they have committed to contribute to the project. These high-need school districts all receive state and federal funding for purposes that complement the grant. Partner LEAs plan to use funding under Title I and IDEA in support of the project and will integrate these programs with the project.

***Business Partnerships*** A valuable resource is the set of business partners and the significant roles of the private sector in the project. Major firms in the region have all participated with CSU Chico and the more than 55 districts in regional partnerships. As major firms whose long-term success requires a literate and mathematically and scientifically proficient workforce, they have substantial interest in the preparation of new teachers. All of the business partners are committed to contributing resources, ranging from contributing computer technology to supporting scholarships for outstanding new teacher candidates. The business partnerships are described further in Appendix D.1.7

***Community Partnerships:*** Another important element of the project is the expansion of partnerships with local community organizations. These include the North Valley Community Foundation and the North Valley Boys and Girls Club. Each of these organizations works closely with the partner school districts and their schools and assists in addressing the academic needs of students from low-income families. As partners, they will direct resources to assist in improving students' achievement and closing the achievement gap. The involvement of community organizations can be found letters of support in Appendix D.1.7.

**MODEL FOR EXCEPTIONAL APPROACH TO PRESERVICE PREPARATION OF TEACHERS** Project Co-STARS model for the pre-baccalaureate credential program, Integrated Teacher Education Core (ITEC), and Rural Teacher Residency (RTR) programs is presented in Figure 1. Based on

**Figure 1: Project Co-STARS STAGES IN THE RECRUITMENT/LEARNING CONTINUUM**  
**Pre-Baccalaureate and Teacher Resident Models**



California's Learning-to-Teach System, the ITEC program is comprehensive, beginning with freshman early clinical experiences and continuing throughout the undergraduate experience, student teaching, first year induction, and continuing beginning teacher support during the second year of new teacher induction. Co-STARS RTR model begins with prerequisite credential and master's program coursework in the spring and summer, completion of course requirements and thesis during the two-semester residency, first year induction, and continuing beginning teacher support during the second year of induction.

***Professional Learning Communities/RtI*** Beyond its mission to prepare both general and special education teachers who are well versed in content and pedagogy, Project Co-STARS will focus on the development of Professional Learning Communities (PLCs) at each of the partner school sites. The PLC model shifts teachers' thinking from a focus on "my students" to a focus on "our students" and involves teachers together exploring student work and improving instruction as a result of analysis and reflection focused on student work products. K-12 teachers, university faculty, teacher candidates, and new teachers will examine assessment data and samples of student work and will engage in protocols with which to explore the implications for teaching practice and student learning. This model, which derives from the work of Project Zero, the Coalition of Essential Schools, and the Annenberg Institute for School Reform (DuFour & DuFour, & Many, 2006), will be a significant tool for engaging university and K-12 faculty in meaningful dialogues between themselves and with teacher candidates aimed at teaching to overcome the Achievement Gap. Through participation in Co-STARS, school sites will be assisted in the development of a Response to Intervention model, which emphasizes a school-wide responsibility for student learning and requires general and special education teachers to collaborate for screening of all students to determine needs, progress monitoring, varying level

of research-based interventions, and fidelity of implementation (Khan & Mellard, 2008). See Appendix D.1.4 and D.1.5 Key Research Guide.

**EXPECTED IMPACT OF PROJECTS ON TEACHERS AND THEIR STUDENTS:** The ITEC and RTR projects are expected to have immediate impact on K-12 student learning in the classrooms and schools to which candidates are assigned. Candidates and their Mentor Teachers will engage in intense collaboration around diagnosing student needs, designing interventions, monitoring student progress, and adjusting instruction and interventions as needed. Candidates will support the work of the Mentor Teacher by providing individual and small group instruction for struggling or accelerated students. In addition, Project Co-STARS will achieve major impacts on teacher retention and on the achievement of low-income, minority and at-risk students who are taught by program graduates. This expectation is based on the past decade of research on effective principles of learning and of the application of this research to high need schools in California by the CSU Center for Closing the Achievement Gap, a partner in the project, which has shown significant increases in student achievement in high need schools as a result of using its Best Practices school interventions. Anticipated results will be further supported with the effective use of technology for curricula and instruction and universal design for learning as well as the systematic collection, management, and analysis of data to improve teaching and learning.

**QUALITY, INTENSITY, AND DURATION OF TRAINING AND PROFESSIONAL DEVELOPMENT:** Co-STARS Rural Teaching Residency (RTR) and Pre-Baccalaureate (ITEC) programs for Special and General Educators are for the full period that is provided for in Teacher Quality Partnership grants. However, these activities will be extended significantly beyond these periods through online PLCs that will engage teachers and school leaders in ongoing forums regarding best practices with high need schools to overcome the achievement gap. The reform and renewal of



rural schools and teacher preparation will be planned and implemented in partnership with the colleges of Arts and Sciences, School of Education, community agencies and businesses, and K-12 partners. Districts will be encouraged to continue support of teacher residency, a powerful resource as they face teacher shortages with impending retirements.

**ROLES OF PARTNERS AND COLLABORATION FOR MAXIMIZING EFFECTIVENESS:** Co-STARS is designed to include major roles for each partner in a collaborative design that builds on the functions of each and brings them together in a comprehensive effort focused on achieving major reforms. Common features of each of the partners is their commitment to the project and integration of its full range of related activities, beginning with the work of the Advisory and Planning Boards. The result will be changes in fundamental operations that can be institutionalized and sustained to maximize project effectiveness due to its central role within the operations of each partner.

**RESEARCH AND PRACTICE THAT CONSTITUTES BASIS FOR PROJECT:** Prominent studies show that student achievement is linked to teacher quality and knowledge (Goldhaber, 2002; National Research Council, 2001), that teachers need both content knowledge and pedagogy to be effective classroom teachers (Ball, Thames & Phelps, 2008), and that well qualified teachers with high-quality pedagogical skills can close the achievement gaps for at-risk students (Haycock, 2001; Education Trust (1998); National Commission on Teaching and America's Future (NCTAF, 1996).

Project Co-STARS will increase the number of highly qualified teachers in partner districts and the rural northern California region served by CSU, Chico by providing training in content knowledge and pedagogical skills and in the effective use of technology to collect, manage and analyze data to improve instruction and achievement. Research indicates that both are essential

in building inquiry-based learning environments. (Ball & Wilson, 1990; Bernhardt, 2003). The National Comprehensive Center for Teacher Quality (NCCTQ) found that to augment teacher effectiveness, especially in high-poverty, low-performing and hard-to-staff schools, high quality university-based training programs are critical. The relevant themes of high quality teacher education identified by Darling-Hammond (2006) include: (1) integration of coursework with extended clinical experiences in carefully selected sites; (2) standards-driven candidate assessment tasks; (3) coherent curriculum that stresses knowledge of adolescent development and learning theory; (4) tightly interfaced relationship with the public schools; and (5) shared vision within the infrastructure that supports this work.

Instructional strategies emphasized in the project will reflect a conception of teaching and learning that involves active experiences on the part of the learner (Bransford, 2004). In the case of rural communities, it is important to address learning in the context of the community as well as in the school setting. Research studies on literacy development reviewed by Gutierrez (2009) all point to school and community interaction: "...it is essential to learn, as much as possible, how the individual and the community practice literacy." With service-learning projects, tutoring, and field experiences, the students in Project Co-STARS will work with children in a variety of local settings, providing information on the community practices as well as pursuing literacy goals in various contexts. In the schools, teachers will be able to make connections between community, everyday knowledge and school-based knowledge (Lee, 2007). Other research underlying the project is the substantial work demonstrating the value of Professional Learning Communities in improving teacher learning and raising student achievement (DuFour, Eaker, & DuFour, 2008). One of the counties in Project Co-STARS is already involved in this work. Additional relevant research is the work on closing the Achievement Gap that describes

best practices of effective schools as dependent upon systems, plans, and structures for reflecting, changing and assessing practice (Glickman, 2002).

## **A2. PROJECT DESIGN: PROGRAM PLANS FOR ABSOLUTE PRIORITIES 1 AND 2**

### **CO-STARS PRE-BACCALAUREATE PROGRAM (ABSOLUTE PRIORITY 1)**

*A. Preparation of New Teachers* Project Co-STARS Integrated Teacher Education Core (ITEC) program addresses national and state priorities for a highly qualified corps of educators in general, bilingual and special education and will significantly improve the quality of services, results and achievement for all students, especially those with disabilities and English Learners (as described in section 602(10)(D) of IDEA). The existing general education pre-baccalaureate program with a bachelor's degree in Liberal Studies will be restructured to include a minor in special education and a strong focus on strategies for English Learners. Additionally, new pre-baccalaureate options to earn a special education credential or bilingual multiple subject credential will be developed and implemented. The pre-baccalaureate undergraduate program will infuse general education core academic knowledge with special education, language development and cross-cultural competencies and meet key NCLB and IDEA requirements that all student be taught by highly qualified teachers. This restructured program will link the preparation of specialists with that of general educators by placing them together for much of their training in collaborative teams within exemplary integrated sites to give them daily experience in collaboration and consultation in the use of empirically based practice in the service of all students, including the effective use of universal design for learning and positive behavioral interventions. Project curricula will be rooted in needs of rural, poor, culturally diverse learners and/or individuals with disabilities and their families and will prepare future teachers for community, school and social contexts.

The following sources of candidate competencies will direct courses and supervision: Knowledge and Skill Competencies of the Council of Exceptional Children (2000); the California Commission on Teacher Credentialing standards for General, Bilingual and/or Education Specialist Programs; California Teaching Performance Expectations (TPEs) for Preservice Teacher Education (CCTC, 2002); California English Learner Program Amendment for Education Specialist Credentials (CCTC, 2006); California English Language Arts/English Language Development Standards (CDE, 1999), California Standards for the Teaching Profession (CCTC; 1997); National Council for Accreditation of Teacher Education (NCATE) Standards ; and 2007 CSU, Chico Special Education Rural Needs Assessment. Selected strategies and key research can be found in the Research Reference Guide in Appendix D.1.4.

**B. Required Reforms** Rural educators may be called upon to function in a variety of roles, from diagnosticians to behavioral and academic experts. They need sophisticated pedagogical skills to address the wide range of ages, learning styles and abilities found in rural schools and classrooms. Core training content in Co-STARS ITEC emphasizes collaboration and consultation, adaptations of standards-based core curricula, technology for effective delivery of curricula, data management and analysis, engagement of learners, enriching experiences, instructional strategies based on universal design for learning, and learning environments designed to focus on positive behavior supports and strategies to improve student achievement. Using a student learning community model, the program begins with a core of undergraduate coursework and integrates field and course experiences in general education, literacy, special education, language acquisition and development, and multicultural education, ensuring that learning is applied to real problems in practice.

**C. Clinical Experience and Interaction** As ITEC teacher candidates begin school site

experiences in the first semester and work with public school teachers, they will begin the practice of self-reflection and the educational use of technology through creation of electronic portfolios. They will have opportunities to engage in conversations about their professional growth, and will evaluate themselves, and be rated by faculty, to provide triangulated data for analysis of the impact of field experiences on their development as teachers. The school site experiences will extend into the sophomore year with the formal credential program components beginning in the junior year. In the junior and senior years, coursework is arranged thematically to link content with related pedagogy. In the senior year, candidates complete the rigorous Performance Assessment of California Teachers (PACT) assessment tasks to demonstrate attainment of standards. Co-STARS ITEC is designed so discipline specialists in arts and sciences, pedagogy specialists in general, bilingual and special education, and K-6 practitioners can provide a stronger, more focused teacher education program through consistent use of empirically-based and scientifically-valid research on teaching and learning in order to close the gap and improve achievement in all students. Multiple field-based experiences in a variety of general, culturally diverse and special education settings at multiple grade levels will provide strong foundations in developing effective teaching skills. Flexibility in design allows for seamless transfers (from Community Colleges or other majors) during the junior year.

***D. Induction*** - Project Co-STARS will work closely with district partners and state agencies to create a “safety net” of support for new teachers through the implementation of a highly effective induction program developed collaboratively between partner school personnel, university faculty and the California Beginning Teacher Support and Assessment (BTSA) program. The induction support design will include the development and implementation of an Individual Induction Plan for each beginning teacher to support individual needs. Regular,

ongoing, formal and informal meetings between support providers and the participating new teachers will result in attention to these areas and continuous growth to address the needs that arise during the first two years of teaching. The induction design and process is further explained in Key Objective 3.

**E. Recruitment** Effective mechanisms and activities of recruitment will be developed and implemented by Project Co-STARS to ensure eligible recruitment of qualified candidates to become highly qualified teachers in the rural region. Project Co-Directors Payne and Cepello, with the Recruiter/Adviser, will mobilize an existing “pipeline” into undergraduate core majors (Liberal Studies, English, mathematics, science and history), rural community colleges, high schools and ethnic communities, through campus and community organizations that have pledged their services (see Appendix D.1.8, Letters of Agreement): Upward Bound; Talent Search; Teacher Recruitment; Liberal Studies Advisory System; the Secondary Credential Program Director; subject matter advisers in English, Mathematics, Science and History; and the Bilingual and Multicultural Center. Additionally, the Co-Directors’ and Project Recruiter will work with their public school partners to identify and recruit qualified individuals from their rural communities and in the teacher shortage areas. Through business and community organization partners, mid-career professionals, former military and recent college graduates with academic records of distinction will also be recruited for the project.

**F. Literacy Training** A key objective of Project Co-STARS is to provide new teachers with strong effective literacy teaching skills. Through redesign of current curriculum, literacy programs will be implemented to enhance reading and writing instruction. Students will be trained to use diagnostic formative and summative assessments to determine literacy levels, assess individual pupils’ both difficulties and growth, differentiated instruction, and to use data

to improve instruction. Teacher candidates will be trained in evidence-based strategies to assist students with deficiencies through intensive, individualized instruction and integrate literacy skills across subject areas for all students. Further evidence is found in key objective 1.

In summary, Project Co-STARS ITEC incorporates a common, clear vision of effective teaching; extended and multiple field experiences across integrated settings and grade levels; subject matter pedagogy and learning theory taught in the context of practice; well-defined standards of practice of prospective teacher performance; and extensive use of teacher research and performance assessments (Darling-Hammond and Bransford, 2005). See Appendices D.1.4 and D.1.5 for additional key research information.

### **TEACHING RESIDENCY PROGRAM (ABSOLUTE PRIORITY 2)**

*Establishment and Design* Modeled after the urban teaching residency (UTR) programs, the Co-STARS Rural Teacher Residency (RTR) program is a district-based teacher education program that pairs master's-level education content with a rigorous full-year classroom practicum and is designed to meet the specific staffing needs of rural schools. By giving them the experience and support they need to be effective, the end result will be better prepared teachers (UTR United, 2009). The Co-STARS RTR program is based on the Chicago and Boston UTR programs' common set of seven components of high quality residency programs: (1) weaving education theory and classroom practice together in a year-long residency model of highly relevant teacher education; (2) focusing on resident learning alongside an experienced, trained mentor; (3) preparing candidates in cohorts to cultivate a professional learning community, foster collaboration, and promote school change; (4) building effective partnerships and drawing on community-based organizations to promote a "third way" for teacher preparation; (5) serving school districts by attending to their teacher supply problems, curricular goals and instructional

approaches; (6) supporting residents for multiple years once they are hired as teachers of record; and (7) establishing incentives and supporting differentiated career goals to retain residents and reward accomplished, experienced teachers (Barnett, Montgomery & Snyder, 2008). Strategies/key research that guide Co-STARS is located in the Research Reference Guide in Appendix D.1.5.

**(1) The integration of pedagogy, classroom practice and teacher mentoring** will be accomplished through a combination of online, on-campus, and on-site coursework and learning activities. The sources of candidate competencies that will direct courses and supervision will be the same as those cited for the ITEC Program. For the teacher residents (TRs), credential preparation and M.A. coursework will begin during the semester prior to the beginning of the clinical site residency. Integrated with this initial coursework will be early field observations and learning through service at their school sites to provide opportunities for linking theory to rural school and classroom practices. During the residency year, TRs will participate in carefully designed learning activities in their program coursework that are closely connected to their classroom experiences. Teacher preparation will be enriched by the inclusion of school site-based professional development activities focusing on Response to Intervention (RtI), Professional Learning Communities (PLCs), and best practices in teaching ELLs and students with disabilities which will be available to both TRs and mentor teachers. The participating California Subject Matter Projects in Math, Science and Writing will provide content workshops and on-site coaching in literacy, math/science curricula and effective teaching.

**(2) TRs will also be engaged in rigorous graduate-level coursework in order to earn their master's degree while completing their teaching residency.** In addition to extensive literature-based research throughout the program, TRs will work with faculty and administrators



in their PLC to identify questions, challenges, policies and/or practices in their classrooms, schools and/or districts for exploration. With the support and guidance of university faculty, the TRs will formulate inquiry questions, review literature, and develop inquiry tools and processes to engage in action research that will form the basis for their master's theses.

**(3) Project Co-STARS RTR will be built around a cohort design to facilitate professional collaboration.** Cohorts will include both general and special education TRs. This allows coursework and learning activities to center around RtI, in which both special and general educators “identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions depending on students’ responsiveness, and identify students with learning disabilities or other disabilities” (Mellard, 2008). This collaboration is key in overcoming the challenges faced by rural school districts with few, and often itinerant special educators. The emphasis on the development of PLCs at partner schools will further collaboration between all TRs, mentor and other teachers, and school administrators as they engage in continuous inquiry and improvement related to student achievement.

**(4) Partner districts will play a key role in the development of the admissions goals and priorities.** The four rural partner districts will participate in the selection of candidates for the RTR program, including the creation of the admissions criteria, rubric, and interview protocol. The districts will determine the number of TRs and the mix between general and special educators in each cohort. They will also identify the areas of particular emphasis for the cohort. PUSD, for example, requires particular emphases on emergent literacy and teaching English learners to align to their district-wide improvement plan. Marysville Joint USD has identified their priority areas: Special Education, English Learners, math and science. When possible, the partner districts will give strong consideration to the hiring of TRs completing the program.

**(5) Experience and learning opportunities alongside a trained and experienced mentor teacher** will be a key element of the RTR program. Mentor teachers will undergo initial training in state standards for general and special education credentialing as well as training in cognitive coaching to facilitate support of TRs. In addition to mentoring TRs, they will be expected to serve as exemplary members of a Professional Learning Community and to participate with teacher and TR colleagues in continual improvement of their capacity to advance student learning. Mentor teachers will participate in professional development activities of the project and may choose to receive continuing education and/or graduate credit for their participation, and may be relieved from teaching duties, if appropriate, as a result of their additional responsibilities.

**(6) Establishment of clear criteria for the selection of Mentor Teachers** will be done collaboratively between partner districts and schools and the university. Mentor teachers will be selected based on appropriate subject area knowledge and teacher effectiveness measures including: (1) planning/preparation including demonstrated knowledge in content, pedagogy, and formative and diagnostic assessment in student learning; (2) instruction that engages students with different learning styles; (3) collaboration with colleagues to improve instruction; (4) analysis of gains in student learning based on multiple measures; and (5) appropriate skills in essential content areas of mentor candidates, including literacy and math.

**(7) Support for Teacher Residents once hired as teachers of record** will be provided through the induction program developed collaboratively between partner school personnel, university faculty and the exemplary California Beginning Teacher Support and Assessment (BTSA) program. This program will include the development and implementation of an Individual Induction Plan for each beginning teacher to support individual needs. Regular,

ongoing, formal and informal meetings between support providers and the participating new teachers will result in attention to these areas and continuous growth to address the needs that arise during the first two years of teaching. The induction design and process is further explained in Key Objective 3 of the project.

**(b) Additional support after completing the program: *a partnership must place graduates of the RTR in cohorts that facilitate professional collaboration, both among graduates of the RTR and between such graduates and mentor teachers in the receiving school.*** Further support will be provided through the establishment of an online professional development community, as described in Key Objective 2 of the project.

**(c) Selection of individuals as teacher residents** To be considered for selection as a teaching resident, applicants must be IHE graduates or credential recipients, current teachers, or mid-career professionals from outside the field of education possessing strong content knowledge or a record of professional accomplishment. Each candidate must submit an application to Co-STARS RTR that includes evidence of (1) strong content knowledge in field or subject area, as indicated by completion of a state-approved subject matter preparation program with a gpa of 2.67 or above and/or passage of the California Subject Exam for Teachers (CSET); (2) strong written skills demonstrated by writing samples; (3) strong verbal skills as demonstrated in a structured interview; and (4) strong attributes/dispositions linked to effective teaching, as described in letters of reference.

**(d) Provision of Salaries/Stipends** The Co-STARS RTR will provide a one-year living stipend or salary to any candidate accepted into the program who requests it. Each applicant requesting the stipend must submit an application that contains information and assurances required by the partnership, as well as agreements that the applicant will: (i) Serve as full-time

teacher for a total of not less than 3 academic years immediately after successfully completing the 1-year RTR; (ii) Teach in a high-need school preferably one served by the high-need LEA in the eligible partnership when possible and teach in a designated high-need subject or area; (iii) Provide to the eligible partnership a certificate from the chief administrative officer of the high-need LEA in which the teacher resident is employed, documenting the employment required under paragraph (d)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service; (iv) Meet the requirements to be a highly qualified teacher, as defined in section 9101 of the ESEA, or section 602 of the IDEA, when the applicant begins to fulfill the service obligation under the program; and (v) Comply with the requirements established by the eligible partnership under paragraph (e) of this priority if the applicant is unable or unwilling to complete the service obligation required by the paragraph.

**(e) *Repayments.*** (1) Each recipient of a stipend or salary under paragraph (d)(1) of this priority who does not complete, or who notifies the partnership that he or she intends not to complete, the service obligation required by paragraph (d)(3) of this priority will be required to repay the stipend or salary to Project Co-STARS together with interest at a rate specified by the partnership in the agreement and in accordance with such other terms and conditions specified by the eligible partnership, as necessary. (2) Other terms and conditions specified by Project Co-STARS will include reasonable provisions for pro-rata repayment of the stipend or salary described in paragraph (e)(1) of this priority, or for deferral of a teaching resident's service obligation required by paragraph (d)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances. (3) Project Co-STARS will use any repayment received under paragraph (e) to carry out additional

activities consistent with the purposes of the Teaching Residency program.

**OVERRIDING PROJECT GOALS, ACTIONS, KEY OBJECTIVES AND PROPOSED OUTCOMES:**

The four overriding goals of Project Co-STARS are: (1) to improve K-12 student academic achievement through the renewal/reform of teacher preparation; (2) to strengthen the education of future teachers, especially in closing the Achievement Gap; (3) to recruit and retain highly qualified individuals to the teaching profession in high-need rural areas; and (4) to develop and sustain the project's partnerships and institutionalize its reforms. In order to address these goals, Project Co-STARS will implement the following actions:

- **Reform the teacher preparation academic program at CSU Chico by developing a pre-baccalaureate program** for special education and restructuring the existing pre-baccalaureate program in Liberal Studies, taught by Arts and Sciences faculty, to include bilingual and special education curriculum.
- **Reform the teacher preparation academic program at CSU Chico by developing a post-baccalaureate teaching residency program** leading to an elementary, bilingual or special education credential and a master's degree that includes revision in the elementary, bilingual and special education credential programs and the master's in education curriculum.
- **Create early continuous clinical field experiences** including support from mentor teachers, with clinical practice aligned with the academic program of candidates and subsequent first- and second-year Induction and are specifically focused on closing the Achievement Gap.
- **Establish a structured collaboration model that enhances the academic interaction** between CSU Chico faculty and the K-12 teachers, principals, and other administrators involved in preparing and supporting new teachers.

- **Initiate broad-ranging professional development** opportunities that improve the academic content knowledge of teachers, better prepare teachers to work with English Learners and students with special needs, advance the use of technology in instruction, and foster increased involvement of parents and communities in high need schools. The MERLOT, IRIS Modules, and the Center for Closing the Achievement Gap will house professional development modules, lesson and unit plans, and simulations.

**Key Project Objectives** The education of all K-12 pupils including English Learners and pupils with disabilities require a well-educated, high-quality, effective teacher. Both the ITEC and RTR Programs of Project Co-STARS are designed to address the specified weakness presented in the chapter A through the following eight key objectives: (1) to strengthen academic content knowledge and research-based instructional strategies among 170 teacher residents and 183 pre-baccalaureate undergraduates prepared by CSU, Chico; (2) to enhance and integrate continuum of clinical/field experiences to emphasize early and significant learning among prospective teachers about effective strategies for closing the Achievement Gap; (3) to expand new teacher Induction to foster alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates in working with at-risk students; (4) to recruit new teachers and retain existing teachers; (5) to improve the preparation of new and future teachers to meet specific learning needs of students with disabilities; (6) to improve the preparation of new and future teachers to meet specific learning needs of English Language Learners (ELL); (7) to improve schools through the use of teacher inquiry, action research for the M.A.; and (8) to disseminate the findings, best practices, and materials developed from Project Co-STARS.

**Objective 1:** *To strengthen academic content knowledge and research-based instructional strategies among 170 teacher residents and 183 pre-baccalaureate candidates.*

*1.1 Enhance academic content knowledge.* Faculty in the College of Communication and Education (CME), the College of Behavior and Social Sciences (BSS), the College of Humanities and Fine Arts (HFA) and the College of Natural Science (CNS) will strengthen the academic content knowledge of teacher candidates by comprehensively assessing subject matter courses and making revisions where appropriate. The purpose will be to ensure that: (a) they are aligned with California's K-12 Content Standards; (b) they integrate content and pedagogy; (c) they are aligned with early and clinical field experiences; and, (d) they provide opportunities for teacher candidates to participate in learning communities designed to explore promising instructional approaches. The assessment and revision of at least five or more content area courses will be addressed annually by faculty. This purpose of this revision activity will increase the content and pedagogical competencies of new teacher candidates and improve the academic achievement of the K-12 students they teach.

*1.2 Enhance research-based instructional strategies.* Redesigning training for teacher candidates, providing support for beginning teachers, and providing school leadership training are planned through Summer Professional Development Institutes that will involve mentor/cooperating teachers and CSU Chico faculty and staff. Participants will examine instructional strategies in core subject areas (English, Social Studies, Math, Science) as well as integration of literacy across the curriculum and study promising research-based instructional approaches to implement at the school sites. During the academic year, the PLCs will work with experts from various fields and together learn of current research, resources, "big ideas" in the fields and effective instructional strategies.

*1.3 Enhance literacy teaching skills.* Literacy training will be grounded in the work of the CSU Center for the Advancement of Reading (CAR), which serves the California State

University system in preparing outstanding literacy educators for the P-14 schools. CAR will provide literacy training for candidates, university faculty, K-12 Teacher Mentors, and field supervisors that incorporates the essential components of reading instruction: phonological and phonemic awareness, phonics, fluency, vocabulary and academic language, comprehension strategies, and oral and written language. Candidates will learn to use screening and diagnostic instruments to determine students' literacy levels and challenges, as well as formative and summative assessments. Implications for English Learners and struggling readers will also be addressed in depth. Content from training will be integrated into academic coursework and field experiences. Literacy instruction will be further supported by the California Reading and Literature Project and the California Writing Project who will provide workshops and ongoing on-site coaching for all Co-STAR participants.

*1.4 Enhance technology integration skills.* Teacher candidates will see technology integration modeled in their own teacher preparation and learn to use technology by learning through technology. The primary technology integration strategies will be (a) modifications in the delivery of instruction in the pre-baccalaureate education courses at CSU Chico to reflect current technological capabilities, (b) professional development for faculty involved in teacher preparation to increase their knowledge of technology applications, (c) creation of online components for all teacher preparation courses that reflect state-of-the-art technology applications, (d) support for partner schools to use current technology throughout teaching and learning, (e) use of interactive videoconferencing as an instructional tool and to achieve communication between CSU Chico and the partner school sites as well as between project Advisory Board members, and (f) collaborating with the CSU Chancellor's Office to access comprehensive K-12 digital resources, such as MERLOT. Project Co-STARS will also give



particular attention to preparing teachers to use educational technologies in support of ELLs and students with disabilities.

**Objective #2:** *Enhance and integrate a continuum of clinical/field experiences to emphasize early and significant learning among prospective teachers about effective strategies for closing the Achievement Gap.*

*2.1 More credential candidates engage in K-12 school and community-based activities designed to improve success of at-risk, ELL, and Special needs students.* PLCs involving K-12 teachers and administrators and CSU Chico faculty will be institutionalized at the partner schools through teacher-faculty dialogue during the school year and two-week Summer Institutes. Participation in a PLC will equip candidates and teachers to analyze content and pedagogy and profiles of best practices for overcoming the Achievement Gap. Additionally, early undergraduate courses will include service-learning components that involve students from CSU Chico in working with students at elementary and secondary schools as tutors and teacher aides. The School of Education will expand clinical experience programs for pre-baccalaureate students through the CSU, Chico Community Action Volunteer Experience (CAVE) program that will enable them to begin field work in both schools and after-school programs at schools and community sites (e.g., Boys and Girls Clubs and area schools).

*2.2 Expanded use of online communities to review and evaluate instruction.* Through Co-STARS, electronic bulletin boards and interactive videoconferencing will be set up to facilitate ongoing dialogue between university faculty, school partners, teacher candidates, and new teachers. This will allow continuous communication and support for teacher candidates and interfacing of the operations of the university and school sites.

*2.3 More new teachers engaged in high performing, high poverty schools for clinical experiences to study and apply best practices.* Exemplary training sites that incorporate the most current research-based instructional strategies will be established in partner school districts, and they will be institutionalized beyond the project, providing a mechanism for ongoing, high-quality training for teacher candidates and schools of excellence for professional development throughout the region. There will be extensive interaction between university faculty, new and experienced K-12 teachers, and administrators in K-12 school districts to develop clinical experiences that can most effectively prepare teachers to use best practices for closing the Achievement Gap. Project Co-STARS will utilize “What Works Clearinghouse (WWC) as a trusted source of scientific evidence for works in education” (US Department of Education, Institute of Education Sciences (<http://.ies.ed/ogc/ncee/wwc/>)).

**Objective #3:** *Expanding new teacher induction and fostering alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates.*

*3.1 Increased success of graduates in promoting student achievement using a wider variety of instructional practices.* The induction program design will focus on the California Standards for the Teaching Profession (CSTP), academic content and performance standards for students and the state-adopted curriculum frameworks. This focus will provide a meaningful program of support and assessment through induction that advances the skills and knowledge of the participating teachers and has the promise of inspiring student achievement. Newly trained teachers will experience increased success in classroom instruction and diagnosis of learning problems, and develop a wider variety of effective instructional practices as a result of ongoing coaching and mentoring by university professors and master teachers at school sites.

*3.2 New teacher retention will be increased with an increased number of candidates completing the CSU Chico credential program and remaining in the profession beyond their first three years.* Small, rural schools face innumerable challenges in providing ongoing opportunities for school site professional development in order to attract and maintain highly qualified teachers. Project Co-STARS will maintain a wide range of support activities designed to reduce the isolation of rural teachers and retain teachers in the profession, including the induction programs and beginning teacher support and assistance activities. CSU, Chico School of Education will offer additional mentor support and ongoing new teacher training activities for new teachers throughout the region through Summer Institutes, summer courses and programs, and weekend/evening programs. Induction and mentoring components will be structured to ensure that candidates and graduates receive extensive support before, during and after training.

*3.2 Integrated system of support by BTSA and University during induction.* Each participating school district currently provides an induction program through the state-accredited Beginning Teacher Support and Assessment (BTSA) program for new teachers. Through Project Co-STARS, these programs will be further strengthened and aligned, and university faculty will become involved in all partner districts, better connecting the university pre-service experience of teacher candidates with beginning teacher support and assessment in a coherent model of new teacher development (Ingersoll & Smith, 2004). University faculty will also serve as content experts, providing needed assistance to new teachers and mentors in the induction programs in the partner school districts. The induction support design will be based on Individual Induction Plans and will emphasize improving classroom practice, using technology to support student learning, developing teachers who are responsive to the diverse cultural, social, and linguistic backgrounds of their students.

**Objective #4:** *Recruiting new and diverse talent into teaching, including talented undergraduates, and community college students from a range of majors, and residents of rural communities of participating districts and retaining qualified teachers.*

*4.1 Increased numbers of undergraduates, community college candidates, paraprofessionals, residents of rural communities, and others from diverse cultural and language backgrounds who enter teaching profession.* Research indicates that students from rural areas are more likely to return there to work and to do so for many years. School districts and universities have had success in recruiting candidates as special education teachers from rural paraprofessionals and general education teachers (Rosenkoetter, Irwin and Saceda, 2004). In keeping with these findings, special consideration will be given to applicants from rural areas and those with recently developed connections to rural communities. Because of the low college attendance rate in the Northern California region, students from high-poverty rural districts are traditionally underrepresented, as are students from minority culture and language groups that are becoming more of a presence in rural communities. Recruitment of both of these groups of students must begin at the high school level using the same resources and strategies that will be used for the ITEC Program.

*4.2 More teachers placed and retained throughout the rural region with measurable increases in K-12 student academic achievement in core subject areas.*

*4.3 Establish a nationally replicable recruitment program in special education and ELL.*

Because there has been a shortage of special education teachers as well as in mathematics and science nationally for the past four decades, a primary objective of this project component is to address the special education teacher shortages in the districts and region, while also serving as a model for the rest of the state and the nation, through comprehensive recruitment into the

ITEC and RTR programs. The objective of recruiting new special education teachers will be achieved through broadly based recruitment of undergraduates and community college students from a range of majors. The project will utilize Web-based and print materials, recruiting visits and networking, the services of campus-based organizations such as Upward Bound and the Teacher Recruitment Project, and build on the articulated patterns of coursework that have been established between the California State University and community colleges statewide in the Lower Division Transfer Project.

**Objective #5:** *Preparing new teachers to meet specific learning needs of students with disabilities.*

*5.1 An increased number of new teachers, upon completion of the credential program, will earn the Level I Education Specialist credential in Mild/Moderate or Moderate/Severe Disabilities Recommendations for Education Specialist Level 1 increase and are evidenced by the application of a variety of effective instructional strategies, the assessment of their site principals, and their own self-assessment.*

*5.2 Improved elementary and secondary teacher performance in working with students with special needs which will result in improved student achievement.*

A primary goal of Project CO-STARS is to significantly improve the preparation of teacher candidates in curricula, instructional strategies, and assessment practices that are effective with Special Needs students and are aligned with state academic content standards. The project partner in this work will be the national IRIS Center, which provides free, high-quality, online, interactive training resources that translate research about the education of students with disabilities into practice. Special Education faculty at CSU Chico will provide training focused on the knowledge and skills required by teachers to work effectively with students with

disabilities in three primary areas: language development strategies, curriculum and instruction, and assessment methodologies. Other areas of focus will include behavior management, assessment, differentiated instruction, learning strategies, Response to Intervention (RtI), using data and research to improve instruction, individualized education plan (IEP) training, and instruction in the content areas. Faculty will be provided assistance in integrating these methodologies in their content and pedagogy courses.

*5.3 Improved candidate performance as members of Individualized Education program(IEP) teams.* The intensive focus on support strategies and opportunities for ongoing collaboration will prepare general and special education candidates for IEP teamwork.

**Objective 6:** *Preparing new teachers to meet the specific learning needs of English Learners*

*6.1 An increased number of new teachers, upon completion of the credential program, will demonstrate competency in meeting the needs of English Language Learners, evidenced by the application of a variety of effective instructional strategies, the assessment of their site principals, and their own self-assessment.*

*6.2 Improved performance of general education credential graduates in working with ELLs.* The attention given to preparing new teachers to work with English Learners in the teacher education program will be expanded significantly—both in course work and throughout clinical experiences. Faculty at CSU Chico will be provided training focused on the knowledge and skills required by teachers to work effectively with ELLs, including the most current research in three primary areas: language development strategies, curriculum and instruction, and assessment methodologies. Areas of focus for preparing teachers to fully meet the needs of English Learners will include culturally relevant pedagogy, language acquisition, differentiating instruction, assessment of language skills, creating language-rich classrooms, and integrating literacy skills

across the curriculum. Other activities of the project will include demonstration lessons, videos of effective strategies, visits to Honor Roll schools, and support from a regional expert in English Language Development.

**Objective #7:** *To improve schools through the use of teacher inquiry, action research, and M.A. research projects.*

*7.1 Increase number of new teachers prepared to research school-based issues and problems.*

*7.2 Increase number of studies focusing on student achievement and closing the gap.*

*7.3 Strengthen new teachers' abilities to work with a team and impact policy at the district level.*

In Project Co-STARS the M.A. project or thesis of each teacher resident will focus on a problem at the school site and contribute to a possible policy change in the district. In contrast, the traditional approach to graduate education at most universities is the culmination of M.A. coursework in comprehensive exams, a research project, or thesis; an individual student selects an area of personal interest and that becomes the focus of the culminating inquiry. In Project Co-STARS the teacher residents will be very familiar with the challenges facing their school site and they will have the assistance of a strong team: the university's K-12 Site RTR Coordinator, SOE graduate faculty, the district's K-12 Co-Director, Clinical Site coordinator, and Mentor teachers. The Achievement Gap will be a focus of their coursework and with their M.A. project, they can conduct research on the issue applied to the school site/district as a member of a team of educators. Dr. Bill Rich at CSU Chico has developed a Guided Democratic Inquiry model in collaboration with the Palermo School District, resulting in a change in district policy on student retention in grade. The goal of this approach is to build the capacity of the school to address issues using research and participatory problem solving through the following steps: (1) problem identification; (2) concerns-based adoption model; (3) literature search; (4) step-back

consultancy; (5) subcommittee reports; (6) findings and conclusions; and (7) recommendation to the Superintendent and to the school board.

**Objective #8:** *To disseminate the findings and materials developed from the project*

*8.1 Produce project documentary with primary partners on the development, implementation and outcomes associated with project.* Project Co-STARS will produce a documentary video using the university's Instructional Media Center (IMC) and the college's Media Studies faculty and students in the Department of Communication Design. One of the college faculty, Cara Deleon, is an award-winning documentary film maker and will help design the video production to include interviews of the primary partners, classroom footage, and a description of the development and outcomes of the project.

*8.2 Project outcomes presented or accepted for presentation at state and national conferences.* Project Director Fernlund and Co-Director Payne have regularly presented at the AACTE annual meetings as well as the National Network for Educational Renewal (NNER) and will disseminate this project through both of those national organizations. Faculty are very active in professional organizations in the curriculum content areas as well as in Special Education and regularly present papers at state, national, and international conferences. Program graduates will be encouraged to develop conference presentations from their master's theses.

*8.3 Project materials will be developed and published in MERLOT as well as other repositories with open access to educators and researchers.* MERLOT is a repository of peer-reviewed multimedia projects and will serve as a national database for both classroom lessons and professional development work emanating from Project Co-STARS. The mentor teachers and university faculty will develop 10 videotaped demonstration lessons of effective



instructional strategies for ELLs and students with disabilities to contribute to the project's library of effective practices for training/dissemination and housed in MERLOT.

**ASSESSING STUDENT ACHIEVEMENT AND ADVANCING CONTINUOUS IMPROVEMENT  
(COMPETITIVE PRIORITY #1)**

Collecting and using data on student achievement to assess the effectiveness of new teachers on student learning and to achieve continuous improvement among the teachers and program will be a focus of Co-STARS at all levels. Candidates will engage in their school-site PLCs in a process of continuous inquiry and improvement based on examination of test scores and student work samples. Project partners are committed to rigorous use of data for continuous program improvement. University faculty will use a model of data-driven decision-making using data on student achievement to assess the effectiveness of teacher training and to effect program improvements. With assistance from CTQ, student achievement data will be compared for teachers in the program and teachers not in the program to show positive effects of the new preservice training on student learning and achievement. This component is described in the Competitive Priorities section B. Evaluation with supporting documentation in Appendix D.1

**B. EVALUATION OF PROJECT**

The evaluation will be conducted by two independent evaluators. Victoria Bernhardt, Ph.D., is Executive Director of the Education for the Future Initiative, a not-for-profit organization that works with schools to build capacity for collecting, analyzing and using data to continuously improve student learning. She is the author of a number of books on using data analysis for school improvement. David Wright, Ph.D., is the Director of the California State University Center for Teacher Quality, which administers and analyzes results from the CSU System-wide Evaluation of First-Year Teachers and Their Employers and collects and analyzes value-added

student achievement data from school districts to determine effectiveness of teacher graduates of CSU teacher preparation programs. Both evaluators have had extensive experience in scientifically based evaluation of large education programs with objectives similar to those of Project Co-STARS. Evaluators will aggregate and analyze the evaluation data and interact with key management staff on a frequent basis to ensure continuous utilization of evaluation results.

The project evaluation will be guided by two distinct but highly interrelated systems of evaluation: (1) the Outcomes Model, a logic model of feedback that provides both continuous information to guide ongoing project decisions and summative data for use in periodic and final evaluations (Bernhardt, 2009); and (2) a comprehensive assessment of project candidates and graduates that ensures preparation of Highly Qualified Teachers. Together, the two systems provide thorough and appropriate, yet feasible methods of evaluation that monitor project implementation, continuous program improvement, and candidate assessments.

**OBJECTIVE PERFORMANCE MEASURES RELATED TO PROJECT OUTCOMES** The project evaluation will address the three major research questions stated below. End-of-year 2009–2010 data will be used as baseline measures. These questions will be reexamined when 2010–2011 new teacher and student outcome data are available and will be again examined annually thereafter.

1. Do Project Co-STARS new teachers demonstrate improved content knowledge, increased use of research-based instructional strategies, and better preparation for addressing the needs of all learners than comparable new teachers not in the project?
2. What impact is found on achievement of those students whose teachers were trained and supported during their early teaching through Project Co-STARS?

3. Do the Project Co-STARS partner school sites demonstrate improved capacity for collecting, analyzing and using data to improve learning for all students?

The detailed evaluation plan is included in Appendix D.1.1.

**EVALUATION MEASURES ADDRESSING FEDERAL REQUIREMENTS** The evaluation plan provided describes the strategies for collecting reliable data on each of the federally required measures. These include each of the measures designated in the Teacher Quality Partnership statute as well as the measures for addressing the Government Performance Reporting Act (GPRA) requirements for the program and participation in the national evaluation to be conducted by the U.S. Department of Education. See Appendix D.1.1 Evaluation.

**PERFORMANCE FEEDBACK AND PERIODIC ASSESSMENT OF PROGRESS** The project model is characterized by data-based decision making, with data used for identifying needed improvements at the teacher, school, and district level. Performance feedback will be based on (a) analyses of the quality of project services and (b) achievement data disaggregated by student characteristics. Analyses will be performed of the relationships between reforms and project outcomes. These analyses will be used to provide periodic feedback to faculty, teachers, and school leaders and to identify effective strategies as well as priorities for mid-point corrections.

### **C. SIGNIFICANCE OF PROJECT**

**SYSTEMIC CHANGE AND IMPROVEMENT** In addition to the university, high need school district, and business and community partners, the project represents a partnership with four major entities within the California State University: (1) the Center for Teacher Quality, (2) the Center for Closing the Achievement Gap, (3) the Center for the Advancement of Reading, and (4) Multimedia Educational Resources for Learning and Online Teaching (MERLOT). These are each entities that have undertaken major, nationally recognized efforts aimed at strengthening

teacher quality and overcoming the achievement gap. The support letters from each of these entities demonstrates the close partnership the project will have with them.

Of particular importance due to the goals of the project is the partnership with the CSU Center for Closing the Achievement Gap (CCAG). The CCAG, though its founding partner Just for the Kids-California ([www.jftk-ca.org](http://www.jftk-ca.org)), has collected seven years of longitudinal, student-level data from participating districts. This data has proven to be exceptionally valuable to teachers and school leaders to not only understand the strengths and weaknesses of their own practices, but to also benchmark against higher performing, demographically matched grade levels, schools and districts to learn and apply their best practices. This sharing and application of student achievement data to improve instruction will be a focal part of the college of education's preparation of new teachers and the induction program in the high-need LEA.

As part of the Center's role as a project partner, it will develop a longitudinal teacher data set for each campus that will provide the ability to track teachers credentialed through the project and placed in the LEA. This data will provide critical information on placement, retention best practice implementation and student academic achievement results and will allow for a comparative evaluation of teachers prepared through the project and those who were not.

**BUILDING LOCAL CAPACITY** A key component of Project Co-STARS is the support for the efforts of the partner schools to develop Professional Learning Communities and a Response to Intervention model. Through these efforts, the schools will build capacity for collecting, analyzing and using data to continuously improve the learning of all students. In addition, CSU Chico, in partnership with the CCAG, will establish peer-to-peer exchanges of best practices among high performing, high poverty schools that are demographically matched to those in the high-need LEAs. The project partnership will, as a result, include highly effective schools

serving student populations with high levels of poverty from across California. Partner school faculty will participate in on-site visits and best practice audits in order to learn about instructional practices that raise student academic achievement and close achievement gaps. University faculty will use information from these exchanges to inform their own programs and practices to better prepare new teachers in the region's rural schools.

**IMPROVEMENTS IN TEACHING AND STUDENT ACHIEVEMENT** Co-STARS will be structured to provide professional development of prospective and site-based teachers and school leaders, with special emphasis on the use of technology and Professional Learning Communities (PLCs), as well as research-based models such as Response to Intervention (RtI), and the *Just for the Kids (JFTK)* framework for overcoming the achievement gap. Use of technology in rural schools can function as an equalizer to the abundance of resources and experiences available to urban and suburban students. For this reason, many rural administrators are strongly encouraging the use technology-enhanced pedagogical approaches (Hawkes, Halverson & Brockmueller, 2002). A PLC represents a systematic collaborative process of teachers working together interdependently to focus on results (DuFour, DuFour, Eaker & Many, 2006). Through creation of specific learning goals, systematic and timely monitoring of learning, collaborative analysis of data, and action based on the data for continuous improvement, PLCs lead to greater success in closing the achievement gap (Cawelti & Protheroe, 2001; Marzano, 2003; Symonds 2004). Two contributions of RtI to improve teaching and learning are (1) a problem-solving approach to analyzing instruction and shaping targeted interventions; and (2) a set of empirically-supported instructional approaches to remediate academic problems. (Jimerson, Burns & VanDerHeyden, 2007; Fuchs, Mock, Morgan & Young, 2003). Just for the Kids-California Best Practice Framework is an organized system of practices, examples and artifacts consistently documented

in high performing, achievement gap closing schools across the state and country. The framework, combined with a peer exchange of practices and live examples, will illuminate and provide specific exemplars of best practices from which partner schools will truly understand how to effectively facilitate and monitor data-driven professional learning communities and instruction, and better manage time and resources focused on effective instruction and raising academic achievement.

**COMMITMENT AND SUPPORT TO SUSTAIN THE PROJECT** Sustainability strategies that will ensure the institutionalization once federal support ends have been built into program planning. Allocating necessary resources, CSU Chico is committed to comprehensive program redesign and implementation that cuts across the entire university. The structural changes that project Co-STARS will bring about in undergraduate courses at the university, the teacher preparation program at the university, partnership activities between the university and the local school districts, the new teacher support programs, and the ongoing professional development activities are all supported by the top leadership of the institutions and will be sustained when the program's federal funding ends.

Dissemination and coordination of effective practices used by the partnership will be coordinated with activities of the higher education institution and the K-12 school districts. Partners will continue to fund activities past the grant period. Clear commitment by partners will continue implementation of teacher preparation program reform.

**DISSEMINATION OF PROJECT'S EFFECTIVE PRACTICES** Every aspect of the evaluation design will provide data for immediate utility in ongoing program re-design, and use for exemplary site dissemination purposes. Results will be shared with the following groups: 12-County Offices of Education at quarterly meetings, Project Planning Board, California Commission on Teacher

Credentialing, and the National Clearinghouse on Professions in Special Education. The evaluation will also be shared with professional organizations at annual conferences including Council for Exceptional Children, CEC Teacher Education Division, American Council for Rural Special Education, American Association of Colleges for Teacher Education, National Network for Educational Renewal, and American Educational Research Association.

The partnership has numerous avenues for disseminating the results of the program. A high quality Web site will provide one avenue for dissemination and video will be developed that will describe the keys to the project's success and the obstacles it faced. Demonstration lessons of best practices developed by Co-STARS partners will housed in MERLOT. Publications by CSU Chico faculty, including co-authored papers and publications with partner school faculty will provide additional venues for dissemination. Dissemination strategies will ensure that effective teacher recruitment and retention practices will be transferred to other from Project Co-STARS via the project's web-based resources. Information will be provided to other educational entities interested in adopting Project Co-STARS strategies.

**INTEGRATION OF ACTIVITIES WITH OTHER REFORM EFFORTS** The university will coordinate its teacher credential efforts with reform activities taking place in partnership schools. The ultimate goal of university and school district activities is to improve student achievement and strengthen teacher skills. The project will be closely aligned with funded grants and scholarship programs that support reform efforts and complement Project Co-STARS including *California Math and Science Partnership (CaMSP)* grant; *Math in the Early Grades (MEG) Grant*; *Math and Science Secondary Teaching Initiative (MSSTI) Grant*; and *CPEC Improving Teacher Quality (ITQ)* grant as well as projects funded by the state's Title II higher education funding. These projects enhance the recruitment, preparation, and retention of highly qualified

special and general education teachers prepared to work with ELLs, students with disabilities in partner districts. It provides a comprehensive pipeline approach focused on these shortage areas.

#### **D. MANAGEMENT PLAN**

The project will establish governance and decision-making structures that will permit all partners to plan, implement, and assess the adequacy of project activities. Top-level leaders will be involved from each partner agency, and all partners are committed to data-driven decision-making and reform. The Advisory Board, co-chaired by the Provost and Vice President of Academic Affairs at Chico State, will provide oversight of all elements of the project. K-12 teachers and administrators will have important roles in project design, implementation and evaluation, including continuous review and revision of the project's activities based on evaluation results.

**RESPONSIBILITIES, TIMELINES AND MEASURES** The project Management Plan describes the responsibilities, timelines, and measures and is contained in Appendix D.1.2. The project includes procedures for ensuring feedback and continuous improvement and for ensuring quality in products and services of the project (See Evaluation Plan, Appendix D.1.1 and Management Plan, Appendix D.1.2). All partners commit to participation in the data-driven decision-making and will be involved in analyzing evaluation results to make continuous program improvements. The organizational structure for the project will include the following key groups: (a) Project Co-STARS Advisory Board, which is the chief decision-making body, composed of key leaders from the school district, college and business partners; (b) the Project Co-STARS Data and Evaluation Committee, which is responsible for ensuring review and continuous evaluation of research results and provides input to the Advisory Board; (c) the Planning Committee(s) that will review project products and ensure uniform quality in materials designed/produced by the



project; and (d) the Admissions Committees that will select teacher residents for each of the four participating districts.

**PROJECT STAFFING** The project includes a staff that represents the College of Communication and Education, the Colleges of Behavioral and Social Sciences, Arts and Humanities and Natural Sciences, and the four participating districts and schools. The primary staff and their roles are as follow. Their vitae are provided in Appendix D.1.5 of the proposal. The management plan (Appendix D.1.2) also provides brief descriptions of other individuals who will teach courses or provide professional development associated with the project.

**QUALIFICATIONS OF KEY PERSONNEL: RELEVANT TRAINING, EXPERIENCE**

*Dean Phyllis Fernlund, Ph.D., Director*, has served as dean of the College of Communication and Education (CME) at CSU, Chico for the last five years. With twenty-five years in teacher education experience as a member of the Executive Board of NCATE and AACTE, Dr. Fernlund brings both a depth of knowledge and energetic leadership to the preparation of teachers and formation of P-12 partnerships. Dr. Fernlund has a strong interest in educational technology and performance assessment and has provided leadership to the California State University Deans of Education in these areas. She will be a key leader in bringing together four colleges, four school districts, School of Education faculty and staff, and students to achieve the objectives of Project Co-STARS. She assumes fiscal, legal, and evaluative responsibility for the project and will implement the management plan, holding individuals and groups accountable.

*Maggie Payne, Ed.D., Co-Director, Teacher Resident Program* is associate dean and instructor in the Single Subject Credential Program and master's program in Teaching International Languages. She taught for 15 years in urban and rural public high schools and is currently serving on the leadership team for the APL-CORE Project (Accessing Professional Learning –

Connecting Our Rural Educators). Dr. Paynes' administrative and teaching experience as well as her research interests in the areas of second language learning, professional dispositions and rural schools will greatly inform Co-STARS' planning, implementation and assessment. Co-Director Payne will work with university faculty, participating districts and county offices of education to create the Rural Teacher Residency (RTR) program. She will collaborate with the Planning Committee and the Co-Directors in shepherding changes through governance procedures.

*Michelle Cepello, Ed.D., Co-Director, Pre-Baccalaureate Program (ITEC)*, has 15 years experience as a regional special education teacher for students with mild to severe disabilities and is currently serving as Director of the Special Education Program at CSUC. Dr. Cepello's background as a Native American woman has shaped her interest in the recruitment and retention of underrepresented teachers. She served on the California Teacher Education Task Force in the development resources for general education teachers working with students with special needs. Dr. Cepello will work closely with Director Fernlund and Co-Director Payne, in the development and implementation of the undergraduate blended BA/Credential program with a minor in Special Education. She will facilitate and implement decisions made by the ITEC Planning Board and will be responsible for creating the training, field experiences and assessment expectations of candidates. Her experience in special education teacher preparation will guide the implementation of needed accommodations to support the success of all candidates.

*Darryl Eisele, M.A., Co-Director, Pre-Baccalaureate Program*, is the director and instructor of the Integrated Teacher Core. This innovative program provides undergraduates with both a BA in liberal studies and a Multiple Subject Credential in four years. His experience directing a pre-baccalaureate program will provide invaluable guidance in the development and implementation of a revised ITEC program with an emphasis on Special Education and teaching ELL's.

*Cris Guenter, Ed.D., Coordinator, Teacher Resident Program K-12 Palermo Site*, is an expert in the use of educational technology. Her research and instruction focuses upon arts education, technology in education, creativity across the curriculum, and interdisciplinary education. As co-p.i. on a technology grant with the Palermo school district, her training and experiences will translate seamlessly into her role as coordinator. In the area of technology, she is experienced in the use of electronic portfolios and effective online rural/distance education. Dr. Guenter was named the 2008 National Art Educator of the Year by the National Art Education Association. Dr. Guenter will serve on the Project Co-STARS Planning Board and Admissions Committee for the Palermo site. She will work closely with the Palermo Co-Director and site coordinator.

*Laurel Hill-Ward, M.A., Coordinator, Teacher Resident Program K-12 Orland Sites*, is the Coordinator of the integrated K-12/special education preparation program. She has served as a full-time instructor/field supervisor, and a representative of this university to the statewide PACT teacher assessment project. Hill-Ward designed, initiated and taught in exemplary regional programs for secondary pupils with learning disabilities and emotional disorders for 15 years. A recipient of the 2009-10 CSU Chico Exemplary Online Instruction Award, she will guide the development of exemplary courses that will include innovative teaching with technology. Professional publications and presentations focus on the relationship between teacher preparation and service learning for pupils with disabilities. Hill-Ward will serve on the Co-STARS Planning Board and Admissions Committees for the Orland site. She will work closely with Director Payne, the Orland Co-Director, and site coordinator to implement the RTR.

*Rebecca Justeson, Ed.D., Coordinator, Teacher Resident Program K-12 Marysville Site* coordinates a professional development school at CSUC. She has state certification in Multiple Subject, Bilingual, and Reading credentials. In 2008, Dr. Justeson was selected for a post-

doctoral program at the University of Pennsylvania to pursue her research interest in teacher resiliency and persistence. This research will be of particular benefit as it pertains to the unique challenges facing rural educators. Dr. Justeson will serve on the Project Co-STARS Planning Board and Admissions Committees for the Marysville site. She will work closely with the Marysville Co-Director and site coordinator to implement the RTR in this rural site 50 miles from CSU, Chico.

*Maris Thompson, Ph.D., Coordinator, Teacher Resident Program K-12 Cascade Site*, teaches courses in the Single Subject Credential Program. Before coming to CSU, Chico, Dr. Thompson taught English as a Second Language at the high school and adult levels in Portland, Oakland and the Galapagos Islands. She helped design and teach a variety of media literacy programs. Dr. Thompson brings her expertise in literacy and second language acquisition to this project and she will serve on the Project Co-STARS Planning Board and Admissions Committee for the Cascade Union School District site. She will work with the Cascade Co-Director and site coordinator.

*Susan Porter, Ph.D., Coordinator, K-12 Special Education Clinical Site Coordinator*, specializes in strategies to improve academic, social and vocational outcomes for culturally and/or linguistically diverse pupils, including English Learners with disabilities. Dr. Porter's personal history as a first generation college graduate sensitizes her to the needs of trainees drawn from high-poverty rural areas. She joined the CSU, Chico faculty after five years with the California Commission on Teacher Credentialing.. She brings in-depth knowledge of state standards, quality monitoring, and expertise in collaboration across stakeholder groups, as well experience in teaching pupils with low incidence disabilities. As the Special Education Clinical Site Coordinator, Porter will recruit, develop and assess partner school sites for exemplary training

sites in special education and will coordinate placement of both ITEC and RTR candidates in service learning and field experiences.

*Deborah Summers, Ed.D., MA Curriculum Co-Coordinator – General Education Emphasis*, is chair of the Department of Education. She also teaches courses in the Single Subject Credential Program and serves as the campus representative to the CSU Center for the Advancement of Reading (CAR). She brings 15 years of teaching experience in secondary English and second language development. Her teaching and research interests in classroom management, literacy, curriculum and instruction, and technology as well as her participation in the 2009 Harvard University Institute for Higher Education Management Program will positively impact the development and implementation of the MA courses that infuse evidence-based research practices. Dr. Summers serves as M.A. Curriculum Co-Coordinator in Co-STARs, planning and implementing the new curriculum, culminating Master's project and field experiences for the RTR. She will work closely with the Advisory Board, RTR Planning and Evaluation Boards.

*Teresa Davis, Ph.D., MA Curriculum Co-Coordinator – Special Education Emphasis*, chair of the Department of Professional Studies serves as adviser for the Special Education MA program and also as an instructor in the MA program. Her 20 years of experience encompasses both rural and diverse urban settings and spans elementary and secondary levels in both general and special education. Her research and consultant services on candidate performance assessment, collaborative supervision, and service learning/school-to-career systems are recognized nationally. She served on the Committee of the National Board for Professional Teaching Standards and brings 8 years of experience in federal and state project direction. As an original author of the nationally recognized CSU, Chico integrated general and special education programs, she will assist in the development and implementation of the MA program in RTR and

bridging collaboration with community partners. For Project Co-STARS Dr. Davis will Co-Coordinate the planning and implementation of the M.A. program in the RTR. She will work closely with the Advisory Board, RTR Planning and Evaluation Boards.

*Maria Sudduth, M.A., On-Line Community Coordinator*, a Lecturer in the School of Education and holds a M.A. in Linguistically and Culturally Diverse Learners. She is an expert in the use of educational technology and has recently established online communities for three unique university/K-12 groups. She is an active participant in the planning for the Chico State/Chico Unified school district Two-Way Immersion professional development school. She has a bilingual credential with an authorization in Spanish. She has been a bilingual teacher in a rural elementary school and served as the Teacher Diversity Recruitment Coordinator at Chico State from 2003-2005. Sudduth will be responsible for building an online community for the RTR graduates, supporting them through their induction period and building a strong professional community for them regardless of where they teach or how remote their school site.

*Cheri Taylor, Recruitment Coordinator*, has divided her responsibilities between grant production/project management and recruitment/advisement for Special Education Programs for 15 years. Her background in business/human resource management provides the program with strong analytical and interpersonal skills. Her duties include recruitment, selection processes, and admissions aspects of the project, utilizing the contacts she has made over the years with community colleges, regional and campus ethnic communities and with the state's Project Pipeline for Teacher Recruitment and CA BTSA Induction Program.

# Project Narrative

## Competitive Preference Priorities and Invitational Priority

Attachment 1:

Title: **Competitive Priority** Pages: **0** Uploaded File: **Co-STARS Comp. Priorities.pdf**

## **Project Co-STARS**

### **ASSESSING STUDENT ACHIEVEMENT AND ADVANCING CONTINUOUS IMPROVEMENT**

#### **(COMPETITIVE PRIORITY #1)**

Collecting and using data on student achievement to assess the effectiveness of new teachers on student learning and to achieve continuous improvement among the teachers and program will be a focus of Co-STARS at all levels. Candidates will engage in their school-site PLCs in a process of continuous inquiry and improvement based on examination of test scores and student work samples. Project partners are committed to rigorous use of data for continuous program improvement. University faculty will use a model of data-driven decision-making using data on student achievement to assess the effectiveness of teacher training and to effect program improvements. With assistance from CTQ, student achievement data will be compared for teachers in the program and teachers not in the program to show positive effects of the new preservice training on student learning and achievement. This component is described in the Competitive Priorities section B. Evaluation with supporting documentation in Appendix D.1



# Project Narrative

## Appendix A--Eligible Partnership Documentation

Attachment 1:

Title: **A.1 Co-STARS Eligibility** Pages: **0** Uploaded File: **A.1EligiblePartnershipDocumentation.pdf**

**Appendix A**

**Project Co-STARS: Collaboration for Students and Teacher  
Achievement in Rural Schools**

**CSU, Chico with Partner High-Need LEAs:  
Cascade Union Elementary School District  
Marysville Joint Unified School District  
Orland Joint Unified School District  
Palermo Union Elementary School District**

- 1. High-Need LEA(s) and High Need School(s) Documentation**
- 2. IHE Documentation**

**Project Co-STARS**

***Component A—Poverty/Rural Data***

<b>HIGH-NEED LEA ELIGIBILITY</b>								
<b>Component A: Poverty/Rural Data</b>								
<b>Name of the LEA</b>	<b>A 1</b>	<b>%</b>	<b>*Data Source</b>	<b>A2</b>	<b>#</b>	<b>*Data Source</b>	<b>A3 SRSA</b>	<b>A4 RLIS</b>
Palermo Union Elementary	X	24.8	2007 Census					
Marysville Joint Unified	X	28	2007 Census					
Orland Joint Unified								On RLIS Website
Cascade Union Elementary	X	28.1	2007 Census					

***Component B—Teacher Need***

<b>HIGH-NEED LEA ELIGIBILITY</b>								
<b>Component B: Teacher Need</b>								
<b>Name of the LEA</b>	<b>B1</b>	<b>LEA %</b>	<b>State Avg. %</b>	<b>B2</b>	<b>Turnover %</b>	<b>B3</b>	<b>% at least 1.37%</b>	<b>Data Source</b>
Palermo Union Elementary						X	5.3	2008 HEA, sciotion 207 report/ CA Dept. of Education "Dataquest" website
Marysville Joint Unified						X	2.0	2008 HEA, sciotion 207 report/ CA Dept. of Education "Dataquest" website
Orland Joint Unified						X	1.6	2008 HEA, sciotion 207 report/ CA Dept. of Education "Dataquest" website
Cascade Union Elementary						X	2.6	2008 HEA, sciotion 207 report/ CA Dept. of Education "Dataquest" website

Appendix A.1: Eligible Partnership Documentation  
 Project Co-STARS, CSU, Chico

Component C—High-Need School Eligibility

High-Need School Eligibility										
Name of school	LEA	C1	% of FRPSL	Rank order	C2	% of elementary school FRPSL at least 60%	Feeder School(s) FRPSL at least 60%	C3	% of non-elementary school FRPSL at least 45%	Feeder School(s) FRPSL at least 45%
Golden Hills Elementary	Palermo USD				X	80.63				
Honcut Elementary	Palermo USD				X	92.86				
Palermo Middle	Palermo USD							X	75.99	
Wilcox Elementary	Palermo USD				X	75.39				
Covillaud Elementary	Marysville Joint USD				X	75.87				
Dobbins Elementary	Marysville Joint USD				X	75.86				
Ella Elementary	Marysville Joint USD				X	89.96				
Johnson Park Elementary	Marysville Joint USD				X	76.92				
Kynoch Elementary	Marysville Joint USD				X	74.73				
Linda Elementary	Marysville Joint USD				X	86.34				
Yuba Gardens Intermediate	Marysville Joint USD							X	77.76	
McKenney Intermediate	Marysville Joint USD							X	70.17	
Olivehurst Elementary	Marysville Joint USD				X	76.05				
Yuba Feather Elementary	Marysville Joint USD				X	75.84				

Appendix A.1: Eligible Partnership Documentation  
 Project Co-STARS, CSU, Chico

Yuba Gardens Elementary	Marysville Joint USD				X	77.76				
High-Need School Eligibility										
Name of school	LEA	C1	% of FRPSL	Rank order	C2	% of elementary school FRPSL at least 60%	Feeder School(s) FRPSL at least 60%	C3	% of non-elementary school FRPSL at least 45%	Feeder School(s) FRPSL at least 45%
Orland Elementary Community Day	Orland Joint USD				X	100.00				
Fairview Elementary	Orland Joint USD				X	81.48				
Mill St. Elementary	Orland Joint USD				X	75.63				
Price Intermediate	Orland Joint USD							X	71.43	
Anderson Middle	Cascade USD							X	75.37	
Anderson Heights Elementary	Cascade USD				X	88.69				
Meadow Lane Elementary	Cascade USD				X	70.97				
Cascade Community Day	Cascade USD				X	90.00				
Verde Vale Elementary	Cascade USD				X	81.90				

Appendix A.1: Eligible Partnership Documentation  
Project Co-STARS, CSU, Chico

Component D--Partner IHE

California State University, Chico meets all the requirements of a qualified partner institution per section 200(17) of the HEA. It is a four-year accredited university with a high quality college of education that prepared highly qualified, certificated teachers and administrators.

i) Strong performance on state-determined qualifying assessments.

(A) Our graduates exhibit strong performance on state qualifying assessments for new teachers (98% of all graduates of the program who intend to teach have passed all applicable, rigorous state qualifying assessments for new teachers including their subject matter knowledge in their designated content area).

(ii) High academic standards

(A) CSU, Chico requires that all students meet high academic standards set forth by the institution, both entering and during the program, and that they participate in intensive clinical experience.

(B) CSU, Chico requires that each teacher preparation student pursue to become “highly qualified” upon exiting the program.

District Ethnicity – English Learners – Students with Disabilities - Poverty

District	Latino	Am. Indian	Asian	African Am.	EL	Disability	Poverty
Palermo Union Elementary	315	120	71	21	246	132	24.8%
Marysville Joint Unified	3,294	461	1,048	388	2,653	991	28%
Orland Joint USD	1,204	19	72	26	485	227	On RLIS Website
Cascade Union Elementary	193	170	31	31	128	218	28.1%

California Department of Education DataQuest & U.S. Census Bureau, 2007

# Project Narrative

## Appendix B--Checklist (optional)

Attachment 1:

Title: **B.1-Assurances Checklist** Pages: **0** Uploaded File: **B.1-Assurances Checklist.pdf**

## 23. OPTIONAL CHECKLIST—APPENDIX B

### Program Requirements

To be considered for funding, applicants *must* address the following program requirements and authorized activities contained in section 202 Higher Education Opportunity Act.

To ensure the fulfillment of every program requirement and authorized activity listed below, the Department encourages you, the applicant, to check the corresponding box on the left side of the page along with indicating the page number(s) where the specific component is located.

Pages/Chapters and Appendix	General Application Requirements
<input type="checkbox"/> (1) _____	<b>(1) Application.—Each eligible partnership describing a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall contain—</b>
<input type="checkbox"/> (A) 3-9, Appendix A	(A) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators.
<input type="checkbox"/> (B) 9-15, 18, 19, 20, 26-29, 33, 34	(B) A description of the extent to which the program to be carried out with grant funds, as described in Section 202(c), will prepare prospective and new teachers with strong teaching skills.
<input type="checkbox"/> (C) 11-13, 34-35	(C) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction.
<input type="checkbox"/> (i) 13, 15, 43 Appendix D.1.4, D.1.5 (ii) 16, 43 Appendix D.1.4, D.1.5	(D) A description of— (i) how the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act, and through the National Science Foundation; and (ii) how the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement.
<input type="checkbox"/> (E) – (iii) 8-13 Budget, Budget Narrative, Letters of	(E) An assessment that describes the resources available to the eligible partnership, including— (i) the integration of funds from other related sources; (ii) the intended use of the grant funds; and (iii) the commitment of the resources of the partnership to the activities assisted under this section, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.



Appendix B: Assurances Checklist  
 Project Co-STARS, CSU, Chico

Support Appendices D.1.2, D.1.8, Chapter A.1 41-43	
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(i)_ 15-25 37-38 Chapter B (ii)_ Budget narrative, Appendix D.1.8, pg 16, Appendix D.1.3  (iii)_ NA  (iv)37-39 (v)_ 10, 15-36 Appendices D.1.4, D.1.5  (I)_ NA  (II)_ 16 Appendices D.1.4, D.1.5  (vi)_ 10, 33-34. Appendices D.1.4, D.1.5  (vii)_ 10, 34_ Appendices D.1.4, D.1.5  (viii)_ 11, 22 Budget, Budget narrative Appendix D.1.2	(F) A description of— (i) how the eligible partnership will meet the purposes of this part; (ii) how the partnership will carry out the activities required under subsection (d) or (e), based on the needs identified in paragraph (1), with the goal of improving student academic achievement; (iii) if the partnership chooses to use funds under this section for a project or activities under Section 202(f) or Section 202(g), how the partnership will carry out such project or required activities based on the needs identified in paragraph (A), with the goal of improving student academic achievement; (iv) the partnership’s evaluation plan under section 204(a); (v) how the partnership will align the teacher preparation program under Section 202(c) with the— (I) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and (II) student academic achievement standards and academic content standards under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located; (vi) how the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act; (vii) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient; (viii) how faculty at the partner institution will work, during the term of the grant, with highly qualified teachers in the classrooms of high-need schools served by the high need local educational agency in the partnership to— (I) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and (II) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction; (ix) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component; (x) how the partnership will support in-service professional development strategies and activities; and (xi) how the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and early childhood education programs located in the geographic area served by the partnership to evaluate the
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Appendix B: Assurances Checklist  
 Project Co-STARS, CSU, Chico

<p>(I)22          Budget,          Budget          narrative          Appendix          D.1.2</p> <p>(II)_18-19, 27-          28          Budget,          Budget          narrative</p> <p>(ix)16-17, 20-          22, Chapter B          (x) Appendix          D.1.2, Budget,          Budget          narrative</p> <p>(xi)_Chapter B,          Appendix          D.1.1</p>	<p>effectiveness of the partnership’s teacher and educator support system.</p>
<p><input type="checkbox"/></p> <p>(i)_12-13.          Appendix          D.1.4, D.1.5</p> <p>(ii)_Budget,          Budget          narrative,          Appendices          D.1.4, D.1.5.          D.1.7 and          D.1.8</p> <p>(iii)_17-18, 22-          23, 30-31</p> <p>(iv)_31,          Appendix          D.1.1</p>	<p>(G) With respect to the induction program required as part of the activities carried out under this section—</p> <p>(i) a demonstration that the schools and departments within the institution of higher education that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;</p> <p>(ii) a demonstration of the eligible partnership’s capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;</p> <p>(iii) a description of how the teacher preparation program will design and implement an induction program to support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need local educational agency in the partnership, and, to the extent practicable, all new teachers who teach in such high-need local educational agency, in the further development of the new teachers’ teaching skills, including the use of mentors who are trained and compensated by such program for the mentors’ work with new teachers; and</p> <p>(iv) a description of how faculty involved in the induction program will be able to substantially participate in an early childhood education program or an elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.</p>

Appendix B: Assurances Checklist  
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<b>Accountability and Evaluation</b>	
<input type="checkbox"/> (1)_ 37-39, Appendix D.1.1	<b>(1) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—</b>
<input type="checkbox"/> (A)_ 37-39 Appendices D.1.1, D1.2	(A) Achievement for all prospective and new teachers, as measured by the eligible partnership.
<input type="checkbox"/> (B)_ 30-31 Appendices D.1.1, D.1.2	(B) Teacher retention in the first three years of a teacher’s career.
<input type="checkbox"/> (C) 26-28, 37-39 Appendices D.1.1, D.1.2	(C) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.
<input type="checkbox"/> (i)_ 37-39 Appendices D.1.1, D.1.2 (ii)_ 37-39 Appendices D.1.1, D.1.2 (iii)_ 37-39 Appendices D.1.1, D.1.2 (iv)_ 37-39. Appendices D.1.1, D.1.2 (v)_ 37-39, Appendices D.1.1, D.1.2 (vi)_ 37-39, Appendices D.1.1, D.1.2 (vii)_ 37-39, Appendices	(D) (i) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership; (ii) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups; (iii) the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages); (iv) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education); (v) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels; (vi) as applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and (vii) as applicable, the percentage of teachers trained— (I) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (II) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

Appendix B: Assurances Checklist  
Project Co-STARS, CSU, Chico

<p>D.1.1, D.1.2 (I)_7,28,31, 33, 15, Appendices D.1.1, D.1.2</p> <p>(II)_22, 12, 13, 16, 37-39, Appendices D.1.1, D.1.2</p>	
<p><b>Pre-Baccalaureate Preparation of Teachers</b></p>	
<p><input type="checkbox"/> (1)15-19, 25, 25-37_____</p>	<p><b>(1) Implement reforms within each teacher preparation program—</b></p>
<p><input type="checkbox"/> (I)_2, 5, 6, 11, 15, 16</p> <p>(II)15, 17, 18 Appendix D.1.4, D.1.7</p> <p>(III)_NA (ii)_15-17, 25, Appendix D.1.4, D.1.7</p>	<p>(A)(i) preparing— (I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects); (II) such teachers and, as applicable, early childhood educators, to understand empirically based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and (III) as applicable, early childhood educators to be highly competent; and (ii) promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.</p>
<p><input type="checkbox"/> (i)_2, 10,16,17 Appendix D.1,3, D.1.4, D.1.7 (ii)_14-16, 18, 27, Appendix D.1.4, D.1.7</p> <p>(I) 13, 17</p> <p>(II)_16, 18 (III)_12, 13, 16, 36</p>	<p>(B) REQUIRED REFORMS.—The reforms shall include— (i) implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills; (ii) using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators— (I) understand and can implement research-based teaching practices in classroom instruction; (II) have knowledge of student learning methods; (III) possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction; (IV) possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and</p>

Appendix B: Assurances Checklist  
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<p>(IV)_15, 16, 27, 30          (aa)_15, 17          (bb)_ Appendix D.1.4          (V)_16, 18, 34, Appendix 8.1.4          (VI)_18-19, 27-28, 34          (iii)_15-17, 26-27, Appendix D.1.1, Budget narrative, Appendix D.1.3          (iv)_17, 30, 31, D.1.4, D.1.8          (v)_17-18, Appendix D.1.4, D.1.5          (vi)_30-31_</p>	<p>special education teachers and early childhood educators to—          (aa) meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and, as applicable, children in early childhood education programs; and          (bb) differentiate instruction for such students;          (V) can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act; and          (VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction;          (iii) ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the Individuals with Disabilities Education Act;          (iv) developing and implementing an induction program;          (v) developing admissions goals and priorities aligned with the hiring objectives of the high-need local educational agency in the eligible partnership; and          (vi) implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.</p>
<p><input type="checkbox"/>          (2)_15-17, 25</p>	<p><b>(2) CLINICAL EXPERIENCE AND INTERACTION. —Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:</b></p>
<p><input type="checkbox"/>          (A)_16,17, 26, (i)_29, Appendix D.1.4          (ii)_7, 30, Appendix D.1.2_</p>	<p>(A) Incorporate year-long opportunities for enrichment, including—          (i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and          (ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.</p>
<p><input type="checkbox"/>          (B)_15,17, 26,</p>	<p>(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.</p>

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27, D.1.4	
<input type="checkbox"/> (C)_12, 17, D.1.4	(C) Provide high-quality teacher mentoring.
<input type="checkbox"/> (D)_10, 15, 29, Appendix D.1.4, Abstract	(D) Be offered over the course of a program of teacher preparation.
<input type="checkbox"/> (E)_17, 27	(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
<input type="checkbox"/> (F)_21	(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.
<input type="checkbox"/> (G)_6, 15, 17	(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.
<input type="checkbox"/> (H)_Budget Year 4, budget narrative, Appendix D.1.2 (i)_28_ (ii) Appendix D.1.2 (iii)_Appendix D.1.2	(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such support may include— (i) with respect to a prospective teacher or a mentor, release time for such individual's participation; (ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and (iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.
<input type="checkbox"/> (3)_17, 39-40, Appendices D.1.4, D.1.8_	<b>(3) INDUCTION PROGRAMS FOR NEW TEACHERS.—Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.</b>
<input type="checkbox"/> (4)_NA_	<b>(4) SUPPORT AND TRAINING FOR PARTICIPANTS IN EARLY CHILDHOOD EDUCATION PROGRAMS.—In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education.</b>
<input type="checkbox"/> (5)_8, 10, 18, 43-44, Appendix D.1.2	<b>(5) TEACHER RECRUITMENT.—Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the</b>

Appendix B: Assurances Checklist  
 Project Co-STARS, CSU, Chico

	<b>eligible partnership, which may include an emphasis on recruiting into the teaching profession—</b>
<input type="checkbox"/> (A)___10, 18, 32, Appendix D.1.2	(A) Individuals from under represented populations.
<input type="checkbox"/> (B)_10, 15-16, 18, Appendix D.1.4, D.1.2	B) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
<input type="checkbox"/> (C)___10, 18, Appendix D.1.2	(C) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input type="checkbox"/> (6)_27-28, Appendix D.1.4	<b>(6) LITERACY TRAINING.—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—</b>
<input type="checkbox"/> (A)_Abstract, 18, Appendix D.1.2, D.1.4, Budget narrative,	(A) To implement literacy programs that incorporate the essential components of reading instruction.
<input type="checkbox"/> (B)___18, 28, 34, Appendix D.1.4	(B) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
<input type="checkbox"/> (C)___18, Appendix D.1.4	(C) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
<input type="checkbox"/> (D)_8,18, Appendix D.1.2, D.1.4, Budget narrative	(D) To integrate literacy skills in the classroom across subject areas.

Appendix B: Assurances Checklist  
 Project Co-STARS, CSU, Chico

Teacher Residency Program	
<input type="checkbox"/> (1)_19-24_	<b>(1) Teaching residency programs.-- An eligible partnership receiving a grant to carry out an effective teaching residency program shall carry out a program that includes all of the following activities:</b>
<input type="checkbox"/> (A)_19-20	(A) Supporting a teaching residency program described in paragraph (2) for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership.
<input type="checkbox"/> (B)_21	(B) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.
<input type="checkbox"/> (C)19-24 (i)_20_ (ii)21-22 (iii)22-23_ (iv)19-24	(C) Ensuring that teaching residents who participate in the teaching residency program receive— (i) effective preservice preparation as described in paragraph (2); (ii) teacher mentoring; (iii) support required through the induction program as the teaching residents enter the classroom as new teachers; and (iv) the preparation described in subparagraphs (A), (B), and (C) of subsection (d)(2).
<input type="checkbox"/> (2)19-24_	<b>(2) TEACHING RESIDENCY PROGRAMS.—and conditions specified by the eligible partnership, as necessary.</b>
<input type="checkbox"/> (A)19-20_ Append ix D.1.5, D.1.7 (i)_20 (ii)20-21 (iii)_21-22_ (I)_21-22 (II)_22	<b>(A) ESTABLISHMENT AND DESIGN.—</b> A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs: (i) The integration of pedagogy, classroom practice, and teacher mentoring. (ii) Engagement of teaching residents in rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship. (iii) Experience and learning opportunities alongside a trained and experienced mentor teacher— (I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework; (II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and (III) who may be relieved from teaching duties as a result of such additional responsibilities. (iv) The establishment of clear criteria for the selection of mentor teachers based on



Appendix B: Assurances Checklist  
 Project Co-STARS, CSU, Chico

<p>(III)_22        –        (iv)_22        (I)_22_        Appendix        D.1.5,        D.1.7        (II)_22_        (III)_22_        (IV)22_        (V)_22_        (v) 21        (vi) 21        (I) 21        (II)___3        1-32_        (vii)_22</p>	<p>measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following:</p> <p>(I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.</p> <p>(II) Appropriate instruction that engages students with different learning styles.</p> <p>(III) Collaboration with colleagues to improve instruction.</p> <p>(IV) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.</p> <p>(V) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.</p> <p>(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.</p> <p>(vi) The development of admissions goals and priorities—</p> <p>(I) that are aligned with the hiring objectives of the local educational agency partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and</p> <p>(II) which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.</p> <p>(vii) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.</p>
<p><input type="checkbox"/>        (B)_23        (i)_23        (I)_23        (II)_23        (ii)_23        (I)_23_        (II)_23_        (III)_23</p>	<p>(B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—</p> <p>(i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a teaching residency program under this paragraph, an individual shall—</p> <p>(I) be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and</p> <p>(II) submit an application to the teaching residency program.</p> <p>(ii) SELECTION CRITERIA.—An eligible partnership carrying out a teaching residency program under this subsection shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics:</p> <p>(I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.</p> <p>(II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.</p> <p>(III) Other attributes linked to effective teaching, which may be determined by</p>

Appendix B: Assurances Checklist  
 Project Co-STARS, CSU, Chico

	interviews or performance assessments, as specified by the eligible partnership.
<input type="checkbox"/> (i)23-24 (ii)_23 (iii)23-24 (I)_23_ (II)23-24 (III) 24 (IV) 24 (V) 24 (iv)_24 (I)_24 (II)_24 (III)_24	<p>(C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—</p> <p>(i) STIPENDS OR SALARIES.—A teaching residency program under this subsection shall provide a one-year living stipend or salary to teaching residents during the one-year teaching residency program.</p> <p>(ii) APPLICATIONS FOR STIPENDS OR SALARIES.— Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.</p> <p>(iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—</p> <p>(I) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the one-year teaching residency program;</p> <p>(II) fulfill the requirement under subclause (I) by teaching in a high-need school served by the high-need local educational agency in the eligible partnership and teach a subject or area that is designated as high need by the partnership;</p> <p>(III) provide to the eligible partnership a certificate, from the chief administrative officer of the local educational agency in which the resident is employed, of the employment required in subclauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service;</p> <p>(IV) meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act, when the applicant begins to fulfill the service obligation under this clause; and</p> <p>(V) comply with the requirements set by the eligible partnership under clause (iv) if the applicant is unable or unwilling to complete the service obligation required by this clause.</p> <p>(iv) REPAYMENTS.—</p> <p>(I) IN GENERAL.—A grantee carrying out a teaching residency program under this paragraph shall require a recipient of a stipend or salary under clause (i) who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by clause (iii) to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.</p> <p>(II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro-rata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident’s service obligation required by clause (iii), on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.</p> <p>(III) USE OF REPAYMENTS.—An eligible partnership shall use any repayment received under this clause to carry out additional activities that are consistent with the purposes of this subsection.</p>

# Project Narrative

## Appendix C--Matching Waiver

Attachment 1:

Title: **Appendix C-Matching Waiver** Pages: **1** Uploaded File: **Appendix C-Matching Waiver.pdf**

California State University, Chico  
Chico, California 95929-0870



Office of Research and Sponsored Programs  
530-898-5700 Fax: 530-898-6804  
www.csuchico.edu/resp

July 22, 2009

Peggi Zelinko, Director  
Teacher Quality Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, S.W., Room 4W320  
Washington, D.C. 20202

Dear Ms. Zelinko:



After discussion of the campus' financial situation with its fiscal officers, The CSU, Chico Research Foundation and CSU, Chico campus have determined, that, because of the nation's economic downturn, exacerbated by the state's economic problems, its budget crisis, and current commitments, the campus expects not to be able to meet any of the matching requirement for the first two years of the project.

The campus has received communications from its partners to the effect that they join this request for a waiver because their own fiscal situations and commitments do not permit them to provide any non-federal contribution for the first two years.

The campus therefore requests a waiver of the non-federal matching requirements of 100% for the first two years because of serious economic hardship.

Should you have any questions, please do not hesitate to contact me by phone at 530-898-5700 or email ([casager@csuchico.edu](mailto:casager@csuchico.edu)) or Phyllis Fernlund, Dean of the CSU, Chico College of Communication and Education, by phone at 530-898-4015 or email ([pfernlund@csuchico.edu](mailto:pfernlund@csuchico.edu)).

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol Sager".

Carol Sager  
Director, Office of Research and Sponsored Programs

# Project Narrative

## Appendix D--Other

Attachment 1:

Title: **Appendix D** Pages: **0** Uploaded File: **Appendix D.pdf**

# **Co-STARS TABLE OF CONTENTS**

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Absolute Priorities 1 and 2: Teacher Quality Partnership Grant  
CFDA #84.405A**

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# **Co-STARS EVALUATION PLAN**

## **D.1.1**

**CFDA# 84.405A -PROJECT Co-STARS: Collaboration for Student and Teacher  
Achievement in Rural Schools (Absolute Priorities 1 and 2)**

**EVALUATION PLAN**

The evaluation will be conducted by two independent evaluators. Victoria Bernhardt, Ph.D., is Executive Director of the Education for the Future Initiative, a not-for-profit organization that works with schools to build capacity for collecting, analyzing and using data to continuously improve student learning. She is the author of a number of books on using data analysis for school improvement. David Wright, Ph.D., is the Director of the California State University Center for Teacher Quality, which administers and analyzes results from the CSU System-wide Evaluation of First-Year Teachers and Their Employers and collects and analyzes value-added student achievement data from school districts to determine effectiveness of teacher graduates of CSU teacher preparation programs. Both evaluators have had extensive experience in scientifically based evaluation of large education programs with objectives similar to those of Project Co-STARS. The evaluators will aggregate and analyze the evaluation data and interact with key management staff on a frequent basis to ensure continuous utilization of evaluation results.

The project evaluation will include both continuous information to guide ongoing project decisions and summative data for use in periodic and final evaluations (Bernhardt, 2009). The comprehensive evaluation process will focus on project implementation and outcomes, candidate performance in the programs, and the effectiveness of program graduates as it impacts the learning of their K-12 students. This process is designed to ensure the preparation of Highly Qualified Teachers with the knowledge and skills needed to close the achievement gap.

**EVALUATION OF PROJECT IMPLEMENTATION AND OUTCOMES:** The Logic Model (Bernhardt, 2009) is especially suited to planning projects such as Co-STARS, since it illuminates the interrelationships among goals and objectives, emphasizing immediate and intermediate outcomes as paths to the accomplishment of long-term goals. For example, Co-STARS intends to improve student academic achievement through increased teacher collaboration. This process will begin with training for TRs and school staff at the RTR school sites in the development of PLCs. Attainment of this immediate Year I objective will, in turn, institutionalize teacher collaboration and facilitate the collection, analysis and use of student achievement data to improve student learning. Each project objective and activity will be mapped in a similar fashion, allowing staff and Planning Board to assess the timeliness and effectiveness of their actions (Kane and Troachim, 2007). Evaluation will be seen as having four purposes or phases—evaluation for development, accountability, monitoring, and knowledge or dissemination. Quantifiable data will be continuously gathered from multiple sources in order to assure that the project progresses steadily towards its goals of enhancing general and special education and providing improved services for the region’s K-12 students.

**Objective Performance Measures Related to Project Outcomes**

The project evaluation will address the three major research questions stated below. End-of-year 2009–2010 data will be used as baseline measures. These questions will be reexamined when 2010–2011 new teacher and student outcome data are available and will be again examined annually thereafter.

1. Do Project Co-STARS new teachers demonstrate improved content knowledge, increased use of research-based instructional strategies, and better

preparation for addressing the needs of all learners than comparable new teachers not in the project?

2. What impact is found on achievement of those students whose teachers were trained and supported during their early teaching through Project Co-STARS?
3. Do the Project Co-STARS partner school sites demonstrate improved capacity for collecting, analyzing and using data to improve learning for all students?

These research questions are aligned to key program objectives and related measures.

**Objective 1: Strengthening academic content knowledge and research-based instructional strategies among 170 teacher residents and 183 pre-baccalaureate undergraduates prepared by CSU, Chico.**

*Key Research Questions and Sample Data Sources:*

- 1.1a To what extent did Co-STARS credential candidates' display proficiency in academic content knowledge? (Annual review of candidates' performance on the California Basic Educational Skills Test (CBEST) and California Subject Exam for Teachers (CSET), CSU System-wide Evaluation data on candidates' level of preparedness to teach academic subjects)
- 1.1b To what extent did Co-STARS reform curriculum across colleges? (Redesigned candidate experiences and number of candidates impacted; documented integration of best practices from high-performing high-poverty schools into Liberal Studies major and credential program curriculum)
- 1.2a To what extent did Co-STARS enhance candidates' enhance research-based instructional approaches and their application in diverse and high-need schools?  
(Analysis of electronic portfolios, particularly for documentation of evidence of best

practice replication learned from high-performing high-poverty schools; field observations and evaluations; the Performance Assessment for California Teachers (PACT) results; CSU System-wide Evaluation data on candidates' level of preparedness to use a variety of teaching strategies)

1.2b To what extent did Co-STARS improve candidate ratings on competency to work with ELLs and students with special needs? (Video analysis, classroom observation scales, PACT, CSU System-wide Evaluation data, SIP annual reports, e-portfolio analysis, observation of demo lessons, action research)

1.3 To what extent did Co-STARS enhance candidates' literacy teaching skills? (Reading Instruction Competence Assessment (RICA), PACT results, e-portfolio analysis, CSU System-wide Evaluation data on candidates' level of preparedness to teach literacy)

1.4 To what extent did Co-STARS enhance candidates' technology integration skills? (Review of candidates' e-portfolio analysis, ISTE NETS standards, ISTE Classroom Observation Scale, CSU System-wide Evaluation data on candidates' level of preparedness to use technology)

**Objective 2: Enhancing and integrating a continuum of clinical/field experiences to emphasize early and significant learning among prospective teachers about effective strategies for closing the Achievement Gap.**

*Key Research Questions and Sample Data Sources:*

2.1 To what extent did Co-STARS credential candidates engage in K-12 school and community-based activities designed to improve success of at-risk, ELL, and Special needs students? (Review of candidates' e-portfolios, field observations and evaluations, CSU System-wide Evaluation data on candidates' level of preparedness

to use meet the instructional needs of at-risk and low-income students, English learners, students with special needs and those from diverse cultural backgrounds)

2.2 To what extent did Co-STARS make use of online communities to review and evaluate instruction? (Numbers of participants and interactions in online communities, number of three-way online conferences, use of video clips of candidates' instruction for mentoring and evaluation)

2.3 To what extent did Co-STARS teachers engage in high performing, high poverty schools for clinical experiences to study and apply best practices? (Best Practice Audit results, number of Project co-STARS participants visiting high performing, high poverty schools identified through the CBEE/JFTK-CA Honor Roll)

**Objective 3: Expanding new teacher induction and fostering alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates.**

*Key Research Questions and Sample Data Sources:*

3.1 To what extent did Co-STARS increase the success of graduates in promoting student achievement using a wider variety of instructional practices? (Comparison study by the CSU Center for Teacher Quality analyzing gain scores for pre-bac graduates, RTR graduates, and other Chico State graduates not in either of the Project Co-STARS programs. Qualitative study of classroom practices by teachers in induction years)

3.2 To what extent did Co-STARS increase new teacher retention among program graduates beyond their first three years? (Data on placement and retention of program graduates)

3.2 To what extent did Co-STARS integrate a system of support by BTSA and University during induction? (Comparison of existing system of support with new system that reduces duplication of services and enhances quality of support; Meeting minutes from BTSA Directors meeting with university; beginning teacher and support provider feedback)

**Objective 4: Recruiting new and diverse talent into teaching, including talented undergraduates, and community college students from a range of majors, and residents of rural communities of participating districts and retaining qualified teachers.**

*Key Research Questions and Sample Data Sources:*

4.1 To what extent did Co-STARS Increase the numbers of undergraduates, community college candidates, paraprofessionals, residents of rural communities, and others from diverse cultural and language backgrounds entering the teaching profession? (Enrollment records; numbers from diverse cultural and language, and rural backgrounds who enter teaching profession, Undergraduates and CC students will enroll, CC students who attain certification as highly qualified teachers, highly qualified paraprofessionals who attain certification as highly qualified teachers; number of recruits from science and engineering occupations into teaching, science and math tutors and teacher aides recruited annually; cost-study; retention rates)

4.2 To what extent did Co-STARS place and support new teachers throughout the rural region with the documented ability to raise student achievement and close achievement gaps? (CTQ data over first years of teaching, retention and attrition rates of newly prepared teachers with data on increased student achievement)

4.3 To what extent did Co-STARS establish a nationally replicable recruitment program in special education and ELLs? (Number of recruits into teaching who complete multiple and Single Subject programs with added content in Special Education and EL, and number who receive Special Education and Bilingual credentials)

**Objective 5: Preparing new teachers to meet specific learning needs of students with disabilities.**

*Key Research Questions and Sample Data Sources:*

5.1 To what extent did Co-STARS increase the number of new teachers earning the Level I Education Specialist credential? (program completer data)

5.2 To what extent did Co-STARS Education Specialist graduates develop an expanded repertoire of professional skills for working with students with special needs? (CSU systemwide survey; CTQ data on Special Education credential graduates' increased student achievement for identified special needs students)

5.3 To what extent did Co-STARS improve the performance of elementary and secondary teachers in working with students with special needs resulting in improved student achievement? (CSU systemwide survey; CTQ data on MS and SS graduates' increased student achievement for identified special needs students)

**Objective 6: Improving the preparation of new and future teachers to meet specific learning needs of English Language Learners (ELL).**

*Key Research Questions and Sample Data Sources:*

6.1 To what extent did Co-STARS increase the number of new teachers who demonstrate competency in meeting the needs of English Language Learners, as evidenced by the application of a variety of effective instructional strategies, the assessment of their



site principals, and their own self-assessment? (CSU systemwide survey; CTQ data on increased student achievement of English learners linked to program graduates)

**Objective 7: Improving schools through the use of teacher inquiry, action research and M.A. research projects.**

*Key Research Questions and Sample Data Sources:*

7.1 To what extent did Co-STARS increase the number of new teachers prepared to research school-based issues and problems? (M.A. projects and theses; action research)

7.2 To what extent did Co-STARS increase number of studies focusing on student achievement and closing the gap? (M.A. assignments, theses, and projects; presentations to district administrators and school boards)

7.3 To what extent did Co-STARS strengthen new teachers' abilities to work with a team and impact policy at the district level? (Survey of partner sites; publications; presentations to district administrators and school boards)

**Objective 8: Disseminating the findings, best practices, and materials developed from Project Co-STARS**

*Key Research Questions and Sample Data Sources:*

8.1 To what extent did Co-STARS produce a quality project documentary with primary partners on the development, implementation and outcomes associated with project? (Documentary produced to university standards)

8.2 To what extent were Co-STARS project outcomes presented or accepted for presentation at state and national conferences? (Manuscripts of presentations, conference programs, letters of acceptance for presentations, Websites)

8.3 To what extent did Co-STARS develop and publish project materials in MERLOT as well as other repositories with open access to educators and researchers? (MERLOT Website and inventory of resources; other online repositories)

**EVALUATION OF CANDIDATES:** The major long-term goals of this project are not only to address urgent national, state and local needs for highly qualified teachers for rural schools, but also to prepare them with the skills necessary to provide evidence-based instruction and services that result in improved outcomes for ELLs and students with disabilities. The value of this project lies in our ability to prepare excellent teachers, for a needy, rural region facing conditions of poverty and rapid change. Therefore, ongoing candidate performance assessment is a prime focus. The Logic Model will also be used for the evaluation of candidates as they move through the programs. This evaluation will align with state and professional standards and mirror the non-biased assessment we teach graduates to employ in schools. Documentation will include multiple measures of formative and summative assessment to ensure reliability and validity. These measures will include course-embedded assignments, field observations and evaluations, the e-portfolio (ITEC), and the master's project or thesis (RTR).

In addition, for summative candidate evaluation, Co-STARS will align with the new Performance Assessment for California Teachers (PACT) consortium of statewide teacher preparation programs. PACT was designed in response to state legislation and credentialing requirements that require credential candidates to pass a formal teaching performance assessment. Currently, special education faculty are participating in a statewide committee to design PACT assessments and Teaching Events for special education candidates. Candidates plan a series of integrated lessons for these

assessments, videotape their instruction, analyze pupil work, and reflect on their teaching. Designed to capture the essence of subject-specific teaching, the PACT assessments are intended strengthen teaching and to improve teacher education program quality as they measure and promote equitable instructional practices, and pupil performance. Each completed Teaching Event reveals information about the logic and coherence of the candidate's curriculum, the appropriateness of instructional decisions for pupils, the range and quality of pedagogical strategies and candidate skill in assessing pupil learning, and the ability to reflect on one's own teaching and make changes based on evidence of pupil learning. PACT will be closely aligned to new subject matter standards, the California Teacher Performance Expectations and the California K-12 Curriculum Frameworks.

**EVALUATION OF PROGRAM GRADUATES:**

David Wright and the CSU Center for Teacher Quality (CTQ) will assess the Co-STARS program outcomes through (1) graduates' self-assessments of preparedness, (2) assessments of graduates' preparedness by their employers, and (2) assessments of graduates effectiveness based on student achievement.

Since 2001, CTQ has delivered annual reports with comprehensive evidence about the outcomes of campus-specific programs at Chico and 21 other CSU campuses. Based on information reported by Chico's teaching graduates and their employment supervisors, CTQ annual reports describe in quantitative terms the effectiveness of the campus' programs for prospective elementary, secondary and special education teachers. These statistical summaries are specific to each state credential, specific to each Chico program, and aligned with the accreditation standards of NCATE and the State of California.

CTQ maximizes the *reliability* of evaluation evidence through composite scoring of the respondents' answers. It maximizes the *validity* of its findings by linking its evaluation questions with *NCATE Standards* and California's unique *Teaching Performance Expectations*. In several recent years, CTQ successfully formatted Chico State's evaluation results in ways that facilitated Chico's use of the evidence in academic program improvement decisions that our faculty and administration engage in annually.

CTQ will assist Chico and our partners in compiling and reporting accurate evidence about the achievement of our TQ program graduates, including their professional placement and multi-year retention as classroom teachers in the high-need schools that are our partners in this application. With CTQ's assistance, moreover, we will go beyond a consideration of routine placement and retention results to include in-depth analyses of the aggregated judgments of our program graduates and their job supervisors regarding the strengths and weaknesses of our TQ program each year. CTQ's graphic reports of valid, reliable evidence will enable us to examine our TQ program's outcomes in relation to (a) national and state standards of excellence in teacher preparation, (b) the outcomes of other credential programs at CSU Chico, and (c) the outcomes of similar credential programs throughout the CSU System. Chico State will annually examine and draw from CTQ reports that focus specifically on our TQ program, including baseline data enabling us to discern (1) specific ways in which our TQ program exceeds or falls short of the outcomes of teacher preparation at Chico State prior to our TQ grant, and (2) specific ways in which our TQ program improves over time as a result of dynamic program quality decisions that the University and its LEA partners will make throughout

the term of our grant. Evidence that we receive from CTQ will also figure prominently in our annual progress reports to the United States Department of Education.

CTQ's most recent initiative is to link the graduates of CSU teaching credential programs with the standardized achievement test scores of the graduates' *students* in California's K-12 public schools. Working closely with five of California's largest urban districts, which have many poorly-performing schools, CTQ has assembled the state's largest file of electronic data that specifically links information about each teacher's preparation with student-level demographic data and test-score gains. Using a *value-added paradigm*, this file will enable CTQ in 2010 to report the comparative effects of different teacher education policies and programs on K-12 student learning in reading-language arts, mathematics, science and history-social science.

For the first time in Chico State's history, we will examine the effects of our TQ program on the learning gains of K-12 students in our high-need partner schools. Based on its recent experience in other California school districts, the CSU Center for Teacher Quality will work closely with University representatives and members of our partner LEA staffs to track our graduates and to link them with records of their students' demographic characteristics and annual academic progress. CTQ will assist us in ensuring that our evaluation plan fulfills our responsibility to rigorously protect the rights of teachers and students in accordance with all applicable federal and state laws and regulations. Then CTQ will meet with University and district officers to plan specific data-preparation steps that will enable CTQ to complete a multivariate analysis of the data. In the subjects of reading-language arts, mathematics, science and history-social science, CTQ's analysis will utilize a version of *multiple regression analysis* called

*hierarchical linear modeling*, and it will juxtapose the impact of our TQ Partnership program with (1) that of our other Chico programs for teachers who earn the same credentials as our TQ graduates, and (2) that of similar programs of teacher preparation experienced at other universities by other teachers who are employed by our LEA partners. Early preparations for these analyses will enable CTQ, Chico and our partners to secure informed consent with this plan by the participating teachers and by parents whose children are subsequently included in the analysis. These consents will be based on CTQ's commitment to (1) not examine or report the performance of any teacher or student as an individual, (2) work only with anonymous records of participating teachers and students, and (3) not report or release any aggregated, anonymous results to any individual or organization except the Dean of Education at CSU Chico and the Superintendent of each partnering LEA. As a partner in CSU Chico's TQ Partnership program, CTQ has agreed to deliver annual evidence of the program's outcomes. For the first time in Chico's experience, this evidence will include *both* information reported by our graduates and their employment supervisors *and* evidence of our TQ program's effects on K-12 student learning.

The project evaluation is designed to address all of the teacher outcome measures designated in section 204(a) of the Higher Education Act. In addition, the project will participate fully in the collection of all federally required data for meeting annual and long-term GPRA and TQP program requirement.

Supporting documentation that follows includes:

Attachment 1: CTQ Project Evaluation Resources

Attachment 2: CTQ Evaluation and Accountability Plan, including GPRA measures

Attachment 3: Bernhardt Logic Model flowcharts

Attachment 4: Sample project measures of program candidate performance to guide continuous program improvement

**ATTACHMENT 1:****CSU Center for Teacher Quality  
June 2009****Project Evaluation Resources from the CSU Center for Teacher Quality**

Established in 2001, the CTQ annually compiles evidence about the outcomes of teacher preparation throughout the CSU System. Since its inception, CTQ has obtained judgments from first-year teachers and their employment supervisors regarding the readiness of our elementary teachers, secondary teachers and special education teachers to teach all students effectively. CSU Chico annually reviews CTQ evidence pertaining to the effectiveness of our preparation to:

- plan instruction for all students and subjects,
- motivate students to be active learners,
- manage instruction for learning,
- use education technologies effectively,
- use good pedagogy across the curriculum,
- assess and reflect on one's teaching,
- teach English language learners, and
- teach special learners with handicapping conditions.

More recently, CTQ has linked teacher preparation data with K-12 student learning data in four of the largest urban school districts in California. The CSU, Chico Project Co-STARS Partnership will draw on CTQ's resources for the following products and services during our Teacher Quality Partnership Grant.

- (1) Teacher Tracking Services and Products. CTQ will track and identify the schools and districts where our *pre-baccalaureate program completers*, our *residency program completers*, and the completers of our other teacher education programs are teaching each year. The Center will deliver reports to the CSU, Chico Dean of the College of Communication and Education showing the identities, numbers and percentages of our completers serving in each category of schools and LEAs (e.g. high-need LEAs).
- (2) Professional Evaluation Services and Products. CTQ will enable CSU, Chico to invite its first-year teachers and their supervisors to assess the strengths and weaknesses of our *pre-baccalaureate program*, our *residency program*, and our other teacher education programs, will give us reports with tables and graphs showing the effectiveness of each program and our programs overall, and will contrast these findings with comparable findings for the entire CSU System.
- (3) Scientific Evaluation Services and Products. CTQ will CSU, Chico and our LEA partners to implement specific steps yielding student achievement data that are validly linked to the purposes of our *pre-baccalaureate program*, our *residency program*, and our other teacher programs. The Center will give us annual reports



with tables and graphs showing the longitudinal impact on student learning of each program, our programs overall, and similar preparation provided by other institutions and agencies. These CTQ reports will also describe *K-12 student achievement gaps* that are statistically linked to elementary and secondary training programs at CSU Chico.

CSU, Chico will review and discuss CTQ's findings with our LEA partners and the CSU Center to Close the Achievement Gap for the purpose of making continuous improvements in our participating teachers, our Teacher Quality Partnership Programs, and our other teaching credential programs.

**ATTACHMENT 2:**

**CSU Center for Teacher Quality  
June 2009**

**The CSU, Chico Project Co-STARS Partnership Project  
Evaluation and Accountability Plan**

Six strong, measurable objectives for the performance and outcomes of our *pre-baccalaureate program* and our *residency program* will enable the CSU, Chico Project Co-STARS Partnership to address and resolve urgent priorities for student achievement and teacher quality, as described in this section. To implement this plan, the CSU, Chico Project Co-STARS Partnership will be guided and assisted by the CSU Center to Close the Achievement Gap and the CSU Center for Teacher Quality. Working with these expert centers, the CSU, Chico Project Co-STARS Partnership will submit to the United States Department of Education our *Annual Project Accountability Reports* throughout the duration of the grant, followed by a summative *Final Project Accountability Report*, each containing verified information about the six program objectives that comprise this **Project Evaluation and Accountability Plan**.

- (1) **Measuring and Reporting the First Objective for Program Performance and Outcomes (GPRA Performance Measure 1):** *Achievement for all prospective and new teachers, as measured by the numbers and percentages of pre-baccalaureate and residency program candidates who:* (a) fulfill all requirements for program completion; (b) persist in the program even if they do not complete it in a single academic year; (c) attain Bachelor's degrees within two years of completing our *pre-baccalaureate program*; (d) attain Master's degrees upon completing our *residency program*; and (e) attain initial state certification as teachers by passing all necessary certification assessments. Assisted by the CSU Center for Teacher Quality, our Partnership will submit annual and summative reports of these components of Objective One, including data tables and graphs showing:
- (a) the numbers of new *pre-baccalaureate* and *residency candidates* who entered our TQP Project Co-STARS Programs during each academic year, and the numbers and percentages of them who completed all program requirements during the year, disaggregated by the academic years when the candidates entered our TQP programs.
  - (b) the numbers and percentages of candidates in the *pre-baccalaureate program* and (separately) in the *residency program* who persisted in their programs during each academic year despite not completing all requirements in a prior year, disaggregated by the years when they entered their programs.
  - (c) the numbers of candidates and former candidates in the *pre-baccalaureate program* who attained Bachelor's degrees during each academic year, and the numbers and percentages of these candidates whose degrees were attained within two years of completing our TQP *pre-baccalaureate program*, disaggregated by the academic years when the candidates matriculated in the program.
  - (d) the numbers of candidates and former candidates in the *residency program* who attained Master's degrees during each academic year, and the numbers and percentages of these candidates who attained these degrees upon completion of the *residency program*,

disaggregated by the academic years when the candidates matriculated in the *residency program*.

- (e) the numbers of *pre-baccalaureate program completers* and *residency program completers* who finished all program requirements during each academic year, and the numbers and percentages who were granted initial teaching credentials by the State of California, disaggregated by the academic years when the candidates entered their respective programs.

**(2) Measuring and Reporting the Second Objective for Program Performance and Outcomes**

**(GPRA Performance Measure 2): *Teacher retention in the first three years of a teacher's career.*** Assisted by the CSU Center for Teacher Quality, CSU, Chico and its LEA partner(s) will submit *Annual Project Accountability Reports* and a *Final Project Accountability Report* with tracking tables and graphs showing, for each cohort of candidates in the *pre-baccalaureate program* and separately in the *residency program* (defined by the years when they entered the programs), the numbers and percentages of teachers who:

- (a) became practicing teachers in the K-12 public schools of California or other states;
- (b) completed one full year as practicing teachers in public schools;
- (c) completed one full year as practicing teachers in schools within the partner LEA(s);
- (d) completed one full year as practicing teachers in the same schools within the partner LEA(s) where they initially practiced;
- (e) completed two years as practicing teachers in public schools;
- (f) completed two years as practicing teachers in schools within the partner LEA(s);
- (g) completed two years as practicing teachers in the same schools within the partner LEA(s) where they initially practiced;
- (h) completed three years as practicing teachers in public schools;
- (i) completed three years as practicing teachers in schools within the partner LEA(s); or
- (j) completed three years as practicing teachers in the same schools within the partner LEA(s) where they initially practiced.

**(3) Measuring and Reporting the Third Objective for Program Performance and Outcomes**

**(GPRA Performance Measure 3): *Improvement in scaled scores and pass rates on assessments required for initial State certification as teachers, to be measured and reported for pre-baccalaureate program completers and for residency program completers in evaluation tables and graphs showing:***

- (a) cohort-to-cohort improvements in the aggregated distributions of scaled scores earned on each section of California's *Reading Instruction Competence Assessment (RICA)*;
- (b) cohort-to-cohort improvements in aggregated pass-rates earned by successive cohorts of CSU, Chico completers on the RICA;
- (c) similarities and differences in aggregated RICA scaled scores and pass-rates between completers of CSU, Chico Teacher Quality Partnership Program and, during the same academic years, concurrent completers of other credential programs at CSU, Chico
- (d) cohort-to-cohort improvements in the aggregated distribution of scores earned on each instructional task in California's *Teaching Performance Assessment (TPA)* as implemented by CSU, Chico
- (e) cohort-to-cohort improvements in aggregated pass-rates among successive cohorts of CSU, Chico completers on the TPA as this state assessment is implemented locally by CSU, Chico; and

- (f) differences in TPA aggregated scores and pass-rates between completers of CSU, Chico TQP Program and, during the same academic years, concurrent completers of our other credential programs.

**(4) Measuring and Reporting the Fourth Objective for Program Performance and Outcomes: Placement of *pre-baccalaureate program completers* and *residency program completers* in high-need instructional positions. Our *Annual Program Accountability Reports* and our *Final Program Accountability Report* to the United States Department of Education will include the numbers of highly-qualified teachers who earn state certification in the program, and the percentages of these teachers who:**

- (a) are hired by each high-need local educational agency participating in the CSU, Chico Project Co-STARS Partnership;
- (b) are members of underrepresented groups, and the percentages of underrepresented group members who are hired by each high-need local educational agency participating in the CSU, Chico Project Co-STARS Partnership;
- (c) teach high-need academic subject areas as defined by our LEA partners, and the percentages of these teachers of high-need academic subjects who are hired by each high-need local educational agency participating in the CSU, Chico Project Co-STARS Partnership;
- (d) teach high-need groups of students, as defined by our partner LEAs, to include special education and language instruction programs for English learners;
- (e) teach in high-need schools, disaggregated by the elementary school and secondary school levels;
- (f) are trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and
- (g) are trained to use technology effectively to collect, manage and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

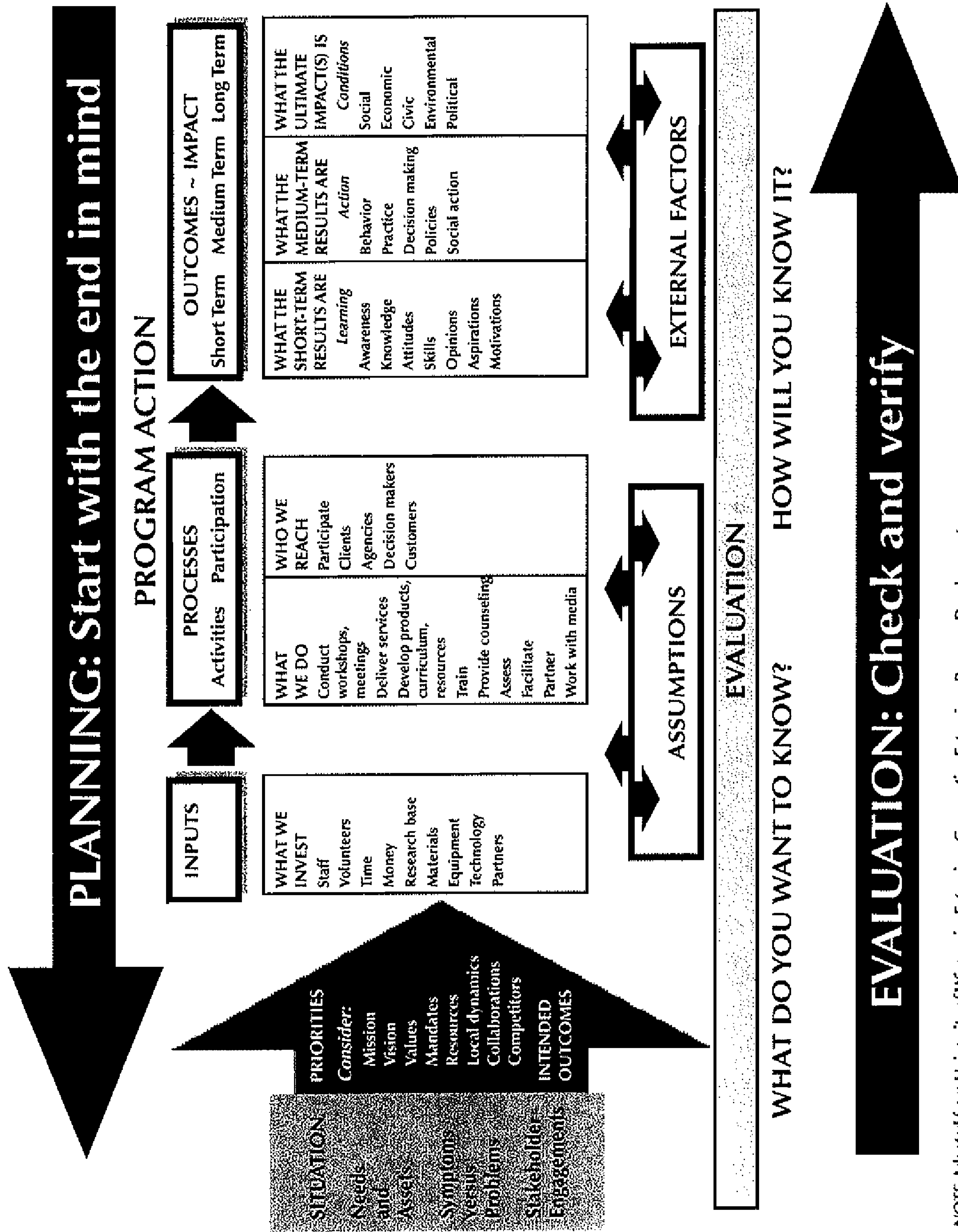
**(5) Fifth Objective for Program Performance and Outcomes (GPRA Efficiency Measure): Cost-effectiveness of preparing highly-qualified teachers for the participating LEA(s), to be measured and reported summatively in our *Final Project Accountability Report* as the overall and per-capita costs of preparing and retaining highly-qualified teachers for LEA(s) participating in the CSU, Chico Project Co-STARS Partnership.**

**(6) Measuring and Reporting the Sixth Objective for Program Performance and Outcomes (Competitive Preference Priority 1): Improve and expand learning among the students taught by highly-qualified teachers prepared in CSU, Chico Project Co-STARS Partnership Programs including the *pre-baccalaureate program* and the *residency program*. Assisted by the CSU Center to Close the Achievement Gap and the CSU Center for Teacher Quality, our *Annual Program Accountability Reports* and our *Final Program Accountability Report* to the Department of Education will be based on the following measures.**

- (a) In cooperation with each participating LEA, compile files of electronic data in which individual student records are linked with the records of their teachers for multivariate analysis in the form of a *hierarchical linear model* (HLM) to be specified and performed by the CTQ.
- (b) In cooperation with each participating LEA, include information about students in the LEA who are taught by (1) graduates of CSU, Chico Project Co-STARS Partnership

- Programs, including the *pre-baccalaureate program* and the *residency program*, (2) graduates of other CSU, Chico programs, and (3) graduates of teacher certification programs sponsored by providers other than CSU, Chico.
- (c) With LEA cooperation, compile scores and performance levels earned by the three groups of students (as specified in element (b)) on the *California Standards Tests in Reading-Language Arts, English, Mathematics, Science and History*, to include scores and performance levels earned prior to and immediately following yearlong instruction by the three groups of teachers specified in element (b).
  - (d) With LEA cooperation, compile scaled scores and percentile ranks earned by students on the *California Achievement Test (Series 6)* in *English-Language Arts* and *Mathematics*, including scores and percentile ranks earned prior to and immediately following yearlong instruction by the three groups of teachers.
  - (e) With LEA cooperation, compile information about student, family and community conditions that influence learning. These factors will serve as *covariates* in the *hierarchical linear model* that holds teacher education sponsors accountable for K-12 student learning while maintaining statistical controls over the effects of external conditions that are beyond the influence of teacher preparation sponsors.
  - (f) Jointly with the CSU Center for Teacher Quality and participating LEAs, CSU, Chico will report to the USDOE (1) the portion of student learning in each curriculum subject that is statistically attributed to teacher preparation; and (2) the relative effects on student learning in each curriculum subject by the CSU, Chico Project Co-STARS Partnership Programs, by other teacher education programs sponsored by CSU, Chico and by teacher education programs sponsored by other providers.
  - (g) Jointly with the CSU Center to Close the Achievement Gap and the CSU Center for Teacher Quality, CSU, Chico will report the specific effects of the three groups of teacher education programs on (1) English learners compared with English speaking students; (2) students eligible for free and reduced-price school means compared with non-eligible students; and (3) students from racial and ethnic groups that have historically been underserved by public education in California compared with effectively-served groups. During the course of the funded project and continuing in subsequent years, CSU, Chico will, jointly with our partners, longitudinally track achievement gaps that are associated statistically with our teacher education programs, specifically focusing on our *pre-baccalaureate* and *residency programs* funded by our Teacher Quality Partnership Grant.

Figure 3.3  
PROGRAM LOGIC MODEL FOR EVALUATING INDIVIDUAL PROGRAMS



NOTE: Adapted from University of Wisconsin, Extension, Cooperative Extension--Program Development & Evaluation (2003), <http://www.uwex.edu/ccs/pdande/>

# PROGRAM LOGIC MODEL

## CONTEXT/INPUTS

- School**
- Enrollment
  - Attendance
  - Mobility rates
  - Graduation rates
  - Dropout rates
  - Special education
  - Accountability ratings
  - Grade-level expectations
  - Resources
  - Culture/environment/safety

- Students**
- Who the students are: gender, ethnicity, qualifiers for free/reduced lunch, first language, second language, special education, gifted
  - Attitudes
  - Learning styles
  - Retentions
  - Pre-K attendance
  - Health
  - Mobility
  - Behavior
  - Discipline
  - Attendance
  - Extracurricular activities

- Teachers**
- Gender, ethnicity
  - Qualifications, training, experience
  - Numbers of years of teaching
  - Teaching styles
  - Attitudes
  - Core values and beliefs
  - Attendance
  - Tardy rate
  - Retention rate

- Principals**
- Gender, ethnicity
  - Qualifications, training, experience
  - Number of years as principal
  - Leadership style
  - Attitudes
  - Core values and beliefs

- Parents**
- Social economic status
  - Participation in school events
  - Educational background
  - Attitudes
  - Number of children in the home
  - Number of parents in the home
  - Language spoken at home

- Community**
- Businesses
  - Involvement in student learning

## PROCESSES

- School**
- Curriculum
  - Instruction
  - Assessment (common, formative, grades, standards)
  - Alignment of curriculum, instruction, assessment
  - Programs (after-school, tutoring, reading, etc.)
  - Interventions
  - RtI
  - Service learning
  - Special education program
  - Retention policies
  - Gifted programs
  - Extracurricular activities
  - Dropout prevention
  - Environmental learning
  - Guidance
  - Behavior program/processes
  - Language programs
  - Healthy breakfasts
  - Healthy lunches
  - Healthy activities
  - Work training
  - Study skills
  - Student teamwork
  - Advanced courses
  - Career/technology education
  - Career planning
  - Teacher observations
  - Lesson planning
  - Teaching strategies
  - Teacher collaboration
  - Leadership
  - Vision
  - Professional learning for teachers, support staff, and principals
  - Professional learning communities
  - Literacy and subject-matter coaches
  - Promotion/retention policy
  - Business partnerships
  - How resources are used
  - Transportation
  - Family resource center
  - Parents/family involvement
  - School self-assessment
  - Program evaluation
  - Transition planning

## Short-Term

- Students**
- Graduation
  - Employment
  - No remedial courses in college
  - Positive attitudes about learning
  - Enrollment in college—2 year, 4 year
  - Successful SAT/ACT/State assessment results
  - Ability to plan for the future
  - Leadership
  - Feeling that they belong
  - Love school
  - Feelings that teachers care about them
  - Positive behavior
  - Good attendance
  - Love of learning
  - Positive self-esteem
  - Dropout recovery
  - Positive grades
  - Community involvement
  - Involved in extracurricular activities
  - Involved in school activities
  - Scholarships
  - Able to write effectively
  - Able to think scientifically
  - Able to read
  - Able to compute
  - Speaking
  - Listen
  - Problem solving
  - Logical reasoning
  - Knowledgeable of history
  - Able to use technology effectively
  - Appreciation of the arts and music
  - Ability to integrate subjects

- Principals and Teachers**
- Satisfied with services
  - Good morale
  - Program alignment to college and work force
  - Implementing quality instruction that meets the needs of students
  - Caring relations with students
  - Able to understand the impact of their actions/policies on students
  - Collaborative with each other
  - Engaged in partnerships with parents, business, and community

- Parents/Families**
- Satisfied with services
  - Involved with child's learning
  - Knowledgeable of strategies to enhance children's learning
  - Engaged in partnerships with teachers, principals, and students

## OUTCOMES

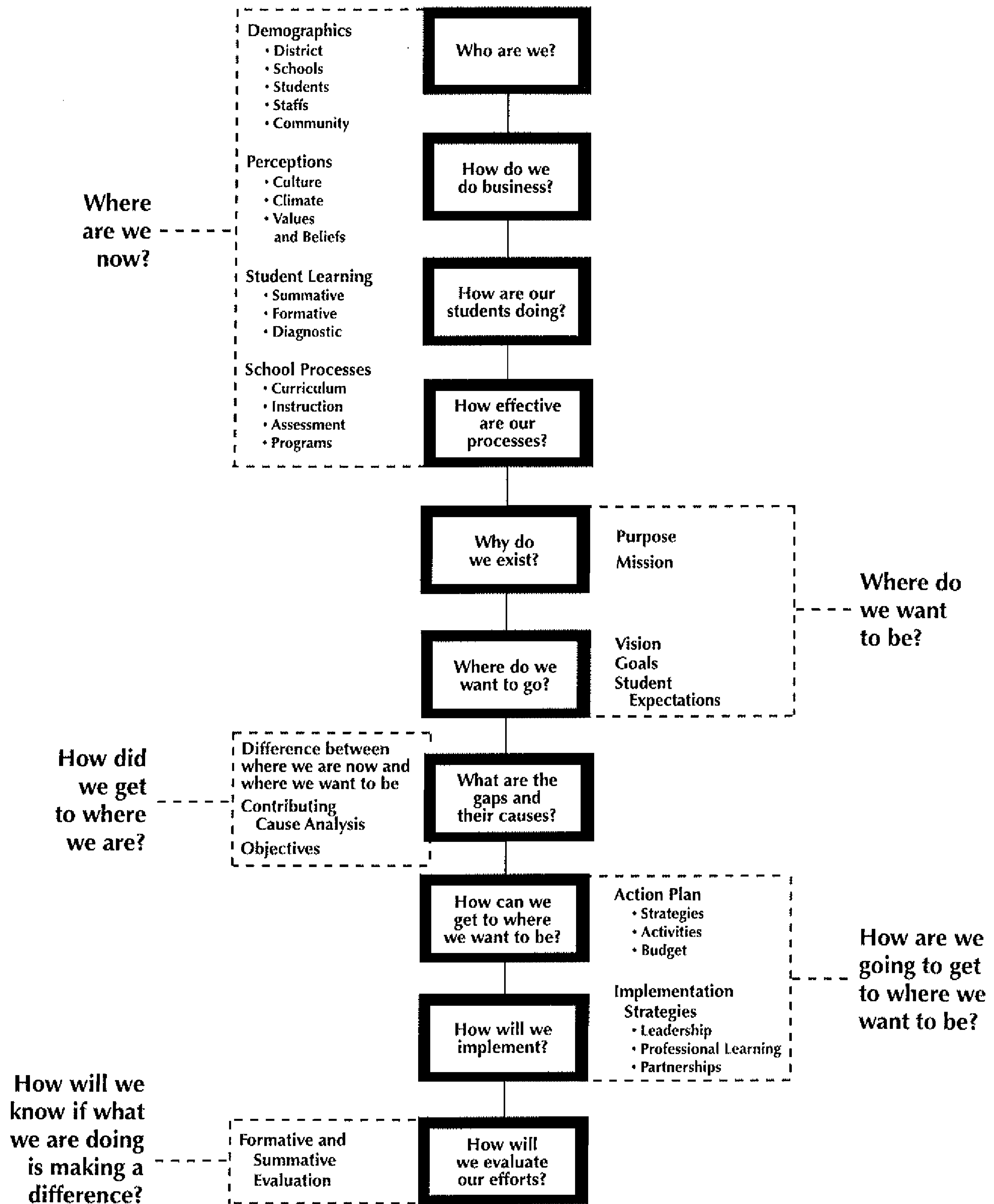
### Long-Term

- Students**
- College graduation—2 year, 4 year
  - Attendance
  - Successful in college
  - Successful in work
  - Successful in life

- Parents**
- Able to support their children's lifelong ambitions

- Community**
- Benefiting from having great schools and employees

# CONTINUOUS IMPROVEMENT PLANNING



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## Course Participant Evaluation

Student Name \_\_\_\_\_

Course Number: \_\_\_\_\_ Instructor: \_\_\_\_\_ Term: \_\_\_\_\_

Please check what special education program you are in:

- |  |   |   |
|--|---|---|
| Undergraduate Prerequisite <input type="checkbox"/>  | Intern Mild/Moderate <input type="checkbox"/>                 | Intern Moderate/Severe <input type="checkbox"/> |
| Early Childhood Certificate <input type="checkbox"/> | Education Specialist Mild/Moderate <input type="checkbox"/>   |   |
| Concurrent <input type="checkbox"/>                  | Education Specialist Moderate/Severe <input type="checkbox"/> |   |
| Multiple Subject <input type="checkbox"/>            | Single Subject <input type="checkbox"/>                       | Multiple Subject BCLAD <input type="checkbox"/> |

Do you have a basic elementary teaching credential? Yes  No

Do you have a secondary teaching credential? Yes  No

The objectives of this course are attached. Please indicate to the right of the corresponding number how effectively you felt that objective was addressed, and how competent you feel in your abilities with respect to that objective. (Please circle the number that most reflects your perceptions and write any comments.)

	<u>COURSE EFFECTIVENESS</u>							<u>YOUR COMPETENCE</u>						
	Not Effective	Average			Extremely Effective	Not Competent	Average			Very Competent				
Objective 1	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 2	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 4	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 5	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 6	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 8	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 9	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Objective 10	1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>OVERALL:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

A. Would you say this course was relevant in relation to the things you are doing in the classroom in which you teach or student teach? Why or why not?

B. What are the strengths of this course?

C. What are your suggestions for making the course better?

D. Any Additional Comments? (Please use back of this sheet if needed.)

D.1.1 – SAMPLE EXIT EVALUATION to be REVISE for PROJECT Co-STARS  
**EDUCATION SPECIALIST**  
**LEVEL I PROGRAM EXIT SURVEY**

Listed below are several statements related to program objectives. Please circle the appropriate number which best represents your opinion about whether or not the objectives were met, and the importance of these objectives to your future career. Your honest response is appreciated. Information gained from this effort will be used to improve the program. Thank-you.

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	IMPORTANCE OF THE OBJECTIVE TO YOUR CAREER
1. The program provided me with the abilities needed to <b>establish appropriate levels of classroom rapport.</b>	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
2. The program provided me with the abilities needed to <b>build a classroom environment that promotes learning.</b>	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
3. The program provided me with the abilities needed to <b>build a classroom environment that promotes equity.</b>	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
4. The program provided me with the abilities needed to <b>build a classroom environment that fosters mutual respect</b> among persons in the class.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
5. The program provided me with the abilities needed to <b>prepare at least one unit plan.</b>	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
6. The program provided me with the abilities needed to <b>prepare well defined lesson plans</b> (plans that include goals, objectives, strategies, activities, materials and assessment plans).	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
7. The program provided me with the abilities needed to <b>prepare instruction</b> that is appropriate for a diverse learner population.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
8. The program provided me with the abilities needed to <b>motivate learners</b> during a variety of class activities.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	IMPORTANCE OF THE OBJECTIVE TO YOUR CAREER
9. The program provided me with the abilities needed to <b>sustain learner involvement</b> during a variety of class activities.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
10. The program provided me with the abilities needed to <b>communicate effectively</b> to learners through the presentation of ideas and clear instructions.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
11. The program provided me with the abilities needed to <b>assess a learner's current abilities</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
12. The program provided me with the abilities needed to <b>achieve the instructional objectives associated with planning (lesson or unit planning)</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
13. The program provided me with the abilities needed to <b>evaluate student learning</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
14. The program provided me with the abilities needed to <b>improve the ability of the learners in a class to think analytically</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
15. The program provided me with the skills needed to <b>improve the learner's abilities to reach sound conclusions</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
16. The program provided me with the abilities needed to <b>foster positive learner attitudes toward learning</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
17. The program provided me with the abilities needed to <b>foster a positive self concept</b> in learners.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
18. The program provided me with the abilities needed to demonstrate the <b>ability to teach learners who are of diverse backgrounds</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	IMPORTANCE OF THE OBJECTIVE TO YOUR CAREER
19. The program provided me with the abilities needed to <b>work effectively with other adults</b> (including colleagues and parents).	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
20. The program provided me with the abilities needed to <b>recognize my own professional growth needs</b> .	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
21. The program provided me with the abilities needed to <b>demonstrate culturally sensitive communication abilities</b> essential to positive relationships.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
22. The program provided me with the abilities needed to <b>design appropriate methods (formal and informal) for communicating</b> information between home and school..	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
23. The program provided me with the abilities needed to <b>identify community resources</b> for learners.	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important
24. The program provided me with the abilities needed to <b>participate effectively as member of a team</b> (transdisciplinary, child study, IEP).	0---1---2---3---4---5---6---7 not somewhat completely met met met	0---1---2---3---4---5---6---7 not somewhat very important important

**Bilingual/Crosscultural Professional Preparation Program  
SPRING 20\_\_**

Listed below are several statements related to program objectives. Please circle the appropriate number which best represents your opinion about whether or not the objectives were met, and the importance of these objectives to your future career. Your honest response is appreciated. Information gained from this effort will be used to improve the program. Thank you.

<b>PROGRAM OBJECTIVE</b>	<b>WAS THE OBJECTIVE MET?</b>	<b>COMMENTS</b>
1. The program provided me with the abilities needed to <b>establish appropriate levels of classroom rapport.</b>	0-----1-----2-----3-----4-----5 not met                  somewhat met                  completely met	
2. The program provided me with the abilities needed to <b>build a classroom environment that promotes learning.</b>	0-----1-----2-----3-----4-----5 not met                  somewhat met                  completely met	
3. The program provided me with the abilities needed to <b>build a classroom environment that promotes equity.</b>	0-----1-----2-----3-----4-----5 not met                  somewhat met                  completely met	
4. The program provided me with the abilities needed to <b>build a classroom environment that fosters mutual respect</b> among persons in the class.	0-----1-----2-----3-----4-----5 not met                  somewhat met                  completely met	
5. The program provided with the abilities to <b>develop an effective classroom management plan.</b>	0-----1-----2-----3-----4-----5 not met                  somewhat met                  completely met	

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	COMMENTS
7. The program provided me with the abilities needed to <b>prepare well defined lesson plans</b> (plans that include goals, objectives, strategies, activities, materials and assessments).	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
8. The program provided me with the abilities needed to <b>prepare instruction</b> that is appropriate for a diverse learner population.	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
9. The program provided me with the abilities needed to <b>motivate learners</b> during a variety of class activities.	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
10. The program provided me with the abilities needed to <b>sustain learner involvement</b> during a variety of class activities.	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
11. The program provided me with the abilities needed to <b>communicate effectively</b> to learners through the presentation of ideas and clear instructions.	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
12. The program provided me with the abilities needed to <b>assess a learner's current abilities</b> .	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
13. The program provided me with the abilities needed to <b>achieve the instructional objectives associated with planning (lesson or unit planning)</b> .	0-----1-----2-----3-----4-----5 not somewhat completely met met met	
14. The program provided me with the abilities needed to <b>evaluate student learning</b> .	0-----1-----2-----3-----4-----5 not somewhat completely met met met	

D.1.1 - SAMPLE PROGRAM EXIT EVALUATION to be REVISED for PROJECT Co-STARS

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	COMMENTS
15. The program provided me with the abilities needed to <b>improve the ability of the learners in a class to think analytically.</b>	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
16. The program provided me with the skills needed to <b>improve the learner's abilities to reach sound conclusions.</b>	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
17. The program provided me with the abilities needed to <b>foster positive learner attitudes toward learning.</b>	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
18. The program provided me with the abilities needed to <b>foster a positive self concept</b> in learners.	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
19. The program provided me with the abilities to <b>help meet the needs of at-risk students.</b>	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
20. The program provided me with the abilities needed to demonstrate the <b>ability to teach learners who are of diverse backgrounds.</b>	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
21. The program provided me with the abilities needed to <b>work effectively with other adults</b> (including colleagues and parents).	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	
22. The program provided me with the abilities needed to <b>recognize my own professional growth needs.</b>	0-----1-----2-----3-----4-----5 not                      somewhat                      completely met                              met                              met	

D.1.1 - SAMPLE PROGRAM EXIT EVALUATION to be REVISED for PROJECT Co-STARS

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	COMMENTS
23. The program provided an environment in which I developed the ability to <b>manage my time more effectively.</b>	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
24. The program provided me with the abilities needed to <b>demonstrate culturally sensitive communication abilities</b> essential to positive relationships.	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
25. The program provided me with the abilities needed to <b>design appropriate methods (formal and informal) for communication</b> information between home and school.	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
26. The program provided me with the abilities needed to <b>identify community resources</b> for learners.	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
27. The program provided me with the abilities needed to <b>participate effectively as a member of a team (transdisciplinary, child study, IEP).</b>	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
28. The program provided me the experiences to <b>build my confidence as a teacher.</b>	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
29. The program provided me with the <b>overall competencies needed to be an effective teacher.</b>	0-----1-----2-----3-----4-----5 not            somewhat    completely met            met            met	
<b>AVAILABLE TECHNOLOGY</b>		



D.1.1 - SAMPLE PROGRAM EXIT EVALUATION to be REVISED for PROJECT Co-STARS

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	COMMENTS
<p>30. School Site/Placement: (list---use back if needed)</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>List the technology equipment available at each site you were placed, i.e. computer lab, laptop cabinet, computers in the classroom, computer projector, Smart Board, etc. (use back, if needed):</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Was equipment in good working condition? (Circle Yes or No)</p> <p>1. Yes    No</p> <p>2. Yes    No</p> <p>3. Yes    No</p>
<p>31. Classroom/Grade: (list---use back if needed)</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>List the technology equipment available at each site you were placed, i.e. computer lab, laptop cabinet, computers in the classroom, computer projector, Smart Board, etc. (use back, if needed):</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Was equipment in good working condition? (Circle Yes or No)</p> <p>1. Yes    No</p> <p>2. Yes    No</p> <p>3. Yes    No</p>
<p><b>HOW PREPARED DO YOU FEEL TO:</b></p>	<p><b>Rate yourself: 1-unprepared to 5-well-prepared</b></p>	<p><b>What would have prepared you more?</b></p>
<p>32. Use computer-based application to help pupils to learn subject matter through websites, digital communication and in-class technology-based activities.</p>	<p>0-----1-----2-----3-----4-----5</p>	
<p>33. Use computer-based technology for assessment and classroom record keeping.</p>	<p>0-----1-----2-----3-----4-----5</p>	
<p>34. Use software programs like PowerPoint and presentation projectors for instruction.</p>	<p>0-----1-----2-----3-----4-----5</p>	
<p>35. Teach pupils to use software programs and presentation projectors for presentations.</p>	<p>0-----1-----2-----3-----4-----5</p>	

D.1.1 - SAMPLE PROGRAM EXIT EVALUATION to be REVISED for PROJECT Co-STARS

PROGRAM OBJECTIVE	WAS THE OBJECTIVE MET?	COMMENTS
36. Use computer-based environment for professional research. (i.e. conduct library/web research, evaluate sources, etc.)	0-----1-----2-----3-----4-----5	
37. Use electronic/digital environment for professional documentation. (i.e. videotape lessons, upload digital images, create CDs of own work, etc.)	0-----1-----2-----3-----4-----5	
38. What do you feel you gained from this professional education program that you would not have gained without the program? In other words, what was the "value added" to your abilities as a teacher by having been enrolled in this program? Use the space below (and the back of this page, if needed) to write your response to this question.		

## **D.1.1 -Sample RTR Evaluation Form: Mentors and Teacher Residents**

### **Project Co-STARS Professional Development Follow-up Questionnaire #2\***

*We would like to know the impact of the professional development you have been receiving with respect to student learning. Please complete the statements below.*

1. Regarding student achievement in my classroom/building/district, I attended this session to gain knowledge about:
2. Students in my classroom/building/district will ultimately benefit from this session and my new learning because:
3. I plan to use the key concepts and new skills by:
4. I will share my learning with students and staff during:
5. The system in which I work will need to consider:

In order for me to continue improving my skills on:

Comments:

\*Adopted from: The School Portfolio Toolkit; Victoria L. Bernhardt, Ph.D

## D.1.1 -Sample RTR Evaluation Form: Mentors and Teacher Residents

### Project Co-STARS Professional Development Follow-up Questionnaire #1\*

*We would like to know the impact of the professional development you have been receiving. Your responses will be greatly appreciated. Please be as honest as possible.*

1. What did you do differently in your classroom following the workshop?	
2. From your perspective, what was the impact or benefit of using these new ideas?	
3. Are you working on/with a team to implement these concepts?	
4. If you decided <i>not</i> to implement anything different after the workshop, what type of ongoing support would have helped you implement the concepts?	
<i>On a scale of 1-5, please rate your progress in implement each of the following elements:</i>	
No progress	Excellent progress
1	2 3 4 5
Add specific elements from the professional development training	
5. What specific additional support, if any, do you need to implement these concepts?	
6. What additional support do you need to continue studying and implementing the concepts and key skills?	
7. Would you be interesting in a follow up workshop? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Comments:

\*Adopted from: The School Portfolio Toolkit; Victoria L. Bernhardt, Ph.D.

**California State University, Chico  
Special Education Program  
RATING BY ADMINISTRATOR/SUPERVISOR**

Teacher \_\_\_\_\_

Number \_\_\_\_\_

Please check your role:      School Administrator       University supervisor

The following questions are intended to help the CSU, Chico Education faculty assess the outcomes of their grant funded programs. As a participant in a federally funded special education program and its research components, this teacher has given specific permission for your participation in this study.

Q1. In your judgment, what is the overall competence of this person as a special education teacher? In responding, please try to imagine how he/she might compare to other beginning special education teachers in California.

<b><u>Not at All Competent</u></b>	<b><u>Average Competence</u></b>	<b><u>Extremely Competent</u></b>
0	1    2    3    4    5	6    7

Q2. In each of the following areas, please rate this person's competence:

**AREAS OF COMPETENCE:**

**COMPETENCE:**

	<u>BELOW</u>			<u>ABOVE</u>			
	NONE	AVERAGE	AVERAGE	AVERAGE	AVERAGE	AVERAGE	AVERAGE
<u>EXCEPTIONAL</u> Able to interpret significant federal and state laws and regulations related to special education	0	1	2	3	4	5	6    7
Able to administer diagnostic and assessment instruments appropriate to student needs	0	1	2	3	4	5	6    7
Able to effectively contribute to IEP or interdisciplinary evaluation teams	0	1	2	3	4	5	6    7
Able to interpret educational assessment results for parents, colleagues	0	1	2	3	4	5	6    7
Able to plan instructional interventions based on assessment	0	1	2	3	4	5	6    7
Able to deliver instruction that meets individual student needs	0	1	2	3	4	5	6    7
Able to understand implications of cultural and linguistic backgrounds in assessment, placement and intervention, and exit processes	0	1	2	3	4	5	6    7
Able to collaborate with school personnel to							

**D.1.1 - Sample - To Be Revised for  
Co-STARS Focus**

integrate special needs students	0	1	2	3	4	5	6	7
Able to assist general education teachers with assessment, modification of curriculum and instruction	0	1	2	3	4	5	6	7
Able to train and supervise paraprofessionals	0	1	2	3	4	5	6	7

**AREAS OF COMPETENCE:**

**COMPETENCE:**

	<u>BELOW</u>				<u>ABOVE</u>			
	<u>NONE</u>	<u>AVERAGE</u>	<u>AVERAGE</u>	<u>AVERAGE</u>	<u>AVERAGE</u>	<u>AVERAGE</u>	<u>AVERAGE</u>	<u>AVERAGE</u>
<u>EXCEPTIONAL</u>								
Able to utilize classroom management strategies that prevent behavioral problems	0	1	2	3	4	5	6	7
Able to maintain effective relationships with students	0	1	2	3	4	5	6	7
Able to employ effective behavioral interventions for severe behavioral problems	0	1	2	3	4	5	6	7
Able to maintain effective relationships with families of special needs students	0	1	2	3	4	5	6	7
Able to interface instruction with core curriculum	0	1	2	3	4	5	6	7
Able to manage paperwork associated with caseload	0	1	2	3	4	5	6	7
Able to provide leadership in school setting	0	1	2	3	4	5	6	7
Able to be influential in getting things done in school setting	0	1	2	3	4	5	6	7
Able to participate in post-secondary transition process	0	1	2	3	4	5	6	7
Able to develop community-based instruction	0	1	2	3	4	5	6	7

Q3. In general, after completing the training program, how well was this teacher prepared to perform as a special educator?

Not at All Well	Average				Exceptionally Well		
0	1	2	3	4	5	6	7

Q4. How long have you supervised this teacher?

- (1) This year only
- (2) 2-3 years
- (3) More than 3 years

Q5. Did you participate in the original decision to hire this teacher into your district or school?

- (1) Yes
- (2) No

Q6. Based on your knowledge of recent CSU, Chico Special Education Programs and/or contact with its recent graduates, would you recommend this program to persons seeking training as special education teachers?

- (1) No, definitely not
- (2) Maybe recommend
- (3) Yes, with reservations
- (4) Yes, strongly recommend

**Thank you very much for sharing your thoughts and time. Please send your response to:**

**Cheri Taylor  
Project Evaluation Monitor  
Professional Studies in Education, Special Education  
California State University, Chico  
Chico, CA 95929-0465**

# QUESTIONS FOR SCHOOL SUPERVISORS OF TEACHERS WHO EARNED CREDENTIALS IN THE CALIFORNIA STATE UNIVERSITY

Questions Asked by the  
Deans of Education,  
California State University

Answers Talled by the  
Office of the Chancellor,  
California State University

In a Statewide Evaluation of  
Teacher Education Programs  
Spring 2008

- ▶ A convenient way to answer these CSU questions is to log onto the Internet at
  - ▶ <http://www.evalcate.org>  
User Name = See the Lower Right Corner Below  
Password = See the Lower Right Corner Below
- ▶ If you do not have web access, you can mark this booklet quickly and mail your answers in our pre-stamped, pre-addressed envelope (enclosed).
- ▶ Estimated Time = 15 Minutes or Less. Thank you very much.

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## A. YOUR SCHOOL AND YOUR POSITION IN THE SCHOOL

1. **What is your current professional position?** *(Circle one number that best describes your current job.)*

- 1 School Principal
  - 2 School Vice-Principal or Assistant Principal
  - 3 Program Manager *or* Department Chair *or* Grade-Level Lead-Teacher *or* Teacher on Special Assignment
  - 4 Other Position. Please Specify:
- 

2. **What is the level of your school?** *(Please circle one number that best describes the level of your school.)*

- 1 Elementary School. The Earliest Grade is Kindergarten or Grade 1. (The School May Have a Preschool.)
  - 2 Middle School *or* Intermediate School *or* Junior High School. The Highest Grade is Grade 8 or 9.
  - 3 High School in Which the Highest Grade is Grade 12. (The School May Offer Adult Classes.)
  - 4 Other School (e.g. a K-12 School). Please Specify:
- 

3. **Please answer two questions about the Beginning Teacher Support and Assessment (BTSA) Program at your school.** BTSA is a program for first-year and second-year teachers that is administered by districts/counties. *(Circle the best answer in each row. If you need information from others, please speak with them. Thank you.)*

- |  |     |    |            |
|--|-----|----|------------|
| (a) Did beginning teachers at your school participate in a BTSA Program this year?                                       | YES | NO | Don't Know |
| (b) Did the beginning teacher who is the subject of this survey participate <i>actively</i> in a BTSA Program this year? | YES | NO | Don't Know |
- 

4. **Please answer these questions about your school.** *(If you need to confer with others about the answers, we thank you for doing so for the sake of accuracy.)*

(a) **This year, about what percentage of the students in this school are English language learners (ELL)?**

\_\_\_\_\_ Percent of the Students at This School are Designated as ELL Students This School Year.

(b) **This year, about what percentage of the students are eligible for the free or reduced-price meal program?**

\_\_\_\_\_ Percent of the Students at This School are Eligible for Free **OR** Reduced-Price Meals.

(c) **About what percentage of the teachers have emergency permits or credential waivers?** *(Please circle one.)*

0%          5%          10%          15%          20%          25%          30%

(d) **What API Decile Score did this school receive when the API school scores were reported last year?**

*(Circle the decile score that this school earned on last year's statewide scale, not the similar-schools scale.)*

1          2          3          4          5          6          7          8          9          10

5. **How would you describe this school?** *(Please circle one number that best describes this school.)*

- 1 A Rural School or Small-Town School in a Distinct Town that is Not Part of a Large Metropolitan Area.
  - 2 A Suburban School that Serves Students Who are Primarily from Middle-Income or Upper-Income Families.
  - 3 A Metropolitan School that Serves a Mixed Population of Middle-Income and Lower-Income Families.
  - 4 An Urban or Inner-City School that Serves Students Who are Predominantly from Lower-Income Families.
-

6. **Reading-language arts textbooks in your school.** What program does your school primarily use for reading-language arts in special education? *(In the left or right column, circle the number you used the most.)*
- |   |   |
|---|---|
| 1 Open-Court Reading by SRA/McGraw Hill.          | 4 Literature & Language Arts by Holt, Rinehart & Winston. |
| 2 Houghton Mifflin Reading: A Legacy of Literacy. | 5 McDougal-Littell Reading and Language Arts Program.     |
| 3 The Readers Choice by Glencoe-McGraw Hill.      | 6 Prentice Hall Literature: Timeless Voices/Themes.       |
| 7 Another Program. Please Print Its Name Here:    |   |

7. **Related to programs at your school for students who need special education services, please tell how you have acquainted yourself with four topics below.** *(Below, some rows-and-columns accurately describe your background, while others do not. Please circle all code numbers that apply to you.)*

*Depending on your experience, you may circle one code number or several code numbers in a given column (a topic) or in a given row (a way of acquainting yourself with topics).*

Four Topics Related to Special Education				
Research-Based Instructional Practices for Educating Individuals with Disabilities	Special Education Laws and Regulations of State and Federal Governments	District Policies Related to Special Education Students and Programs	Standards of Quality and Effectiveness for Special Education Teachers	
I attended a short workshop (1-4 hours).	01	02	03	04
I attended an extended class (a full day or more).	11	12	13	14
I thoroughly read the research/laws/regulations/standards.	21	22	23	24
I read them, but not thoroughly.	31	32	33	34
I learned this topic in my Administrative Credential program.	41	42	43	44
I taught a workshop or class about this topic.	51	52	53	54
I cannot answer Question 7 as it relates to this topic (column).	61	62	63	64

## B. KNOWLEDGE OF THIS NEW TEACHER'S PROFESSIONAL PRACTICE

- 8-a. **During your professional career, what is the total estimated number of first- and second-year teachers whom you have supervised in K-12 schools?** *(Please check your best overall estimate.)*

\_\_\_\_\_ 1-2 New Teachers      \_\_\_\_\_ 3-5 New Teachers      \_\_\_\_\_ 6-12 New Teachers      \_\_\_\_\_ 13+ New Teachers

- 8-b. **How long have you served as the supervisor of this beginning teacher?** *(Please check one response.)*

\_\_\_\_\_ Less Than 3 Months      \_\_\_\_\_ From 3 to 6 Months      \_\_\_\_\_ From 7 to 9 Months      \_\_\_\_\_ More than 9 months

- 9-a. **Please estimate how many times you have visited this beginning teacher's classroom while s/he was providing active instruction to a class of students.** *(Please circle your best estimate, which may be an inexact count.)* Please include classroom visits in which active instruction lasted longer than 10 minutes.

Estimated Number of Class Visits:      None      1-2      3-5      6-10      11-15      16+

- 9-b. **Please estimate how many times you have discussed this beginning teacher's classroom teaching in face-to-face conferences.** *(Please circle your best estimate, which may be an inexact count.)* Include conferences about lesson planning, discipline, class activities, etc., that lasted longer than 10 minutes.

Estimated Number of Conferences:      None      1-2      3-5      6-10      11-15      16+

10. Did any of your class visits in 9-a and/or any of your teacher conferences in 9-b focus on the following subjects? (Circle the number of each subject you observed and/or discussed one or more times.)

- |   |                              |   |                             |    |                            |
|---|------------------------------|---|-----------------------------|----|----------------------------|
| 1 | Reading-Language Arts        | 5 | Science or Health Education | 9  | IEP Issues or Concerns     |
| 2 | English Language Development | 6 | Student Behavior Issues     | 10 | Student Assessments        |
| 3 | History-Social Studies       | 7 | Parent Issues or Concerns   | 11 | Disability-Specific Issues |
| 4 | Mathematics                  | 8 | Working with Other Teachers | 12 | Other Subject (Below):     |

11-a. In 2007-08, did the teacher's job match her/his credential authorization? Yes No Don't Know

11-b How long has this teacher been teaching? \_\_\_\_\_ Years in This School \_\_\_\_\_ Years Overall

**C. THIS BEGINNING TEACHER'S INITIAL PREPARATION FOR TEACHING**

12. The university designed the Teaching Credential Program so this new teacher could *start* working in a school where her/his preparation would continue. In the university program, the CSU wanted the future teacher to learn *basic* teaching skills and important educational ideas *at an initial level*. The CSU anticipated that the school would provide *a mentor* to assist this teacher in using her/his teaching skills in a classroom with students. CSU expected that the teacher would also have chances to *extend* and *develop* her/his teaching skills and ideas with a mentor's help. **Important aspects of a teacher's job are listed below. At the CSU, how well prepared was this teacher to begin each aspect of a teacher's job while extending her/his initial skills with a mentor's help? Please finish each statement below by circling one number that best represents the level of this teacher's preparation to teach. (Circle "x" on the right side if the teacher did not have a specific duty or if you did not have enough chances to assess her/his readiness for a specific aspect of a teacher's job.)**

This new teacher was . . .	... well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Cannot Answer An Item
1. . . . to <u>know</u> and <u>understand</u> the <u>subjects</u> of the curriculum that s/he taught this year.	3	2	1	0	x
2. . . . to prepare lesson plans and to be prepared for students' class activities.	3	2	1	0	x
3. . . . to organize and manage a class or a group of students for instructional activities.	3	2	1	0	x
4. . . . to organize and manage student behavior and discipline satisfactorily.	3	2	1	0	x
5. . . . to use an effective mix of teaching strategies and instructional activities.	3	2	1	0	x
6. . . . to <u>teach reading-language arts</u> according to <i>California Content Standards in Reading</i> .	3	2	1	0	x
7. . . . to <u>teach mathematics</u> according to <i>California State Content Standards in Math</i> .	3	2	1	0	x
8. . . . to <u>teach science</u> according to <i>California State Content Standards in Science</i> .	3	2	1	0	x
9. . . . to <u>teach history</u> and <u>social studies</u> according to <i>California Content Standards</i> .	3	2	1	0	x
10. . . . to use computer technology in class activities and for classroom record-keeping.	3	2	1	0	x

12.	This new teacher was . . .	<i>... well prepared to begin</i>	<i>adequately prepared to begin</i>	<i>somewhat prepared to begin</i>	<i>not at all prepared to begin</i>	Cannot Answer An Item
11.	. . . to meet the instructional needs of students who are English language learners.	3	2	1	0	x
12.	. . . to meet the instructional needs of students from diverse cultural backgrounds.	3	2	1	0	x
13.	. . . to meet the instructional needs of students with special education needs.	3	2	1	0	x
14.	. . . to understand child development, human learning and the purposes of schools.	3	2	1	0	x
15.	. . . to understand how personal, family and community conditions often affect learning.	3	2	1	0	x
16.	. . . to learn about students' interests and motivations, and how to teach accordingly.	3	2	1	0	x
17.	. . . to get students involved in engaging activities and to sustain on-task behavior.	3	2	1	0	x
18.	. . . to use computer-based applications to help pupils learn subjects of the curriculum.	3	2	1	0	x
19.	. . . to monitor student progress by using formal and informal assessment methods.	3	2	1	0	x
20.	. . . to assess pupil progress by analyzing a variety of evidence including exam scores.	3	2	1	0	x
21.	. . . to assist individual students in areas of their instructional needs in reading and math.	3	2	1	0	x
22.	. . . to adjust her teaching strategies so all pupils have chances to understand and learn.	3	2	1	0	x
23.	. . . to adhere to principles of educational equity in the teaching of all students.	3	2	1	0	x
24.	. . . to use class time efficiently by relying on daily routines and planned transitions.	3	2	1	0	x
25.	. . . to know about resources in the school & community for at-risk students & families.	3	2	1	0	x
26.	. . . to communicate effectively with the parents or guardians of her/his students.	3	2	1	0	x
27.	. . . to maintain positive rapport with pupils and to foster their excitement & motivation.	3	2	1	0	x
28.	. . . to think about problems that occur in teaching and to try-out various solutions.	3	2	1	0	x
29.	. . . to know and understand federal and state laws that govern special education.	3	2	1	0	x
30.	. . . to develop & implement IEPs or IFSPs <i>with</i> parents, teachers and administrators.	3	2	1	0	x
31.	. . . to plan instructional activities in integrated settings for special education students.	3	2	1	0	x
32.	. . . to develop student assessments that indicate progress toward IEP or IFSP objectives.	3	2	1	0	x
33.	. . . to collaborate with para-educators in meeting students' instructional needs.	3	2	1	0	x
34.	. . . to consult with general-educ. teachers about teaching special education students.	3	2	1	0	x
35.	. . . to conduct educational assessments as defined in students' assessment plans.	3	2	1	0	x

12. This new teacher was. . .	... well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Cannot Answer An Item
36. . . . to use teaching strategies validated by research as effective with special-ed. students.	3	2	1	0	X
37. . . . to adapt curriculum to meet the needs of students who need special education services..	3	2	1	0	X
38. . . . to develop and implement transition plans for special education students.	3	2	1	0	X
39. . . . to use positive behavioral support techniques.	3	2	1	0	X
40. . . . to assess students' interests and abilities using multiple assessment procedures.	3	2	1	0	X
41. . . . to use individual and group assessment information in planning appropriate lessons.	3	2	1	0	X
42. . . . to monitor student outcomes and modify instruction based on student performance.	3	2	1	0	X
43. . . . to work with other teachers in an inclusive environment.	3	2	1	0	X

13. What is your **overall evaluation of this teacher's readiness to be a teacher?** Circle the number of the one statement that most closely matches your perspective on this teacher's preparation, based on your observations and experience.

- 1 This teacher is learning to provide excellent learning opportunities, due substantially to her/his university preparation.
- 2 This teacher has very good potential to become excellent, but some of his/her preparation could have been better.
- 3 This teacher's performance has been adequate, but her/his preparation at the university should have been much better.
- 4 This teacher's capacity to become a good teacher was seriously jeopardized by poor preparation at the university.

14. What kind of **teaching position** did this teacher have this year? Please circle all numbers that apply.

- 1 She or he served as a resource specialist. S/he primarily supported instruction provided by classroom teachers.
- 2 S/he served as a special-day class teacher with a group of students in a special education classroom.
- 3 S/he taught in a public *school or center* that is administered by a public school district.
- 4 S/he taught in a public *school or center* that is administered by a county department or a county office of educ.
- 5 S/he taught in a public *school or center* that is administered by a California state government agency.
- 6 In a charter school, s/he had an instructional position with responsibility for students with special education needs.
- 7 In one or more schools, s/he served as an inclusion specialist in the field of special education.
- 8 In one or more schools, s/he served as a transition specialist in the field of special education.

15. In the space below, please describe the knowledge, skill or ability in which this beginning teacher is most proficient, and that prospective teachers would ordinarily learn in a university. Please do not focus on personal attributes that may be very important but are not usually learned in a university.

16. In your own words, please describe the most serious gap in this new teacher's knowledge, skills or abilities that prospective teachers *should* learn in a university. Your answer to this question will enable the CSU to close gaps and remedy shortcomings in the future preparation of new teachers.

**Thank you very much for answering our questions. Please mail your responses in the envelope we provided. Your information will help us improve teacher education programs in California.**

# QUESTIONS FOR RECENT GRADUATES OF TEACHING CREDENTIAL PROGRAMS IN THE CALIFORNIA STATE UNIVERSITY

Questions Asked by the  
Deans of Education,  
California State University

Answers Talled by the  
Office of the Chancellor,  
California State University

In a Statewide Evaluation of  
Teacher Education Programs  
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## A. YOUR CSU CAMPUS AND THE CREDENTIALS THAT YOU EARNED

1. **At which campus of the California State University did you complete a professional teacher preparation program to earn a teaching credential?** (Please circle one number. You may have earned your Bachelor's Degree at a different institution. Please circle the number where you earned your credential.)

01 CalStateTeach Program (CSU)	09 Cal State, Fullerton	17 Cal State, San Marcos
02 Cal Poly, Pomona	10 CSU Hayward or East Bay	18 Cal State, Stanislaus
03 Cal Poly, San Luis Obispo	11 Cal State, Long Beach	19 Humboldt State University
04 Cal State, Bakersfield	12 Cal State, Los Angeles	20 San Diego State University
05 Cal State, Channel Islands	13 Cal State, Monterey Bay	21 San Francisco State University
06 Cal State, Chico	14 Cal State, Northridge	22 San Jose State University
07 Cal State, Dominguez Hills	15 Cal State, Sacramento	23 Sonoma State University
08 Cal State, Fresno	16 Cal State, San Bernardino	24 Other. Print Its Name Below.

2. **At the CSU campus that you circled in Question #1 above, which teaching credential(s) did you earn?** (On the right side below, please circle all code numbers that apply to you.)

In the right columns, circle a code number for each credential that you earned.

I Earned an . . .	▼	▼	▼	Level I	Level II
Education Specialist Credential for Teaching Students with Mild/Moderate Disabilities	▶			37	51
Education Specialist Credential for Teaching Students with Moderate/Severe Disabilities	▶			38	52
Education Specialist Credential for Teaching Students Who are Deaf and Hard of Hearing	▶			40	53
Education Specialist Credential for Teaching Pupils with Physical or Health Impairments	▶			41	54
Education Specialist Credential for Teaching Students with Visual Impairments	▶			42	55
Education Specialist Credential for Teaching Early Childhood Special Education	▶			43	56
Education Specialist Credential in Another Specialty Area	▶			44	57
Multiple Subject Teaching Credential	▶				01
Single Subject Teaching Credential	▶				50

- 3-a **If you did NOT circle 51 through 57 in Question 2 above, then please circle the one number below that best describes the status of your work to earn a Level II Education Specialist Credential.**

- 1 I have not yet begun to enroll in courses for a Level II Education Specialist Credential.
- 2 I have begun Level II courses at the same CSU campus that I circled in Question 1 above.
- 3 I have begun Level II courses at ANOTHER CSU which was Campus # \_\_\_\_ in Question 1 above.
- 4 I have begun Level II courses outside the CSU System. (Please print the institution's name below.)

- 3-b **Instruction in Your Credential Program.** In your CSU credential program, how much instruction was there in each of the four subjects listed on the left side below? (Please circle one number in each row.)

Four Subjects Below:	I Took a Distinct Course in This Subject	2-3 of My Classes Included Instruction in this Subject	One of My Classes Included Instruction in this Subject	There Was No Instruction in This Subject
Teaching Reading	3	2	1	0
Teaching Mathematics	3	2	1	0
Teaching Science	3	2	1	0
Teaching Social Studies	3	2	1	0



4. Which one of the following statements best describes what you did during your teaching credential program? (Circle one number. If multiple statements were true, please circle the one that lasted longest.)
- 1 I earned a salary as a school teacher while I had an *Individual Internship Certificate* (answer #next).
  - 2 I earned a salary as a teacher in a K-12 school while I had an *Internship Teaching Credential* (skip #)
  - 3 I did NOT earn a salary as a public school teacher during my professional coursework. I DID complete one or more student teaching assignments with cooperating/supervising teachers in schools (skip #5).
- 
5. If you circled 1 in Question 4, when did you begin to work as a salaried teacher with an **Individual Internship Certificate**? Please circle one number that best completes the following sentence: **I began to earn a monthly salary as a teacher with an individual certificate.** . (Skip this item if you circled 2 or 3 in # )
- 1 . . . before I was accepted into the teaching credential program at the CSU campus in Question #1.
  - 2 . . . after I enrolled in education courses but before I started my first student-teaching assignment.
  - 3 . . . after I started student teaching but before I finished the series of student-teaching assignments.
- 
6. Prior to earning your credential, what academic work did you do? (Please check all that apply to you.)
- I completed most of the courses for *my first year of college* at a two-year community college.
- I completed most of the courses for *my second year of college* at a two-year community college.
- I attended more than one four-year institution while I earned my Bachelor's Degree.
- I attended more than one California State University campus while earning my Bachelor's Degree.
- I earned a Bachelor's Degree at the same CSU campus that I circled in #1 above (for a credential).
- I earned a Bachelor's Degree at a different CSU campus than the campus I circled in Question #1.
- I earned a Bachelor's Degree outside the CSU system.
- 
7. Prior to the 2007-08 year, what was your employment experience? (Please check all that apply to you.)
- In K-12 schools or pre-schools, I was a teacher's assistant or a substitute teacher for \_\_\_\_\_ years.
- In K-12 *public schools*, I was an emergency teacher or an intern teacher for \_\_\_\_\_ years.
- In K-12 *private schools*, I was a classroom teacher for \_\_\_\_\_ years. (~~How~~ many years each one?)
- Outside of education, I worked in professional positions in which I utilized my college education.
- Outside of education, I worked for one or more years in jobs **not** related to my college education.
- 

<h2 style="margin: 0;">B. YOUR TEACHING POSITION AND YOUR STUDENTS THIS YEAR</h2>
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8. What teaching position(s) have you had in 2007-08? (Please circle the one number that best describes your teaching job. Please read the entire row. If you had two jobs, circle the one that you held the longest.)
- 1 Regular-Ed. Classroom Teacher: I Teach ~~the~~ Class of Students. My Students are not in Special Education.
  - 2 Core-Classroom Teacher: I Teach ~~or~~ 3 Classes of Students. My Students are not in Special Education.
  - 3 Department-Based Teacher: I Teach ~~to~~ 3 Classes of Students. My Students are not in Special Education.
  - 4 Special Education Teacher: The Majority of My Students are Identified *Special Education Students*.
  - 5 Other Teaching Position (Describe):
-

9. *If you circled 1 or 3 in Question 8 above, skip ahead to Question 10. If you circled 4 above, **select each true statement about your job** during the school year (Circle all numbers that apply to you.)*
- 1 I have been serving as a resource specialist. I primarily support instruction provided by classroom teachers.
  - 2 I have been serving as a special-day class teacher with a group of special education students in my classroom.
  - 3 I teach in a public school or center that is administered by a public school district.
  - 4 I teach in a public school or center that is administered by a county department or a county office of education.
  - 5 I teach in a public school or center that is administered by a California state government agency.
  - 6 I teach students with special-education needs in a Charter School.
  - 7 In one or more schools, I serve as an Inclusion Specialist in the field of special education.
  - 8 In one or more schools, I serve as a Transition Specialist in the field of special education.
- 

- 10-a **Your Level of Interaction with Your On-the-Job Supervisor This Year.** *(Please circle the one number below that best describes your interactions with your employment supervisor in 10.)*
- 1 My supervisor did not formally observe my classroom. I had little interaction with my supervisor this year.
  - 2 My supervisor made a few formal observations and completed my annual performance evaluation.
  - 3 In addition to formal observations and my annual evaluation, my supervisor visited my classroom several times and provided feedback to me on my teaching practices this year.
- 

- 10-b **Your Supervisor's Level of Knowledge about Special Education.** *(Confidentially, please circle one number that best describes the level of knowledge of your on-the-job supervisor this year.)*
- 1 Confidentially, my on-the-job supervisor knows little about special education.
  - 2 Has a general knowledge of special education, but not of the students that I serve in my assignment.
  - 3 Has a general knowledge and is somewhat knowledgeable about the students I serve in my assignment.
  - 4 Has a general knowledge and is very knowledgeable about the students I serve in my assignment.
- 

- 11-a. **This year, approximately what percent of the students in your class(es) were limited English proficient (LEP) students or English language learners (ELL)?** *(Estimate the percentage or check I Don't Know.)*
- \_\_\_\_\_ % of My Students Were LEP/ELL Students      **OR**      \_\_\_\_\_ I Don't Know

- 11-b. **Please estimate how many times your on-the-job supervisor visited your classroom when you were actively teaching your students this year.** *(Please circle your best estimate, which may be an inexact count.) Please limit your estimate to classroom visits that lasted longer than 10 minutes.*

Estimated Number of Class Visits:      None      1-2      3-5      6-10      11-15      16+

- 11-c. **Please estimate how many times you have discussed your work in face-to-face conferences with your supervisor this year.** *(Please circle your best estimate, which may be an inexact count.) Include conferences longer than 10 minutes about topics such as lesson planning, discipline, parent communications, etc.*

Estimated Number of Conferences:      None      1-2      3-5      6-10      11-15      16+

## C. THE EFFECTIVENESS OF YOUR PREPARATION FOR TEACHING

**12. Your CSU campus designed your initial Level I Education Specialist Credential Program to prepare you to start working as a new teacher in a school where your preparation would continue.** In your credential program, the CSU wanted you to learn basic teaching skills and educational ideas *at an initial level*. They expected you would have a *mentor* to assist you in learning how to *use* your teaching skills in class with your students. CSU expected that you would also have chances to *develop* your teaching skills and ideas with your mentor's help. **Important aspects of a teacher's job are listed below. At the CSU, how well prepared were you to begin each aspect of a teacher's job while you extended your initial skills with a mentor's help?** Please finish each statement below by circling one number that best describes the level of your preparation. (Circle "x" on the right side if you have not done a particular item since you finished your CSU preparation.)

After My CSU Program, I Was . . .	. . . well prepared to begin . .	. . adequately prepared to begin . . .	. somewhat prepared to begin . .	. . not at all prepared to begin . . .	Cannot Answer An Item
1. . . . to <u>know</u> and <u>understand</u> the subjects of the curriculum that I taught this year.	3	2	1	0	x
2. . . . to prepare lesson plans and to be prepared for students' class activities.	3	2	1	0	x
3. . . . to organize and manage a class or a group of students for instructional activities.	3	2	1	0	x
4. . . . to organize and manage student behavior and discipline satisfactorily.	3	2	1	0	x
5. . . . to use an effective mix of teaching strategies and instructional activities.	3	2	1	0	x
6. . . . to teach <u>reading-language arts</u> according to California Standards in reading.	3	2	1	0	x
7. . . . to teach <u>mathematics</u> according to California State Content Standards in math.	3	2	1	0	x
8. . . . to teach <u>science</u> according to California State Content Standards in science.	3	2	1	0	x
9. . . . to teach <u>history</u> and <u>social studies</u> according to California Content Standards.	3	2	1	0	x
10. . . . to use computer technology in class activities and for classroom record-keeping.	3	2	1	0	x
11. . . . to meet the instructional needs of students who are English language learners.	3	2	1	0	x
12. . . . to meet the instructional needs of students from diverse cultural backgrounds.	3	2	1	0	x
13. . . . to meet the instructional needs of students with special education needs.	3	2	1	0	x
14. . . . to understand child development, human learning and the purposes of schools.	3	2	1	0	x
15. . . . to understand how personal, family and community conditions often affect learning.	3	2	1	0	x
16. . . . to learn about my students' interests & motivations, and how to teach accordingly.	3	2	1	0	x
17. . . . to get students involved in engaging activities and to sustain on-task behavior.	3	2	1	0	x
18. . . . to use computer-based applications to help pupils learn subjects of the curriculum.	3	2	1	0	x

12.	After My CSU Program, I Was . . .	... well prepared to begin ...	..adequately prepared to begin ...	.. somewhat prepared to begin ...	.. not at all prepared to begin ...	Cannot Answer An Item
19.	. . . to monitor student progress by using formal and informal assessment methods.	3	2	1	0	X
20.	. . . to assess pupil progress by analyzing a variety of evidence including exam scores.	3	2	1	0	X
21.	. . . to assist individual students in areas of their instructional needs in reading & math.	3	2	1	0	X
22.	. . . to adjust my teaching strategies so all pupils have chances to understand and learn.	3	2	1	0	X
23.	. . . to adhere to principles of educational equity in the teaching of all students.	3	2	1	0	X
24.	. . . to use class time efficiently by relying on daily routines and planned transitions.	3	2	1	0	X
25.	. . . to know about resources in the school & community for at-risk students/families.	3	2	1	0	X
26.	. . . to communicate effectively with the parents or guardians of my students.	3	2	1	0	X
27.	. . . to maintain positive rapport with pupils and to foster their excitement & motivation.	3	2	1	0	X
28.	. . . to think about problems that occur in teaching and to try-out various solutions.	3	2	1	0	X
29.	. . . to know and understand federal and state laws that govern special education.	3	2	1	0	X
30.	. . . to develop & implement IEPs & IFSPs with parents, teachers and administrators.	3	2	1	0	X
31.	. . . to plan instructional activities in integrated settings for students with special education needs.	3	2	1	0	X
32.	. . . to develop student assessments that indicate progress toward IEP/IFSP objectives.	3	2	1	0	X
33.	. . . to collaborate with para-educators in meeting students' instructional needs.	3	2	1	0	X
34.	. . . to consult with general-ed. teachers about teaching special-education students.	3	2	1	0	X
35.	. . . to conduct educational assessments as defined in students' assessment plans.	3	2	1	0	X
36.	. . . to use teaching strategies research-validated as effective for special-ed. pupils.	3	2	1	0	X
37.	. . . to adapt curriculum to meet the needs of students with disabilities.	3	2	1	0	X
39.	. . . to use positive behavior support skills.	3	2	1	0	X
40.	. . . to assess students' interests and abilities using multiple assessment procedures.	3	2	1	0	X
41.	. . . to use individual and group assessment information in planning appropriate lessons.	3	2	1	0	X
42.	. . . to monitor student outcomes and modify instruction based on student performances.	3	2	1	0	X
43.	. . . to work with other teachers in an inclusive environment.	3	2	1	0	X

13. **Based on your experience as a K-12 classroom teacher, how valuable or helpful was instruction in your Teaching Credential Program?** A subject listed below may have been the focus of one class or instruction in the subject may have been in 2 or more classes. *(Circle one number or letter in each row). Our program may have provided no instruction in some subjects. For them, circle "x" on the right side.*

Question for You to Answer ▼	How Valuable or Helpful?				Does Not Apply
	Very	Some-what	A Little	Not At All	
<b>Instruction in Your Teaching Credential Program ▼</b>					
1. Instruction in the assessment of students with special-education needs.	3	2	1	0	x
2. Instruction in positive behavioral support techniques.	3	2	1	0	x
3. Instruction in research-validated teaching of students with disabilities.	3	2	1	0	x
4. Instruction in designing curriculum for students with disabilities.	3	2	1	0	x
5. Instruction on adapting instruction for pupils with special-educ. needs.	3	2	1	0	x
6. Instruction on the effects of cultural and linguistic backgrounds as they relate to students with special-education needs.	3	2	1	0	x
7. Instruction in how to implement lessons effectively in both small group and whole-class instruction.	3	2	1	0	x
8. Instruction in monitoring student outcomes and modifying instruction based on student academic achievements and performances.	3	2	1	0	x
9. Instruction on the eligibility criteria for special education services.	3	2	1	0	x
10. Instruction on collaborating with other teachers and support personnel	3	2	1	0	x
11. Instruction in working with families.	3	2	1	0	x
12. Instruction on reflective teaching practice and how it can be used to systematically evaluate and improve one's teaching performance.	3	2	1	0	x
<b>Same Question to Answer ▼</b>					
<b>Other Elements of Your Teaching Credential Program ▼</b> <i>(Circle "x" if you did not experience an element below.)</i>					
13. My supervised student-teaching experiences in K-12 schools/settings.	3	2	1	0	x
14. My school visits and class observations prior to supervised teaching.	3	2	1	0	x
15. Off-campus fieldwork assignments in my special education classes.	3	2	1	0	x
16. Guidance and assistance by field supervisor(s) from the campus.	3	2	1	0	x
17. Guidance and assistance by experienced teacher(s) in K-12 settings.	3	2	1	0	x

14. **Please circle the one most accurate response to each question about your preparation to teach special education students:** **Circle One Answer in Each Row.**
- |   |            |           |                   |
|---|------------|-----------|-------------------|
| 1. During your program, did you complete a semester or a quarter of unpaid supervised student teaching in a special education classroom or program? | <b>Yes</b> | <b>No</b> | <b>Don't Know</b> |
| 2. After receiving your credential and then when this year began, did you feel you were qualified to teach students with special-education needs?   | <b>Yes</b> | <b>No</b> | <b>Don't Know</b> |

15. <b>While you were in the Teaching Credential Program, how true was each of the following statements?</b> <i>(Please circle one number or letter in each row.) Circle "x" on the right side if you have no basis for knowing. For example, circle "x" in Row 6 if you were not an intern or student teacher in a teacher's classroom.</i>	<b>New Question for You to Answer: How True Was Each Statement?</b>				<b>Does Not Apply</b>
	<b>True</b>	<b>Mostly True</b>	<b>Somewhat True</b>	<b>Not True</b>	
1. In the program, I had opportunities to learn high ethical standards and professional practices for providing services to individual students with special-education needs.	3	2	1	0	x
2. The program examined educational policies, issues and research, and I developed a professional perspective about my teaching.	3	2	1	0	x
3. In the program I gained an understanding and acceptance of differences in culture, language, gender, age, abilities & disabilities.	3	2	1	0	x
4. I had a sequence of field experiences appropriate for my career goals, and I reflected on many roles of special-ed teachers.	3	2	1	0	x
5. I was guided and assisted by field supervisor(s)/support providers and university supervisor(s) who also evaluated my teaching.	3	2	1	0	x
6. In the program I learned how to manage learning environments that are safe, secure and supportive of special-education students.	3	2	1	0	x
7. My university supervisor(s) observed my class, met with me and offered suggestions and advice about my teaching.	3	2	1	0	x
8. My supervising teacher(s)/support provider(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.	3	2	1	0	x
9. Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.	3	2	1	0	x

16. **What is your overall evaluation of your Teaching Credential Program?** *Circle the number of the one statement that most closely matches your current overall perspective on your program, based on your actual teaching experience.*

- 1 My CSU credential program provided a rich array of ideas and skills that have been useful in my teaching this year.
- 2 The program offered many useful ideas and skills, but some of the material has been less helpful in my teaching.
- 3 The CSU program included relatively little substance. Most of the material has been of little value in my teaching.
- 4 The CSU professional teacher preparation program offered nothing of value. It was entirely a waste of my time.

17. In the space below, please name the one course in your credential program that turned out to be most valuable for you in your subsequent teaching. Briefly tell what made the course so valuable for you.

18. Which element of your teaching credential program was least valuable for you in your subsequent teaching? Briefly tell what made this element of the program the least valuable for you.

19. Based on your recent experience as a classroom teacher, what specific change(s) should be made in the teacher preparation program where you earned your teaching credential?

**Thank you very much for answering our questions. Please mail your responses in the envelope that we provided. Your feedback will help your CSU campus to improve teacher education programs.**

# **Co-STARS MANAGEMENT PLAN**

## **D.1.2**



**Project Co-STARS**  
**MANAGEMENT PLAN**

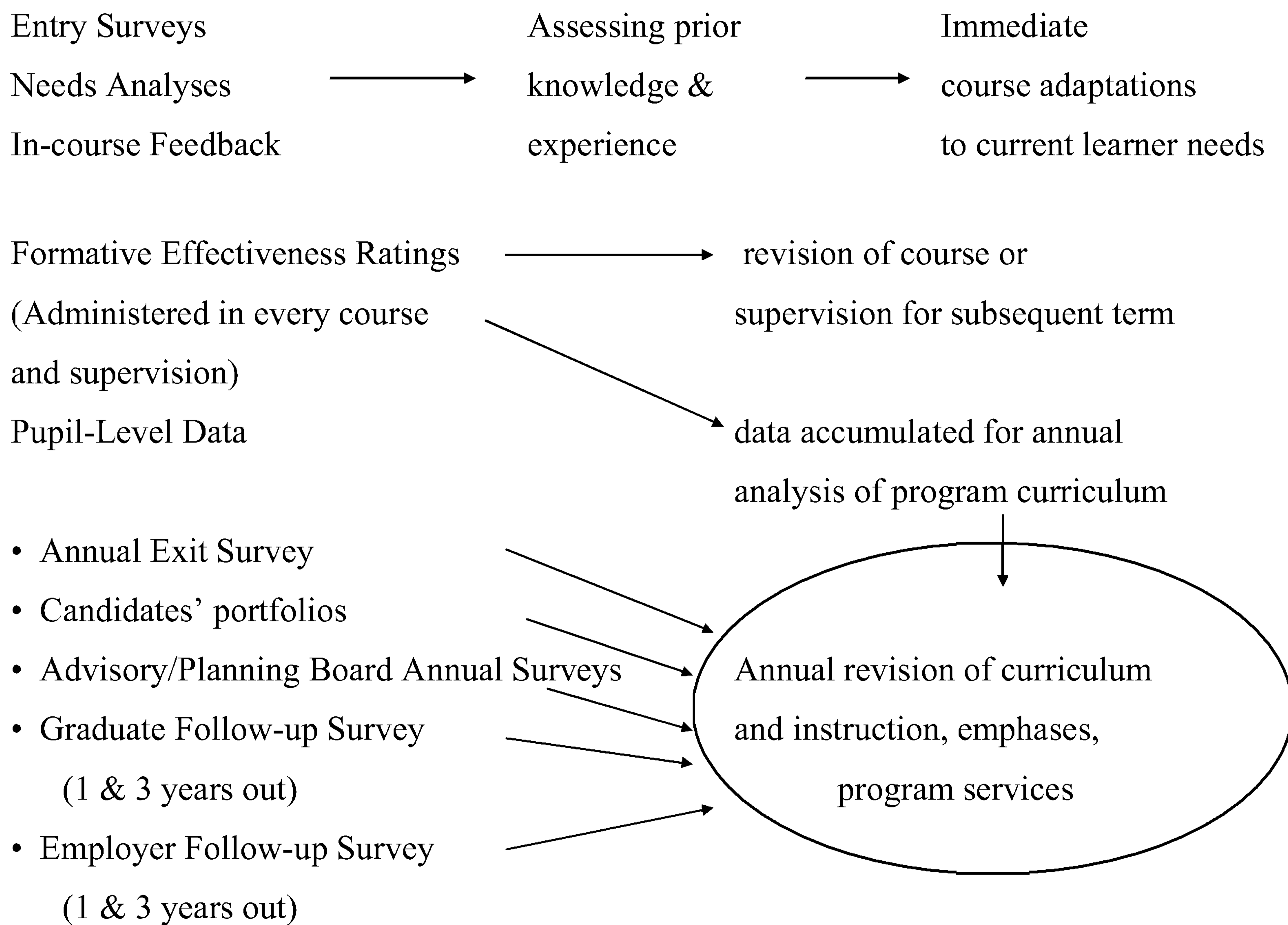
**ADEQUACY OF MANAGEMENT PLAN:** Table 1 that follows details activities designed to achieve objectives on time and within budget for Year I, the intensive planning year; Year II, the first year of implementation; and Years III, IV and V of expanded implementation and evaluation. Clearly defined responsibilities are indicated on Table 2 that follows. Milestones for accomplishing project tasks and objectives are keyed to evaluation questions and found in Chapter B. Evaluation and in Appendix D. Evaluation Plan.

Management complies with IDEA Section 661 (f) (1) (A): individuals with disabilities as well as parents of individuals with disabilities are candidates, mentor teachers, project staff, and Planning Board members. Individuals with disabilities are, thus involved in planning, implementing, and evaluating all aspects of the project. The Planning Board also includes representatives of traditionally underrepresented ethnic and linguistic groups, and of agencies and organizations providing services to individuals with disabilities and their families. Translation services are provided as needed. See Appendix D.1.3 for Board membership.

**ADEQUACY OF FEEDBACK AND CONTINUOUS IMPROVEMENT PROCESSES:** As discussed in Evaluation Chapter B, Co-STARS will be guided by two distinct but highly interrelated systems of evaluation: (1) a Program Logic Model of feedback that provides continuous information to guide ongoing decisions and project improvement and; (2) ongoing, comprehensive assessment of project candidates that ensures their preparation as Highly Qualified high incidence teachers. Appendix D outlines each evaluation activity, its purpose, associated research questions and milestones.

The following diagram shows how the cycle of ongoing analysis of project courses, fieldwork and services results in Program and Curricular Development. Appendix D. Evaluation Plan includes sample evaluation instruments to be revised for secondary focus. Once revised, these instruments will help to provide a 360-degree view of the project, seeking information from candidates, pupils, graduates, employers, and the Planning Board.

**Figure 2**  
**Co-STARS: Data Analysis for Program & Curricular Change**



**ADDITIONAL PERSONNEL**

The following are examples of individuals from CSU, Chico who will teach courses in this project or provide professional development. County offices of Education and partner school districts as well as participating organizations such as the CCAG and CAR will participate in classes, seminars and workshops.

*Peter Kittle, Ph.D.* in English from the University of Oregon is the Director of the Writing Project at CSU, Chico. The Northern California Writing Project was founded at CSU, Chico in 1977 and serves schools and teachers in nine counties in northern California. Spring conferences, summer institutes, Saturday workshops, and coursework are available from the Writing Center.

*Bill Fisher, Ph.D.*, serves as the Director of the Center for Math and Science at CSU, Chico. He is a math educator with a distinguished history with the California Math Project since 1986. He has worked with many school districts throughout northern California strengthening teachers' science and math understanding and their pedagogy. The center sponsors a conference for middle-school girls, a Math Field Day, a STEM conference, and a College Math Day.

*Steven Koch, Ph.D.*, is a licensed clinical and school psychologist who brings over 25 years experience in providing services to children and youth with emotional/behavioral needs. Koch, whose degrees are from University of California Berkeley and Fuller Graduate School of Psychology, is widely acknowledged as the region's expert in family relations, mental health issues and collaborative relationships with state and local agencies. Since joining the CSU, Chico Special Education faculty in 2005, his publications have focused on meeting needs of trainees through distance education and systems of support. As part of this project, Koch will provide course instruction in pupil assessment, teaming with families, and building positive supports for emotional and behavioral growth.

*Esther Larocco, Ph.D.*, directs the university undergraduate interdisciplinary program in Liberal Studies, the largest single major on campus. Larocco is a specialist in the instruction of pupils with diverse cultural and linguistic backgrounds. She is a member of the steering committee for the CSU, Chico/Chico Unified school district Two-Way Immersion professional development school. Her doctorate is from the University of California, Davis where her research focused on dual immersion instruction. In this project, Larocco serves on the Planning Committee and coordinates undergraduate advisement and programming services.

*Ann Shulte, Ph.D.*, teaches courses and supervises in the Multiple Subject Credential Program and the M.A. in Education. She has significant experience in middle school teaching, multicultural education, and integrated curriculum. Research and teaching interests include critical reflection, teacher study groups, and action research in which teachers study their own practice.

*Lynne Bercaw, Ph.D.*, is the Coordinator of the Multiple Subject program and teaches courses and provides teacher workshops in mathematics pedagogy. She is selected as a Carnegie fellow and has studies the use of civic engagement learning activities. Her research and publications include case studies of teacher thinking, the development of dispositions for teaching, and children's literature.

**MEETING GEPA SECTION 427 REQUIREMENTS****EQUAL ACCESS, PARTICIPATION, AND TREATMENT FOR UNDERREPRESENTED GROUPS AND POTENTIAL BENEFICIARIES WITH SPECIAL NEED**

In developing each component of the management and work plan, attention has been given to ensuring that the project prevents and/or eliminate barriers to equitable access, participation, and treatment of individuals who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The partners have considered potential barriers and have established approaches to overcome these, in accordance with Section 427 of the General Education Provisions Act (GEPA). Strategies include (a) recruitment into the project of teacher candidates from low-income and minority groups who are currently community college students and/or paraprofessionals, (b) delivering activities both at school sites and at the University to maximize access for participants, including those underrepresented due to age or disability, and (c) providing materials in Spanish and other primary languages of parents to ensure equitable participation regardless of the primary language of individuals varying in national origins, race, and color.

**CSU, Chico Project Co-STARS  
TABLE 1: Program Workplan**

**Objective #1: Strengthen academic content knowledge and instructional skills for 170 teacher residents and 183 pre-baccalaureate undergraduates.**

- 1.1 *Enhance academic content knowledge*
- 1.2 *Enhance research-based instructional strategies*
- 1.3 *Enhance literacy teaching skills*
- 1.4 *Enhance technology integration skills*

<b>Outcome 1.1:</b> 90% of undergraduate credential candidates will display proficiency in content standards as measured by state required tests.
<b>Measures:</b> <i>Initial certification: 90% of pre-baccalaureate students pass California’s State qualification assessments on one attempt, including CBEST (California Basic Educational Skills Test). CSET (California Subject Examination for Teachers), PRAXIS, RICA (Reading Instruction Competency Assessment). 100% of teacher residents pass these tests before beginning residency.</i>
<b>Outcome 1.1:</b> Curriculum reform across colleges
<b>Measures:</b> <i>Redesigned candidate experiences and number of candidates impacted; documented integration of best practices from high performing, high poverty schools into Liberal Studies major and in preparation program curriculum</i>
<b>Outcome 1.2a:</b> Increased new teacher knowledge of research-based instructional approaches and their application in diverse and high need schools
<b>Measures:</b> <i>cohort analysis of teacher candidate electronic portfolios, particularly for documentation of evidence of best practice replication learned from high performing, high poverty schools</i>
<b>Outcome 1.2b:</b> Improved candidate competency ratings to work with ELLs and students with special needs; collaborative action research groups enable teacher self-assessment of skills to address special academic and/or social needs, higher self-satisfaction & student achievement
<b>Measures:</b> <i>video analysis, classroom observation scales, ratings by candidates and supervisors/mentors/principals on CSU Systemwide Evaluation, SIP annual reports, e-portfolio analysis, GPA, observation of demo lessons, action research results</i>
<b>Outcome 1.3:</b> Improved candidate performance in literacy teaching skills
<b>Measures:</b> <i>cohort analysis of teacher candidate electronic portfolios in curriculum, instruction, content, assessment; ISTE Classroom Observation Scale; participation data in online community; use of MERLOT resources</i>

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**Outcome 1.4:** Enhanced technology throughout preparation program  
**Measures:** *ISTE NETS Standards and improved CSU Annual Systemwide Evaluation candidate ratings, ISTE Classroom Observation Scale, analysis of e-portfolio rubric ratings by IHE faculty.*

Objective 1 ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Review of Liberal Studies major requirements and pedagogy; curriculum designed to meet content knowledge requirements for CSET Multiple Subject (meets Outcome 1.1)	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Co-Directors Cepello and Eisele; Subject Matter Project Directors in English, Math and Science; Liberal Studies Coordinator Larocco; Advisory Board; Planning Board
• Design a blended undergraduate program combining major with Special Education and Bilingual credential (meets Outcomes 1.1 and 1.2a, 1.2b)	XXXXXXXXXXXX			Chairs Davis and Summers; Coordinator Larocco; Co-Director Cepello; Planning Board; Content Area Liaisons
• Identify new pedagogical content for diverse, high need schools (Outcomes 1.2a, 1.2b and 1.3)	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Center to Close Achievement Gap; CAR; Planning Board;
• Action research projects for Teacher residents (meets Outcome 1.2b)		XXXXXXXXXXXX	XXXXXXXXXXXX	Co-Director Payne; Site Coordinators; Advisory Board; Planning Board
• Incorporate ISTE standards and expand use of technology (Outcome 1.4)	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Co-Directors Payne and Cepello, Planning Board, Technology Specialist, Content Area Liaisons; Special Education Coordinator; Online Community Coordinator
• Design e-portfolios and align with standards and PACT (meets (meets Outcomes 1.3 and 1.4)	XXXXXXXXXXXX	XXXXXXXXXXXX		Co-Directors Payne and Cepello; Planning Board; Coordinator Larocco; Technology Specialist; MA Curriculum Coordinators
• Integrate literacy pedagogy with special needs and EL instruction (meets Outcomes 1.2b and 1.3)	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Co-Directors; Planning Board; CAR; Special Education Coordinator

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**Objective #2: Enhance and Integrate Continuum of Clinical Experiences:**

- 2.1 Restructure clinical/field experiences to emphasize early and significant learning among prospective teachers at school sites based on a partnership model focused on high performing, high poverty schools identified through student achievement data.
- 2.2 Create professional learning communities of students, university faculty, and K-12 teachers and administrators using technology to connect the rural school sites and the university.
- 2.3 Expand clinical experiences in high performing, high poverty schools specifically identified for their best practices that raise academic achievement

<b>Outcome 2.1:</b> More credential candidates engage in PDS K-12 school activities which are designed to improve success of at-risk, ELL, and Special needs students.
<b>Measures:</b> <i>Ratings by candidates, supervisors/mentors/principals on survey items included in CSU Annual Systemwide Evaluation of Professional Teacher Preparation Program dealing with preparation to meet the instructional needs of at-risk students, ELL's, students from diverse cultural backgrounds; and students with special learning needs; revised placement policies, LEA and IHE contact hours, numbers &amp; topics in field; portfolio analyses.</i>










<b>Outcome 2.2:</b> Expanded use of online communities to review and evaluate instruction
<b>Measures:</b> <i>Number of participants and interactions in online communities, number of three-way online conferences; use of video clips of student or resident teacher's instruction for mentoring and for evaluation.</i>

<b>Outcome 2.3:</b> More new teachers engaged in high performing, high poverty schools for clinical experiences to study and apply best practices
<b>Measures:</b> <i>Best Practice Audit results, number of Project co-STARS participants visiting high performing, high poverty schools identified through the CBEE/JFTK-CA Honor Roll</i>

Objective 2 ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Redesign and sequence clinical experiences for pre-baccalaureate ITEC students (meets Outcome 2.1)	XXXXXXXXXXXX	XXXXXXXXXXXX	Year 3 only XXXXX	Co-Director Cepello, Planning Board; Coordinator Larocco; K-12 Site Coordinators; Center to Close Achievement Gap
• Create clinical experiences for RTR teacher residents (meets Outcome 2.1)	XXXXXXXXXXXX	XXXXXXXXXXXX	Year 3 only XXXXX	Co-Director Payne; Planning Board; K-12 Site Coordinators; Special Education Site Coordinator Porter; Center to Close Achievement Gap



APPENDIX D.1.2

<ul style="list-style-type: none"> <li>• Create and manage online communities (meets Outcome 2.2)</li> </ul>				Coordinator Sudduth; Co-Directors Payne and Cepello; Technology Specialist; K-12 Site Coordinators
<ul style="list-style-type: none"> <li>• Identify best practices and high-need exemplary schools (meets Outcome 2.3)</li> </ul>				Co-Directors Payne and Cepello; Center to Close Achievement Gap; Planning Board
<ul style="list-style-type: none"> <li>• Organize site visits to exemplary schools beyond the four partner districts (meets Outcome 2.3)</li> </ul>				Co-Directors Payne and Cepello; Center to Close Achievement Gap; Planning Board; Advisory Board

APPENDIX D.1.2

**Objective #3: Expand new teacher induction and foster alignment between K-12 support activities and university roles.**

- 3.1 Expanding new teacher induction and fostering alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates.
- 3.1 New teacher retention will be increased with an increased number of candidates completing the CSU Chico credential program, remaining in the profession beyond their first three years.
- 3.3 University faculty will become more involved in school site Induction and new teacher support programs (BTSA), better connecting the university pre-service experience of teacher candidates with beginning teacher support and assessment in a coherent model of new teacher development.

**Outcome 3.1:** Increased success of graduates in promoting student achievement using a wider variety of instructional practices.  
**Measures:** Comparison study by the CSU Center for Teacher Quality analyzing gain scores for pre-bac graduates, RTR graduates, and other Chico State graduates not in either of the Project Co-STARS programs. Qualitative study of classroom practices by teachers in induction years.

**Outcome 3.2:** Integrated system of support by BTSA and University during induction.  
**Measures:** Comparison of existing system of support with new system that reduces duplication of services and enhances quality of support; Meeting minutes from BTSA Directors meeting with university; beginning teacher and support provider feedback.

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Plan research study with CTQ (meets Outcome 3.1)	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	Year 3 only XXXXXXXXXXXXXXXXXX	Co-Directors Payne and Cepello; CTQ; Site Co-Directors; Chairs Davis and Summers; Advisory Board
• Use classroom observation instrument to assess instructional strategies (meets Outcome 3.1)		XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	Co-Directors Payne and Cepello; Evaluation Consultant Bernhardt; BTSA Directors, K-12 Project Directors
• Identify current BTSA and university induction systems (meets Outcome 3.2)	XXXXXXXXXXXXXXXXXX			Co-Director Payne and Cepello; Site Co-Directors; Chairs Davis and Summers
• Create an integrated induction system (meets Outcome 3.2)	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	Year 3 only XXXXXXXXXXXXXXXXXX	Co-Director Payne and Cepello; Site Co-Directors; Chairs Davis and Summers; BTSA Directors; Advisory Board

APPENDIX D.1.2

**Objective #4: Recruitment and retention of qualified teachers.** This goal also addresses GPRA Indicator 1.1.

4.1 *Recruit new talent into teaching, including undergraduates and community college students, residents of rural communities in participating districts.*

4.2 *Place and support new teachers with the documented ability to raise student achievement and close achievement gaps.*

4.3 *Establish a nationally replicable recruitment program in special education and ELL.*

**Outcome 4.1:** Increased numbers of undergraduates, community college candidates, paraprofessionals, residents of rural communities, and others from diverse cultural and language backgrounds who enter teaching profession;  
**Measures:** *Enrollment records; numbers from diverse cultural and language, and rural backgrounds who enter teaching profession, Undergraduates and CC students will enroll, CC students who attain certification as highly qualified teachers, highly qualified paraprofessionals who attain certification as highly qualified teachers; number of recruits from science and engineering occupations into teaching, science and math tutors and teacher aides recruited annually; cost-study; retention rates.*

**Outcome 4.2:** More teachers placed and retained with measurable increases in student academic achievement in core subject areas  
**Measures:** *CTQ data over first years of teaching, retention and attrition rates of newly prepared teachers with data on increased student achievement.*

**Outcome 4.3:** More Special Education and Bilingual teachers prepared annually and decreasing teacher shortages in these critical needs areas  
**Measures:** *Number of recruits into teaching who complete multiple and Single Subject programs with added content in Special Education and EL, and number who receive Special Education and Bilingual credentials.*

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Document the demographic information on students admitted into Project Co-STARs pre-bac and teacher residency programs compared with other credential programs. (meets Outcome 4.1)	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	Recruitment Coordinator Taylor; Administrative Analyst; Co-Directors Payne and Cepello; Director Fernlund
• Follow-up studies of graduates and student performance (meets Outcome 4.2)			Years 4-5 only XXXXXXXXXX	CTQ; Co-Directors Payne and Cepello; Advisory Board
• Collect data on need for Special Education and EL/Bilingual teachers in region(meets Outcome 4.3)			XXXXXXXXXX	Recruitment Coordinator Taylor; Administrative Analyst

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**Objective #5: Preparation of new teachers to meet specific learning needs of students with disabilities.**

- 5.1 Increase number of graduates who will earn Level I Educational Specialist credential.
- 5.2 Improved Multiple and Single Subject candidate performance in working with students with special needs which will result in improved student achievement.
- 5.3 Improved candidate performance as members of Individualized Education program (IEP) teams.

<b>Outcome 5.1:</b> Double the number of students receiving Educational Specialist credential.
<b>Measures:</b> Enrollment records; recommendations to the state of California for credentials in Level I Education Specialist.

<b>Outcome 5.2:</b> Improved performance of elementary and secondary education credential graduates in working with students with disabilities.
<b>Measures:</b> CSU systemwide survey; CTQ data on Special Education credential graduates' increased student achievement for identified special needs students.

<b>Outcome 5.3:</b> Improved candidate performance as members of Individualized Education program teams (IEP)
<b>Measures:</b> District site IEP records; CTQ data on Multiple/Single Subject and Special Education credential candidates

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Recruit increased numbers of students to become Special Education teachers. (meets Outcome 5.1)	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Recruitment Coordinator Taylor; Administrative Analyst; Co- Directors Payne and Cepello; Director Fernlund
• Follow-up studies of graduates with Ed. Specialist credentials and their students' performance (meets Outcome 5.2)			Years 4 & 5 only XXXXXXXXXXXX	CTQ; Co-Directors Payne and Cepello; Advisory Board
• Follow-up studies of graduates with MS and SS credentials and their students' performance (meets Outcome 5.3)			XXXXXXXXXXXX	Evaluation Consultant Bernhardt; Recruitment Coordinator Taylor; Administrative Analyst

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**Objective #6: Preparation of teachers to meet the specific learning needs of English Language Learners (ELL)**

- 6.1 Increase number of new teachers who demonstrate competency in meeting the needs of ELL's.
- 6.2 Place and support new teachers with the documented ability to raise ELL student achievement and close achievement gaps.
- 6.3 Create new print materials and MERLOT online lessons that showcase exemplary curriculum and instruction for ELL's and disseminate Project Co-STARS accomplishments and research-based best practices.

<b>Outcome 6.1:</b> Increase number of new teachers who demonstrate competency in meeting the needs of English language learners.
<b>Measures:</b> CSU systemwide survey; CTQ data on Bilingual or Multiple Subject and Special Education credential graduates' increased student achievement for identified special needs students.

<b>Outcome 6.2:</b> Improved performance of general education credential graduates in working with ELL's.
<b>Measures:</b> CSU systemwide survey; CTQ data on MS and SS graduates' increased student achievement of English learners.

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS XXXXXXXXXXXXXXXXXX	ONDJFMAMJJAS XXXXXXXXXXXXXXXXXX	ONDJFMAMJJAS Year 3 only XXXXXXXXXXXXXXXXXX	Co- Directors Payne and Cepello; Planning Boards
• Document curricular changes in teacher preparation for ELL.(meets Outcome 6.1)				
• Follow-up studies of graduates and ELL performance (meets Outcome 6.2)				CTQ; Evaluation Consultant Bernhardt; Director Fernlund; Co-Directors Payne and Cepello; Advisory Board
• Development of ELL lessons for MERLOT and print publications (meets Outcome 6.3)				MERLOT; Planning Boards; Coordinator Larocco; Tech specialist

APPENDIX D.1.2

**Objective #7: Improve schools through the use of teacher inquiry, action research, and M.A. research projects.**

- 7.1 Increase number of new teachers prepared to research school-based issues and problems.
- 7.2 . Increase number of studies that focus on student achievement and closing the achievement gap.
- 7.3 Strengthen new teachers' abilities to work with a team and impact policy at the district level.

<b>Outcome 7.1:</b> Increased number of new teachers who produce M.A. research based on school issues and problems, particularly closing the achievement gap.
<b>Measures:</b> . M.A. projects and theses; action research

<b>Outcome 7.2:</b> Increased M.A. coursework on school-based issues and problems.
<b>Measures:</b> M.A. assignments; presentations to district administrators and boards of education.

<b>Outcome 7.3:</b> Increased number of school teams addressing policy issues that affect ELL and special needs students.
<b>Measures:</b> Survey of partner sites; publications; presentations to district administrators and boards of education.

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
<ul style="list-style-type: none"> <li>• Document curricular changes in M.A. program for the teacher residency. (meets Outcome 7.1, 7.2)</li> </ul>	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	Year 3 only XXXXXXXXXXXXXXXXXXXX	Co-Director Payne; TRP Planning Boards; K-12 Project Co-Directors; M.A. Curriculum Coordinators Davis and Summers
<ul style="list-style-type: none"> <li>• Document M.A. research, projects, and theses (meets Outcome 7.1)</li> </ul>			XXXXXXXXXXXXXXXXXXXX	M.A. Curriculum Coordinators Davis and Summers
<ul style="list-style-type: none"> <li>• Form school site teams to research an issue (meets Outcome 7.3)</li> </ul>			XXXXXXXXXXXXXXXXXXXX	Co-Director Payne; K-12 Project Co-Directors; M.A. Curriculum Coordinators Davis and Summers
<ul style="list-style-type: none"> <li>• Identify policy changes resulting from new teacher research and team projects (meets Outcome 7.3)</li> </ul>			Years 4 & 5 only XXXXXXXXXXXXXXXXXXXX	Co-Director Payne; K-12 Project Co-Directors; M.A. Coordinators Davis and Summers; Advisory Board

APPENDIX D.1.2

**Objective #8: Disseminate the findings, best practices, and materials from Project Co-STARS.**

- 8.1 *Project documentary has been produced on the development, implementations, and outcomes of the project.*
- 8.2 *Project outcomes have been presented or accepted for presentation at state and national conferences.*
- 8.3 *Project materials are housed in MERLOT as well as other repositories with open access to educators and researchers.*

<b>Outcome 8.1:</b> <i>Documentary has been completed with on-site video clips, interviews, project history and research findings.</i>
<b>Measures:</b> <i>Documentary produced to university and professional standards</i>

<b>Outcome 8.2:</b> <i>Dissemination of Project Co-STARS at professional meetings attended by teachers, professors, administrators, and policy makers.</i>
<b>Measures:</b> <i>Manuscripts of presentations, conference programs, letters of acceptance for presentations, web sites.</i>

<b>Outcome 8.3:</b> <i>Project materials are published in MERLOT as well as other repositories with open access to educators and researchers.</i>
<b>Measures:</b> <i>Merlot website and inventory of resources; online repositories</i>

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Work with Department of Communication Design and the campus Instructional Media Center to produce documentary. (meets Outcome 8.1)			Year 5 XXXXXX	Director Fernlund; Co-Directors Cepello and Payne; RTR Planning Boards; K-12 Project Co-Directors; Advisory Board
• Disseminate Findings			Years 4 & 5 only XXXXXX	Director Fernlund, Co-Directors, K-12 Site Coordinators
• Document professional presentations by K-12 teachers, administrators and faculty (meets Outcome 8.2)			Year 5 XXXXXX	Coordinators Davis and Summers
• Prepare materials for MERLOT peer review and publication.(meets Outcome 8.3)			Year 5 XXXXXX	Co-Director Payne; K-12 Project Co-Directors; Coordinators Davis and Summers; faculty and partner schools

APPENDIX D.1.2

**OTHER KEY MANAGEMENT ACTIVITIES:**

ACTIVITIES	Year 1	Year 2	Years 3 -5	RESPONSIBILITY
Months of Year:	ONDJFMAMJJAS	ONDJFMAMJJAS	ONDJFMAMJJAS	
• Direct Advisory, Planning & Evaluation Boards	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Director Fernlund; Co-Directors Cepello and Payne; K-12 Project Co-Directors;
• LEA Communications	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Director Fernlund Co-Directors Payne and Cepello
• Direct evaluations/utilize results; USDOE reports	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Director Fernlund Co-Directors Payne & Cepello; K-12 Project Co-Directors;
• Supervise Project Budget; contracts	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Director Fernlund Administrative Analyst
• Augment Funding, Seek Institutional Agreements	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Director Fernlund
• Office and Data Management	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Administrative Analyst Technology Specialist
• Evaluation of ITEC and RTR	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	Evaluator Bernhardt Director Fernlund Co-Directors Payne and Cepello



<b>Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools</b>														
Amount of Full Calendar Year 1 Committed to Grant Across Goals and Objectives														
Note: Time in Day(s) by Person. Figures represented continuous project service calendar														
171 days AY plus summer														
	Director Fernlund	Co- Director Payne	Co- Director Cepello	Co- Director Eisele	K-12 Site Coord- inators Guenter, Hill-Ward, Thompson, Porter, Justeson	MA Co- inators Davis, Summers	Recruit- ment Coord. Taylor	On Line Coord. Sudduth	Content Area Liaisons	Faculty Ded- icated Time	Admin Analyst	Tech Specialist	Web Site Developer	Evaluator
<b>OBJECTIVES AND KEY ACTIVITIES</b>														
<b>1. Strengthen academic content knowledge and instructional skills for 170 teacher residents and 183 pre-baccalaureate undergraduates</b>														
1a. Review of Liberal Studies major requirements and pedagogy; curriculum designed to meet content knowledge requirements for CSET Multiple Subject (meets Outcome 1.1)	2		2		2	1			10	10				
1b. Design a blended undergraduate program combining major with Special Education and Bilingual credential (meets Outcomes 1.1 and 1.2a, 1.2b)			3	1	2				5	5			2	
Identify new pedagogical content for diverse, high need schools (Outcomes 1.2a, 1.2b and 1.3)		3	1	1	3	1			5	5				
Action research projects for Teacher residents (meets Outcome 1.2b)		4				4								
Incorporate ISTE standards and expand use of technology (Outcome 1.4)		4	1		2	2		7				10		
Design e-portfolios and align with standards and PACT (meets Outcomes 1.3 and 1.4)		1	2		5							12	2	3
Integrate literacy pedagogy with special needs and EL instruction (meets Outcomes 1.2b and 1.3)		2			10				10	10				
-- Convene Planning Boards	5	2	1											
-- Study current preparation syllabi		2	2	2	20				15	15				
-- Review, augment project needs assessment		4	1	2	10				10	10				
-- Determine integrated structure		2	1	1	10				13	13				
-- Communicate with University/Partners		3	2		2									
-- Fashion formal partnerships	2	1	1											

OBJECTIVES AND KEY ACTIVITIES	Director Fernlund	Co-Director Payne	Co-Director Cepello	Co-Director Eisele	K-12 Site Coordinators Guenter, Hill-Ward, Thompson, Porter, Justeson	MA Coordinators Davis, Summers	Recruitment Coord. Taylor	On Line Coord. Sudduth	Content Area Liaisons	Faculty Dedicated Time	Admin Analyst	Tech Specialist	Web Site Developer	Evaluator Bernhardt
-- Design, implement recruitment/advisement							40						2	
--Deliver integrated ITEC and RTR programs		5	2	1	10	4								
-- Model co-teaching					5	4			5					
<b>2. Enhance and Integrate Continuum of Clinical Experience</b>														
Redesign and sequence clinical experiences for ITEC pre-baccalaureate students (meets Outcome 2.1)			2	1	2									
Create clinical experiences for RTR teacher residents (meets Outcome 2.1)		2			4									2
Create and manage online communities (meets Outcome 2.2)								12						
Identify best practices and high-need exemplary schools (meets Outcome 2.3)		1	1		4				4					
Organize site visits to exemplary schools beyond the four partner districts (meets Outcome 2.3)		2	1											
-- Select sites for diversity		4	2	1	10				3					
-- Review syllabi/field standards for EL, Spec. Ed.					20	3			10	13				
-- Planning with public schools		2	2		4									
-- Site trainings: EBIs, EL, core subject pedagogy		4	2		10	2			4	10				
-- Select,train, monitor mentor/cooperating teachers		4	3	1	10									
-- PACT monitoring		1	1								5	20		
-- Revise/monitor field assessment		3	2	1							5	7		5
<b>3. Expand new teacher induction and foster alignment between K-12 support activities and university roles</b>														
Plan research study with CTQ (meets Outcome3.1)	2		2											
Use classroom observation instrument to assess instructional strategies (meets Outcome 3.1)					5					5				10
Identify current BTSA and university induction systems (meets Outcome 3.2)		2	1	1										
Create an integrated induction system (meets Outcome 3.2)		2	2									5		
-- Coordinate with state Beginning Teacher Program		2	1	1										

-- Offer year-round advisement, coaching																		
OBJECTIVES AND KEY ACTIVITIES	Director Fernlund	Co-Director Payne	Co-Director Cepello	Co-Director Eisele	Coord-inators Guenter, Hill-Ward, Thompson, Porter, Justeson	MA Coord-inators Davis, Summers	Recruitment Coord. Taylor	On Line Coord. Sudduth	Content Area Liaisons	Faculty Dedicated Time	Admin Analyst	Tech Specialist	Web Site Developer	Evaluator Bernhardt				
-- Career advisement, placement							5											
-- Select local support providers		2	1		2													
-- Train local support providers: EBIs, Coaching		2	2	3	4					10								
-- Evaluate support process	2	1	1		5						10							
<b>4. Recruitment and retention of qualified teacher</b>																		
Document the demographic information on students admitted into Project Co-STARS ITEC and RTR programs compared with other credentialing programs. (meets Outcome 4.1)			1	1	5		10				31	10						
Follow-up studies of graduates and student performance (meets Outcome 4.2)		2	1	1			1				25			5				
Collect data on need for Special Education and EL/Bilingual teachers in region(meets Outcome 4.3)											25	21						
-- Recruitment pipeline in academic majors, community colleges, rural partners, troops for teachers, business community							6											
-- Test preparation workshops for core academic									5	5								
-- Offer year-round advisement							6											
-- Accommodations for candidates with disabilities		2	1	1	3													
-- Evaluate candidates as HQT		3	2	1	20			4	2	13								
-- Study project effect on region	2																	
-- Refer to Retention and support services		2	1	1	5	2												
<b>5. Preparation of new teachers to meet specific learning needs of students with disabilities</b>																		
Recruit increased numbers of students to become Special Education teachers. (meets Outcome 5.1)			1				2											
Follow-up studies of graduates with Ed. Specialist credentials and their students' performance (meets Outcome 5.2)		2	1	1	2		1				8	5						

	Director Fermund Fermund	Co- Director Payne	Co- Director Cepello	Co- Director Eisele	K-12 Site Coord- inators Guenther, Hill-Ward, Thompson, Porter, Justeson	MA Co- Coord- inators Davis, Summers	Recruit- ment Coord. Taylor	On Line Coord. Sudduth	Content Area Liaisons	Faculty Ded- icated Time	Admin Analyst	Tech Specialist	Web Site Developer	Evaluator
<b>OBJECTIVES AND KEY ACTIVITIES</b>														
Follow-up studies of graduates with MS and SS credentials and their students' performance (meets Outcome 5.3)		2	1	1	2		1				8	5		Bernhardt
-- Coordinate subject area with specialist education		1	1	1	5				5	5				
-- Research EBIs, Assessment, Complex Tutoring Systems, Progress Monitoring Systems for IEPS		1	2		7									
-- IRIS West Seminars			2	2	5					5				
-- Review/revise syllabi & field assessments		2	1		5		2		5	5				
-- Evaluate courses, supervision for fidelity to EBIs					2				2	2				
<b>6: Preparation of teachers to meet the specific learning needs of English Language Learners (ELL)</b>														
Document curricular changes in teacher preparation for ELL.(meets Outcome 6.1)		2	1	1										
Follow-up studies of graduates and ELL performance (meets Outcome 6.2)		2									9	5		
Development of ELL lessons for MERLOT and print publications (meets Outcome 6.3)		2	1		2				1	4				
-- Coordinate subject area with bilingual education		2	1		3				5	3				
-- Research strategies for ELL instruction					2				2	2				
-- Training in ELL		1												
-- Review/revise syllabi & field assessments					2			3	10	3				
-- Evaluate courses, supervision for fidelity to ELL		2	1	1	2				2	2				
<b>7: Improve schools through the use of teacher inquiry, action research, and M.A. research projects</b>														
Document curricular changes in M.A. program for the teacher residency. (meets Outcome 7.1, 7.2)		1			11		2			2		10		
Document M.A. research, projects, and theses (meets Outcome 7.1)		2			10		2		2	2				
Form school site teams to research an issue (meets Outcome 7.3)		2			11		2			3				
Identify policy changes resulting from new teacher research and team projects (meets Outcome 7.3)		2			10		2		2	2				

	Director Femlund	Co- Director Payne	Co- Director Cepello	Co- Director Eisele	K-12 Site Coord- inators Guenter, Hill-Ward, Thompson, Porter,	MA Co- Coord- inators Davis, Summers	Recruit- ment Coord. Taylor	On Line Coord. Sudduth	Content Area Liaisons	Faculty Ded- icated Time	Admin Analyst	Tech Specialist	Web Site Developer	Evaluator Bernhardt
<b>OBJECTIVES AND KEY ACTIVITIES</b>														
<b>8. Disseminate the findings, best practices, and materials from Project Co-STARS</b>														
Work with Department of Communication Design to produce documentary. (meets Outcome 8.1)	1	1	1	1	3							12		
Document professional presentations by K-12 teachers, administrators and faculty (meets Outcome 8.2)		1	1		4							12		
Prepare materials for MERLOT peer review (meets Outcome 8.3)					4							20		
-- Websites created/maintained		1					4					20	42	
<b>OTHER KEY MANAGEMENT ACTIVITIES:</b>														
* Direct Advisory and Planning Boards	5	3	2								3			
* LEA Communications	3	2	1											
* Direct evaluations/utilize results; USDOE reports	3	3	2								32			
* Supervise Project Budget; contracts	5										12			
* Augment Funding, Seek Institutional Agreements	2										6			
* Office and Data Management											76		3	
* Evaluation of ITEC and RTR														18
<b>TOTAL DAYS:</b>	34	118	71	27	288	34	86	26	137	171	245	184	51	43

# **Co-STARS ADVISORY – PLANNING BOARDS**

## **D.1.3**

**Project Co-STARS: Collaboration for Student and Teacher  
Achievement in Rural Schools  
Advisory Board: Initial Membership List**

**Representatives of Public Schools/Districts:**

Palermo Union School District	Sam Chimento, Superintendent
Marysville Joint Unified School District	Dr. Gay Todd, Superintendent
Orland Joint Unified School District	Chris von Kleist, Superintendent
Cascade Union Elementary School District	Dr. Wesley Smith, Superintendent
Golden Hills Elementary School, PUSD	Carol Brown, Principal
Covillaud Elementary, MJUSD	Doug Esheman, Principal
Orland Elementary Community Day School, OJUSD	Armand Brett, Principal
Vale Verde Elementary School, CUESD	Genava Williamson, Principal
Director, North State BTSA Induction	Cathy Szychulda
Director, Tri-County BTSA Induction	Karen Hackett
Administrator, Butte County BTSA Induction	Nikol Baker
Northeastern California Partnership for Special Education	David Teja, Chair

**Representatives of CSU, Chico Administration:**

Sandra Flake, Ph.D.	Provost and Vice President of Academic Affairs
Phyllis Fernlund, Ph.D.	Dean, College of Communication and Education
Maggie Payne, Ed.D.	Associate Dean, College of Communication and Education
Gayle Hutchinson, Ph.D.	Dean, College of Behavioral and Social Sciences
Joel Zimbelman, Ph.D.	Dean, College of Humanities and Fine Arts
James Houpis, Ph.D.	Dean, College of Natural Sciences

**Representatives of CSU, Chico Academic Subject Areas (Permanent Faculty):**

Peter Kittle, Ph.D.	English
Aiping Zhang, Ph.D.	English
William Fisher, Ph.D.	Mathematics
Bev Marcum, Ph.D.	Science
Esther Larocco, Ph.D.	Liberal Studies

**Representative of CSU, Chico Teacher Preparation Program:**

Deborah Summers, Ph.D.	Chair, Department of Education
Teresa Davis, Ph.D.	Chair, Department of Professional Studies in Education

**Representatives of agencies, counties, and community colleges:**

Diana Parra -Villasenor	Director, Education Talent Search, CSU, Chico
Esther Larocco, Ph.D.	Director, Teacher Recruitment and Liberal Studies, CSU, Chico
Maria Moreno	Director, Upward Bound, CSU, Chico
Chela Patterson	Director, Education Opportunity Program, CSU, Chico
Charles Zartmen, Ph.D.	Director, Center for Bilingual/Multicultural Studies, CSU, Chico
Ken Meier	Vice-President, Butte-Glenn Community College
Kevin Trutna	Vice President, Yuba Community College
Cheri Taylor	Rural Regional Recruiter
James Starmer	Director, CSU, Chico Career Center

**Representatives of Business Partners:**

Hedy Knight	State Farm Insurance Company
To be named	North Valley Boys and Girls Club

**Parents of Children and Youth with Disabilities:**

Karen McSpadden  
Kathy Brown

**Student Representatives of Traditionally  
Underrepresented Groups:**

Cindy Ting                      Juana Diaz  
Ken Rensink

**Project Co-STARS: Collaboration for Student and Teacher  
Achievement in Rural Schools**

**Planning and Evaluation Boards: Initial Membership Lists**

**Co-STARS ITEC Program Planning Board:**

Phyllis Fernlund, Ph.D.	Dean, College of Communication and Education
Michelle Cepello, Ed.D.	Co-Director, Pre-Baccalaureate Program
Daryl Eislele, M.A.	Co-Director, Pre-Baccalaureate Program
Esther Larocco, Ed.D.	Director, Liberal Studies
To be Named	Content Area Liaison – Math
To be Named	Content Area Liaison – English
To be Named	Content Area Liaison – Science
To be Named	Content Area Liaison – Art
To be Named	Content Area Liaison – Social Science
Maria Sudduth, M.A.	Online Community Coordinator and Faculty Rep., Bilingual Program
Susan Porter, Ph.D.	K-12 Special Education Site Coordinator
Lynne Bercaw, Ph.D.	Multiple Subject Coordinator
To be Named	K-12 Representative(s), Partner School Districts/County Offices

**Co-STARS Rural Teacher Residency Program Planning Board:**

Phyllis Fernlund, Ph.D.	Dean, College of Communication and Education
Maggie Payne, Ed.D.	Associate Dean, College of Communication and Education
Deborah Summers, Ed.D.	Chair, Department of Education, MA Coordinator
Teresa Davis, Ph.D.	Chair, Department of Professional Studies in Education, MA Coordinator
Cris Guenter, Ph.D.	K-12 Site Coordinator, Palermo; CSU, Chico Faculty
Rebecca Justeson, Ph.D.	K-12 Site Coordinator, Marysville; CSU, Chico Faculty
Laurel Hill-Ward, M.A.	K-12 Site Coordinator, Orland; CSU, Chico Faculty
Maris Thompson, Ph.D.	K-12 Site Coordinator, Cascade; CSU, Chico Faculty
Susan Porter, Ph.D.	K-12 Special Education Site Coordinator, CSU, Chico Faculty
Lynne Bercaw, Ph.D.	Multiple Subject Coordinator
Robert Kohen, M.A.	Single Subject Coordinator, Content Area Liaison
Esther Larocco, Ed.D.	Director, Liberal Studies
To be Named	Clinical Site Director – Palermo
To be Named	Clinical Site Director – Marysville
To be Named	Clinical Site Director – Orland
To be Named	Clinical Site Director – Cascade



# **Co-STARS**

## **Pre-Baccalaureate-ITEC Program**

### **D.1.4**

**D.1.4 - Project Co-STARS  
ITEC PRE-BACCALAUREATE PROGRAM IMPLEMENTATION TIMELINE - Projected**

	Year 1 Fall 2009 Spring/Summer 2010 Recruit	Year 2 Fall 2010 Spring/Summer 2011 Freshman Year	Year 3 Fall 2011 Spring/Summer 2012 Sophomore Year	Year 4 Fall 2012 Spring/Summer 2013 Junior Year	Year 5 Fall 2013 Spring/Summer 2014 Senior/Credential earned	Total to be Recruited/ Trained
<b>Cohort 1</b>						
MS Pre-Bac		30				30
Bilingual Pre-Bac		5				5
Special Ed Pre-Bac		5				5
<b>Cohort 2</b>						
MS Pre-Bac			Freshman Year	Sophomore Year	Junior Year	30
Bilingual Pre-Bac		Recruit	30			5
Special Ed Pre-Bac		Recruit	5			10
		Recruit	10			
<b>Cohort 3</b>						
MS Pre-Bac				Freshman Year	Sophomore Year	30
Bilingual Pre-Bac		Recruit	Recruit	30		8
Special Ed Pre-Bac		Recruit	Recruit	8		15
		Recruit	Recruit	15		
<b>Cohort 4</b>						
MS Pre-Bac					Freshman Year	35
Bilingual Pre-Bac		Recruit	Recruit	Recruit	35	10
Special Ed Pre-Bac		Recruit	Recruit	Recruit	10	15
		Recruit	Recruit	Recruit	15	
						<b>183</b>

## **Co-STARS: Collaboration for Student and Teacher Achievement In Rural Schools**

### Research Reference Guide

The following competencies, research base and reference list will guide and inform Co-STAR program partners as they prepare teachers to meet the needs of students in semi-rural and rural northern California. Each area of focus in the proposal is summarized below with some key researchers identified.

#### **Sources of Competencies:**

The following sources of candidate competencies will direct courses and supervision: Knowledge and Skill Competencies of the Council of Exceptional Children (2000); the California Commission on Teacher Credentialing standards for General, Bilingual and/or Education Specialist Programs; California Teaching Performance Expectations (TPEs) for Preservice Teacher Education (CCTC, 2002); California English Learner Program Amendment for Education Specialist Credentials (CCTC, 2006); California English Language Arts/English Language Development Standards (CDE, 1999), California Standards for the Teaching Profession (CCTC; 1997); National Council for Accreditation of Teacher Education (NCATE) Standards ; and 2007 CSU, Chico Special Education Rural Needs Assessment.

#### **Key Research and Findings:**

##### ***1. Collaboration:***

Candidates will apply evidence-based practices such as Professional Learning Communities, Response to Intervention (RtI), and other collaborative best practices. K-12 teachers, university faculty, teacher

candidates and new teachers will engage in protocols to examine assessment data and samples of student work and strive for continuous improvement based on student achievement as they overcome the achievement gap.

RESEARCHERS: Danielson, C.; Darling-Hammond; Fuchs, et. al; Gresham, DuFour, DuFour, Eaker, & Many; Garet; Jimerson, Burns, & VanderHeyden; and Mellard.

## ***2. Student and Teacher Achievement:***

Co-STARS will be structured to provide professional development of prospective and site-based teachers and school leaders. Research shows that through the creation of specific learning goals, collaborative analysis of data, and action based on the data for continuous improvement, schools experience greater success in closing the achievement gap.

RESEARCHERS: Ball, D., Thames, M. & Phelps, G; Brophy & Good; Brownell, et al.; Bernhardt, V.; Cochran-Smith & Zeichner; Colbert, et al.; Cole; Haycock; Martinez, et al.; Sanders, et al.;

## ***3. Rural Schools:***

The need for new teacher preparation and support for small districts in high poverty rural areas is paramount. Literature regarding rural schools elaborates the challenges that such districts, hampered by significant geographic distances and geographic barriers between service areas often face. Issues of access and equity are frequently discussed. Some key researchers include:

RESEARCHERS: Hawkes, M., Halverson, P. & Brocknueller; B. Ludlow, et al.; Mitchem, et al.; Payne, R.; Perez et al.; Rosenkoetter, Irwin, & Saceda; and Symonds, K.

**4. *Special Education:***

Candidates participating in the ITEC program will have the option to obtain their minor in Special Education and Level I Education Specialist credential. Candidates in the Rural Teacher Residency (RTR) program may complete the program with an Education Specialist, Mild/Moderate/Severe disabilities credential. In addition all special education standards and competencies and the RtI literature referred to above, the following research regarding special education practices apply:

RESEARCHERS: Cole; McLeskey, Tyler, & Saunders; Muller & Burdette; Ludlow, et al.; Leinz, et al., Deshler, D., Brophy, J.E., Fuchs, D. & Fuchs, L.S.

**5. *English Language Learners and Literacy:***

Pre-service preparation that focuses on effective skills and the use of empirically proven strategies for addressing the needs of low-income, and/or English Learners and their literacy skills in rural schools is needed to raise students' academic achievement. Much research and literature on the use of empirically proven strategies for English language learners and literacy development for grades 4-12 exists. Some sample references are included as follows:

RESEARCHERS: August and Shanahan; Bean, et al.; Biancarosa & Snow; Boiarsky; Desher, Schumaker, & Woodruff; Duke & Pearson; Graham & Perin; Lee, C.D.; Short & Fitzsimmons; Echevarria; Voght; Short; Vaughn.

**6. *Best Practice and Technology:***

What we know about best practices in great schools has informed this proposal. The research tells us how the best performing schools increase their student achievement and provides lessons from exemplary programs and practices. The following researchers describe some of those practices that will be used to inform the Co-STARS program, both in its essential design elements and use of technology.

RESEARCHERS: Barber & Mourshed; Darling-Hammond et al., *Powerful Teacher Education: Lessons from Exemplary Programs*; Kirst; Langer; Leinz, et al.; Lewis; Marzano; National Research Council; Reyes & Phillips, *The Houston Annenberg Challenge Research and Evaluation Study*; Wagner, et al.; *What Works Clearinghouse, U.S. Department of Education*; and Whitaker.

**California State University, Chico**  
**Project Co-STARS**  
**EXEMPLARY PRACTICUM SITES**

**PALERMO UNION SCHOOL DISTRICT:**

**HELEN WILCOX SCHOOL, Palermo**

SPECIAL PROGRAMS: Title I, Reading Intervention, GATE, English Learner, Special Education, Indian Education, Professional Learning Community, Program Improvement (PI) Project, RtI, TESA (Targeted Essential Skills Applications)

ETHNIC COMPOSITION: 5.5% Asian, 27.9% Hispanic, 3.3% African American, 13.4% American Indian, 48.8% Caucasian, 4% Pacific Islander, .6% Filipino/Guamanian

English Learner Percentage: 16%

Socioeconomically Disadvantaged: 77%

Students with Disabilities: 14%

A.P.I. 2008-09 Growth Target: 5

**GOLDEN HILLS ELEMENTARY SCHOOL, Palermo**

SPECIAL PROGRAMS: Title I, Reading Intervention, Math Intervention, GATE, English Learner, Special Education, Indian Education, Professional Learning Community, Program Improvement (PI) Project, RtI, READ 180, Read Naturally

ETHNIC COMPOSITION: 1% Asian, 31% Hispanic, 3% African American, 5.1% American Indian, 44% Caucasian, Laotian 2.4%, 1% Pacific Islander

English Learner Percentage: 25%

Socioeconomically Disadvantaged: 76%

Students with Disabilities: 12%

A.P.I. 2008-09 Growth Target: 5

**HONCUT ELEMENTARY, Palermo**

SPECIAL PROGRAMS: Multi-funded Title I & EIA Instructional support, RTI Model implementation & focus groups and after-school tutoring programs

ETHNIC COMPOSITION: 25% Hispanic, 75% Caucasian

English Learner Percentage: 25%

Socioeconomically Disadvantaged: 100%

Students with Disabilities: 0%

A.P.I. 2008-09 Growth Target: NA – Fewer than 11 STAR test scores

**PALERMO SCHOOL, Palermo**

SPECIAL PROGRAMS: Title I, Reading Intervention, GATE, English Learner, Special Education, Indian Education, Professional Learning Community, Program Improvement (PI) Project, RtI, READ 180

ETHNIC COMPOSITION: 7.2% Asian, 27.7% Hispanic, 2.5% African American, 15.7% American Indian, 46.5% Caucasian

English Learner Percentage: 16%

Socioeconomically Disadvantaged: 74%

Students with Disabilities: 13%

A.P.I. 2008-09 Growth Target: 5

**OROVILLE CITY ELEMENTARY SCHOOL DISTRICT:**

**CENTRAL MIDDLE SCHOOL, Oroville**

SPECIAL PROGRAMS: Special Day Classes, Resource, SH Class, Alternative Classroom Education Program (PACE) (1), School-Wide Chapter I, School-Based Coordinated Program, Migrant

Education, ESL Program, Title I, Title 6, Title 2, Economic Impact Aid and E.I.A (LEP/NED),  
School Improvement Program, TUBE Counselor  
ETHNIC COMPOSITION: 15% Asian, 9.1% Hispanic, 6.1% African American, 4.8% American  
Indian, .2% Filipino, 50% Caucasian, .7% Pacific Islander  
English Learner Percentage: 13%  
Socioeconomically Disadvantaged: 67%  
Students with Disabilities: 14%  
A.P.I. 2008-09 Growth Target: 6



### **OAKDALE HEIGHTS ELEMENTARY, Oroville**

SPECIAL PROGRAMS: Special Day Class, Resource, Speech Therapy, School-Wide Chapter I, School-Based Coordinated Program, ESL Program, Primary Intervention Program (PIP), Title I, Title 6, Title 2, Economic Impact Aid and E.I.A (LEP/NED), School Improvement Program, "Success for All" reading, SH class, SED class, Breakfast and Lunch Program.

ETHNIC COMPOSITION: 18.7% Asian, 13.7% Hispanic, 5.5% African American, 5% American Indian, 40.6% Caucasian

English Learner Percentage: 28%

Socioeconomically Disadvantaged: 100%

Students with Disabilities: 16%

A.P.I. 2008-09 Growth Target: 6

### **STANFORD AVENUE ELEMENTARY, Oroville**

SPECIAL PROGRAMS: Special Day Class, Resource, Speech Therapy, Bilingual, School-Wide Chapter I, School-Based Coordinated Program, ESL Program

ETHNIC COMPOSITION: 1% Asian, 5% Hispanic, 2.3% African American, 3.5% American Indian, 70.9% Caucasian, .6% Filipino, .4% Pacific Islander

English Learner Percentage: 4%

Socioeconomically Disadvantaged: 66%

Students with Disabilities: 13%

A.P.I. 2008-09 Growth Target: 5

### **WYANDOTTE ELEMENTARY, Oroville**

SPECIAL PROGRAMS: Title I, Title 2 and 6, LEP, School Improvement Project, Special Day Class, Reading Specialist, Resource

ETHNIC COMPOSITION: 30.9% Asian, 12.2% Hispanic, 10.7% African American, 5.8% American Indian, 34.1% Caucasian, .2% Pacific Islander, .4% Filipino

English Learner Percentage: 34%

Socioeconomically Disadvantaged: 100%

Students with Disabilities: 19%

A.P.I. 2008-09 Growth Target: NA – Irregularity in testing procedure

### **THERMOLITO UNION SCHOOL DISTRICT:**

#### **POPLAR AVENUE SCHOOL**

SPECIAL PROGRAMS: Breakfast Program, English Learner Program, GATE, RSP, SDC

ETHNIC COMPOSITION: 33% Asian, 9.1% Hispanic, 1.9% African American, 3.5% American Indian, 42.2% Caucasian

English Learner Percentage: 33%

Socioeconomically Disadvantaged: 79%

Students with Disabilities: 11%

A.P.I. 2008-09 Growth Target: 5

#### **SIERRA AVENUE ELEMENTARY, Oroville**

SPECIAL PROGRAMS: Breakfast Program, English Learner Program, GATE, RSP, SDC

ETHNIC COMPOSITION: 23% Asian, 8.5% Hispanic, 4.2% American Indian, 49.6% Caucasian

English Learner Percentage: 28%

Socioeconomically Disadvantaged: 78%

Students with Disabilities: 14%

A.P.I. 2008-09 Growth Target: 5

### **HAMILTON UNION SCHOOL DISTRICT:**

#### **HAMILTON ELEMENTARY, Hamilton City**

SPECIAL PROGRAMS: Special Day Class, Resource, Bilingual, ESL, Migrant, School-wide, GATE,  
21<sup>st</sup> Century After-School Grant  
ETHNIC COMPOSITION: 93% Hispanic, 2% African American, 5% Caucasian, 1% Asian  
A.P.I. 2008-09 Growth Target: 5

**LOS MOLINOS UNIFIED SCHOOL DISTRICT:**

**LOS MOLINOS ELEMENTARY, Los Molinos**

SPECIAL PROGRAMS: Resource, Title I, GATE, ESL, Reading Recovery, Service Learning K-12,  
Migrant Education, and Booster Club, Environmental Education, Reading is Fundamental  
Program, and Governor's Reading Program  
ETHNIC COMPOSITION: 43.6% Hispanic, 3.3% American Indian, 46.9% Caucasian, .3 Asian  
English Learner Percentage: 22%  
Socioeconomically Disadvantaged: 81%  
Students with Disabilities: 4%  
A.P.I. 2008-09 Growth Target: A

**THE CSU CENTER TO CLOSE THE ACHIEVEMENT GAP**

**Teacher Quality Partnership Grants 2009**

**Induction Component and Possible Support from the  
CSU Center to Close the Achievement Gap**

Faculty, in partnership with the Center, will facilitate professional development activities for the induction and ongoing professional development of newly placed teachers. This will include peer-exchanges of best practices in professional learning communities both within their own schools and grade-levels/departments and with teachers from high performing, high poverty schools through site and classroom visits, institutes and mentoring. These PLC's will be guided by a Best Practice Framework and evidence collected and documented by faculty and the Center through best practice audits of high performing, high poverty schools.

**Partner High Performing Schools:** Each target school will be paired with a demographically comparable, higher performing school identified through the California Business for Education Excellence Honor Roll<sup>i</sup> -- an annual campaign that highlights the consistently high performing, achievement gap closing schools in California. Particular focus will be placed on identifying schools that are high performing in the particular subject areas (departments) and grade levels in which

the newly placed teachers are teaching. This will provide the new teachers with an ongoing source of exemplars of best practices that mitigate specific challenges.

**Practice Audits:** Participating faculty, facilitated by the Center, will conduct best practice audits of the high performing schools that will be invited to contribute to the professional development. Using the Best Practice Framework, the audits will contribute additional detail to the documented practices from these high performing schools already found in the framework and collect actual evidence and artifacts as examples of these practices, as well as what delineates them from practices of the target schools. New teachers will also use the audit tools to assess their own school each year as the induction and professional development progresses to provide comparison data and to provide context to the differences between their own practices and those of high performing teachers and schools. These practices, with supportive artifacts and exemplars, are the primary evidence used during the organized exchange of practices through professional development activities.

**Artifact Collection and Analysis:** a central component of the induction, practice audits, professional development activities and school visits will be the collection and comparison of specific artifacts that represent high fidelity implementation and adjustment of specific best practices over time. By comparing artifacts (grade-level meetings agendas, planning documents, curriculum guides and lessons plans, data conversation outlines, etc.) between high performing schools and lower performing schools, teachers and school leaders learn the differences in the

level of clarity, specificity, alignment and coherence of best practices found in high performing environments versus what they are currently doing.

**Best Practice Institutes:** as part of their induction program, the newly placed teachers from the partner schools will participate in an intensive Best Practice Institute during the summer. CSU college of education and content area faculty, leaders from the Center to Close the Achievement Gap, and teachers and principals from the high performing partner schools will facilitate this three day Institute. Participants will use student level achievement data, the Best Practice Framework, artifacts and practice audit results to compare and refine practices that are proven successful in peer schools.

**School Visits:** during the school year, the project partners will organize teams of teachers (particularly those in the induction program) and principals to visit high performing, high poverty schools. The best practice audits and framework will guide discussions and observations, with specific focus on observing departmental and grade-level team meetings, data team meetings, and specific classroom instruction. Debriefs will be held with the PLC to process learning and artifacts collected in order to improve their strategies and develop plans for replicating best practices.

**Coaching and Support:** Throughout the school year, additional opportunities will be facilitated by the project partners for having high performing school leaders and teachers, IHE faculty, and Center staff, visit the partner schools and specific grade level meetings and classrooms of the new teachers to observe their practices and provide constructive feedback on how to improve practice and

monitor results. Particular emphasis will be placed on direct consultation and support of the principals and other school leaders, since their leadership and expertise will sustain the improved practices beyond the project timeframe.

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<sup>i</sup> California Business for Education Excellence, 2008.  
([www.cbeefoundation.org/honor\\_roll.html](http://www.cbeefoundation.org/honor_roll.html)).

# Appendix D.1.4 - Sample Major Clearance Form to be REVISED for Co-STARS ITEC

## Major Clearance Form -Liberal Studies – Integrated Teacher CORE\* Bachelor of Arts and Multiple Subject Credential

Student Name \_\_\_\_\_ ID # \_\_\_\_\_

<b>Freshman Fall</b>		Unit	Grade	<b>Freshman Spring</b>		Unit	Grade
ENGL 130	Academic Writing	3		ENGL 341	Reading Literature	3	
PHIL 102	Logic/Critical Thinking	3		POLS 155	Government Nat'l/state/local	3	
GEOS 141	Concepts in the Physical Sciences	3		SOSC 302	Temporal Concepts	3	
EDTE 150	Literacy Experience	1		EDTE 150	Literacy Experience	1	
<b>Sophomore Fall</b>				<b>Sophomore Spring</b>			
ENGL 333	Advanced Comp for Teachers	3		ENGL 371	Principles of Language	3	
MATH 110	Concepts/Structures of Math	3		MATH 111	Concepts/Structures of Math	3	
PSYC 355	Child/Adolescent	3		PSYC 414	Psychology of Teaching	3	
SOSC 301	Spatial Concepts	3			<b>**CLASS TO BE DETERMINED**</b>	3	
<b>Junior Fall</b>				<b>Junior Spring</b>			
ENGL 470	Sec. Lang. Acquisition	3		ARTS 493	Children's Art	3	
MATH 310	Patterns/Structures	3		MUS 326	Music for Children	3	
EDTE 520	Fundamentals of Teaching Practices	3		KINE 302	Foundations of Child. P.E.	3	
EDUC 301	Democracy/Public Schools	2		EDTE 523	Curr Theory/Pract Math/FineArts	3	
EDUC 302	Access & Equity	3		EDTE 203	Teaching Language Arts	3	
<b>NON-LINKED COURSES</b>				<b>CREDENTIAL COURSES</b>			
HIST 130	U.S. History	3		EDTE 521	Reading Literacy Development (Must be taken concurrently with EDTE 525)	3	
CMST131/132	Speech or Small Group Comm.	3		EDTE 522	Reading Comp/Content Area	3	
HIST 101/3	Ancient/Modern Civilizations	3		EDTE 524	Curriculum Theory/Prac: Sci/SoSci	3	
HIST 102/3	Medieval/Modern Civilizations	3		EDTE 525	Practicum I	3	
RS 358	Religion/Public Schools	3		EDTE 526	Teaching with Technology	1	
SOSC 303	Cultural Concepts	3		EDTE 527	Teaching Special Populations	2	
BIOL 101	Concepts of Biology (or NSCI 102)	3		EDTE 528	Applications for Democratic Education (Must be taken concurrently with EDTE 529)	2	
BIOL 342	Field Biology	3		EDTE 529	Practicum II	12	
GEOS 342	Concepts in Earth/Sp Science <i>(prerequisite GEOS141)</i>	3					
HCSV 450	Health for Teachers (jr/sr only)	3					
NSCI 489A	Hands-on Science Lab (soph yr)	1					
MATH 117	Hands-on Math Lab (soph yr)	2					
THEA ARTS	Choose one: THEA111, 112 or 311	3					

\*This form for Freshman 2009-2010 only

4/14/09

Transfers and authorized substitutions on reverse

**Transfers and authorized substitutions**

Institution	Dept. Course #	Title of Course	Substitution for CSUC:	Semester	Units	Grade

Completion of this program satisfies California State University, Chico’s requirements for General Education and the Liberal Studies major, plus the Multiple Subject Credential. Course substitutions MUST be approved by a Liberal Studies adviser.

Name of student \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

ITC Adviser \_\_\_\_\_ Date \_\_\_\_\_

Liberal Studies Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Department of Education  
 Tehama Hall 101  
 530-898-6421

Liberal Studies  
 Tehama Hall 211  
 530-898-5802



# **Co-STARS RTR Program**

## **D.1.5**

**D.1.5 - Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools  
TEACHER RESIDENCY PROGRAM IMPLEMENTATION TIMELINE - Projected**

	Year 1		Year 2		Year 3		Year 4		Year 5		Total to be Recruited/ Trained
	Fall 2009	Spring/ Summer 2010	Fall 2010	Spring/ Summer 2011	Fall 2011	Spring/ Summer 2012	Fall 2012	Spring/ Summer 2013	Fall 2013	Spring/ Summer 2014	
Cohort 1 Palermo	Planning/ Recruiting	Planning/ Recruiting									5
Cohort 1 Palermo Pilot		(5TRs) prerequisites	(5TRs)	(5TRs)							
Cohort 2 Palermo Full Cadre	Recruit	Recruit	(10TRs) prerequisites	(10 TRs)	(10 TRs)						
Cohort 3 Palermo Full Cadre			Recruit	Recruit	Recruit	(10-15 TRs) prerequisites	(10 TRs)	(10 TRs)			
Cohort 4 Palermo Full Cadre				Recruit	Recruit	Recruit	Recruit	(10TRs) prerequisites	(10 TRs)	(10 TRs)	10
				5 TRs complete		10 TRs complete		10 TRs complete		10 TRs complete	35 total complete
MJUSD Plan	Planning/ Recruiting	Planning/ Recruiting	Planning/ Recruiting								10
Cohort 1 MJUSD	Recruit	Recruit	Recruit	(10TRs) prerequisites	(10TRs)	(10TRs)					
Cohort 2 MJUSD Full Cadre			Recruit	Recruit	Recruit	(20 TRs) prerequisite s	(20 TRs)	(20 TRs)			
Cohort 3 MJUSD Full Cadre				Recruit	Recruit	Recruit	Recruit	(20 TRs) prerequisite s	(20 TRs)	(20 TRs)	
						10 TRs complete		20 TRs complete		20 TRs complete	50 total complete
ORLAND PI	Planning/ Recruiting	Planning/ Recruiting	Planning/ Recruiting								5-7
Cohort 1 Orland	Recruit	Recruit	Recruit	(10TRs) prerequisites	(10TRs)	(10TRs)					
Cohort 2 Orland Full Cadre			Recruit	Recruit	Recruit	(15 TRs) prerequisite s	(15 TRs)	(15 TRs)			
Cohort 3 Orland Full Cadre				Recruit	Recruit	Recruit	Recruit	(15 TRs) prerequisite s	(15 TRs)	(15 TRs)	
						10 TRs complete		15 TRs complete		15 TRs complete	40 total complete
CASCADE PI	Planning/ Recruiting	Planning/ Recruiting	Planning/ Recruiting								10
Cohort 1 Cascade	Recruit	(5TRs) prerequisites	(5TRs)	(5TRs)							
Cohort 2 Cascade Full Cadre			Recruit	(10 TRs) prerequisites	(10 TRs)	(10 TRs)					
Cohort 3 Cascade Full Cadre			Recruit	Recruit	Recruit	(15TRs) prerequisites	(15 TRs)	(15 TRs)			
Cohort 4 Cascade Full Cadre				Recruit	Recruit	Recruit	Recruit	(15 TRs) prerequisites	(15 TRs)	(15 TRs)	20
				5 TRs complete		10 TRs complete		15 TRs complete		15 TRs complete	45 total complete
Total to be Trained:				10 TRs complete Pilot		40 TRs complete		60 TRs complete		60 TRs complete	170 TRs TRAINED

**THE CSU CENTER TO CLOSE THE ACHIEVEMENT GAP**

**Teacher Quality Partnership Grants 2009**

**Induction Component and Possible Support from the  
CSU Center to Close the Achievement Gap**

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<sup>i</sup> California Business for Education Excellence, 2008. ([www.cbeefoundation.org/honor\\_roll.html](http://www.cbeefoundation.org/honor_roll.html)).

## **Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools**

### Research Reference Guide

The following competencies, research base and reference list will guide and inform Co-STAR program partners as they prepare teachers to meet the needs of students in semi-rural and rural northern California. Each area of focus in the proposal is summarized below with some key researchers identified.

#### **Sources of Competencies:**

The following sources of candidate competencies will direct courses and supervision: Knowledge and Skill Competencies of the Council of Exceptional Children (2000); the California Commission on Teacher Credentialing standards for General, Bilingual and/or Education Specialist Programs; California Teaching Performance Expectations (TPEs) for Preservice Teacher Education (CCTC, 2002); California English Learner Program Amendment for Education Specialist Credentials (CCTC, 2006); California English Language Arts/English Language Development Standards (CDE, 1999), California Standards for the Teaching Profession (CCTC; 1997); National Council for Accreditation of Teacher Education (NCATE) Standards ; and 2007 CSU, Chico Special Education Rural Needs Assessment.

#### **Key Research and Findings:**

##### ***1. Collaboration:***

Candidates will apply evidence-based practices such as Professional Learning Communities, Response to Intervention (RtI), and other collaborative best practices. K-12 teachers, university faculty, teacher candidates and new teachers

will engage in protocols to examine assessment data and samples of student work and strive for continuous improvement based on student achievement as they overcome the achievement gap.

RESEARCHERS: Danielson, C.; Darling-Hammond; Fuchs, et. al; Gresham, DuFour, DuFour, Eaker, & Many; Garet; Jimerson, Burns, & VanderHeyden; and Mellard.

## **2. *Student and Teacher Achievement:***

Co-STARS will be structured to provide professional development of prospective and site-based teachers and school leaders. Research shows that through the creation of specific learning goals, collaborative analysis of data, and action based on the data for continuous improvement, schools experience greater success in closing the achievement gap.

RESEARCHERS: Ball, D., Thames, M. & Phelps, G; Brophy & Good; Brownell, et al.; Bernhardt, V.; Cochran-Smith & Zeichner; Colbert, et al.; Cole; Haycock; Martinez, et al.; Sanders, et al.;

## **3. *Rural Schools:***

The need for new teacher preparation and support for small districts in high poverty rural areas is paramount. Literature regarding rural schools elaborates the challenges that such districts, hampered by significant geographic distances and geographic barriers between service areas often face. Issues of access and equity are frequently discussed. Some key researchers include:

RESEARCHERS: Hawkes, M., Halverson, P. & Brocknueller; B. Ludlow, et al.; Mitchem, et al.; Payne, R.; Perez et al.; Rosenkoetter, Irwin, & Saceda; and Symonds, K.

**4. *Special Education:***

Candidates participating in the ITEC program will have the option to obtain their minor in Special Education and Level I Education Specialist credential. Candidates in the Rural Teacher Residency (RTR) program may complete the program with an Education Specialist, Mild/Moderate/Severe disabilities credential. In addition all special education standards and competencies and the RtI literature referred to above, the following research regarding special education practices apply:

RESEARCHERS: Cole; McLeskey, Tyler, & Saunders; Muller& Burdette; Ludlow, et al.; Leinz, et al.

**5. *English Language Learners and Literacy:***

Pre-service preparation that focuses on effective skills and the use of empirically proven strategies for addressing the needs of low-income, and/or English Learners and their literacy skills in rural schools is needed to raise students' academic achievement. Much research and literature on the use of empirically proven strategies for English language learners and literacy development for grades 4-12 exists. Some sample references are included as follows:



RESEARCHERS: August and Shanahan; Bean, et al.; Biancarosa & Snow; Boiarsky; Desher, Schumaker, & Woodruff; Duke & Pearson; Graham & Perin; Lee, C.D.; Short & Fitzsimmons; Echevarria; Voght; Short; Vaughn.

**6. *Best Practice and Technology:***

What we know about best practices in great schools has informed this proposal. The research tells us how the best performing schools increase their student achievement and provides lessons from exemplary programs and practices. The following researchers describe some of those practices that will be used to inform the Co-STARS program, both in its essential design elements and use of technology.

RESEARCHERS: Barber & Mourshed; Darling-Hammond et al., *Powerful Teacher Education: Lessons from Exemplary Programs*; Kirst; Langer; Leinz, et al.; Lewis; Marzano; National Research Council; Reyes & Phillips, *The Houston Annenberg Challenge Research and Evaluation Study*; Wagner, et al.; *What Works Clearinghouse, U.S. Department of Education*; and Whitaker.

AUSL - UTR ELEM Resident Expectations Matrix

Accountability Framework		Danielson Framework		UTR Program Features: Time Frames, Lead Teaching, Turnaround Field Visit Windows, and CPS/AUSL Events	
Week #	Required Resident Teaching / Coaching	Focus	Management and Professional Disposition	Classroom Management	Resident Formative Assessment
<b>Q1: Student Achievement Framework Focus:</b>					
<b>Support Framework: Teaching / Coaching Style: I do, We do, You do, Side-by-Side, Co-teaching, Independent Practice</b>					
<i>Enhancing Professional Practice, A Framework for Teaching (Danielson): Introducing the Framework, Chapters 1-3</i>					
W1 9/2	Do now; transitions	1b; 2b-c,3a	Mentor PD: Coaching Conversations; "Nuts 'n Bolts" teaching models; Pull out residents Monday & Tuesday; Tools for Teaching (Jones) sessions 1-8	Building Classroom Community; Google Reflections; Agreements	
W2 9/8	2-3 lessons or hours/wk 2 lessons or hours/wk; Reflection for the week – what worked / didn't work	2a-e	Mentor PD: Side by Side teaching models & co-teaching models; Pull out residents Monday & Tuesday; Tools for Teaching (Jones) sessions 1-8	Building Classroom Community; Google Reflections	
W3 9/15	2 lessons or hours/wk; Reflection for the week – what worked / didn't work	2b-d	Mentor PD: Tools for Teaching (Jones) – Classroom Management; Room Arrangement & Working the Crowd, Chapters 1-4	Classroom Management; 2 day Resident Pull out for Tools for Teaching (Jones) Sessions 1-6	
W4 9/22		2b-e, 4a	Mentors PD – Introduce Formative & Summative Assessment Documents;	Classroom Management; Turnaround Field Visits (Turnaround School 2 days) Walk-through Protocols	
W5 9/29	3-4 lessons or hours/wk	2b-e, 4a	Resident Pull out – Tools for Teaching (Jones) Sessions 7-12	Classroom Management: Side by Side & Co-teaching Models;	
W6 10/6	2 lessons or hours/wk	2b-e, 4a, d, f	<b>Shared Mentor-Resident Forum – Resident Formative Assessment</b>	Classroom Management: Side by Side & Co-teaching Models; 1 Day Resident Pull out for Tools for Teaching (Jones) Sessions 7-12	
W7 10/13	3-4 lessons or hours/wk 2 mornings or 2 afternoons	3a-c, 4b	Mentor PD: Tools for Teaching (Jones), Classroom Management: "Praise, Prompt, Leave," Chapters 5 & 6	Classroom Management: Creating Independent Learners	
W8 10/20	3 mornings or 3 afternoons; 3 half days	3 a, c	Mentor PD: Coaching Conversations	Classroom Management: Creating Independent Learners	
W9 10/27	3 mornings or 3 afternoons; 3 half days	1b; 2b-c; 3a	Mentor PD - Tools for Teaching (Jones): Classroom Management - "Say, See, Do" Chapters 8-10	Classroom Management: Creating Independent Learners / Plan for Lead Teaching - Backward Mapping with Mentor	
W10 11/3		1b, 2a-d, 3a, 4b	Mentor PD: Coaching Conversations	Classroom Management: Creating Independent Learners / Plan for Lead Teaching - Backward Mapping with Mentor	<b>Q1: Ends November 7, 2008</b>
<b>Q2: Student Achievement Framework Focus:</b>					
<b>Support Framework: Teaching / Coaching Style: Side-by-side; Co-teaching, Independent Practice</b>					
<i>Enhancing Professional Practice, A Framework for Teaching (Danielson): Introducing the Framework, Chapters 1-3</i>					
W11 11/10	1 lesson or 1 hour	4b-d	Mentor PD: TBD; Monday Resident Pull out day - Classroom Instruction that Works (Marzano)	Report Card Pick up; Parent Conferences; Monday Resident Pull out day - Marzano	
W12 11/17	Turnaround Field Visits	4a	Mentor PD: Classroom Management - Tools for Teaching (Jones): Rules, Routines, & Standards, Chapters 11 & 12	Turnaround Field Visit Window: 3 days - UTR-to-Turnaround Training; Shadow Turnaround Teacher at Partner Site;	
W13 11/24	2 mornings or 2 afternoons 4 mornings or 4 afternoons; 4 half days; there will be 1 full day of teaching	4a	Mentor PD: Coaching Conversations	3 days at home site; Thanksgiving	
W14 12/1	4 mornings or 4 afternoons; 4 half days	1b-e, 4a, d, f	<b>Mentors Complete Summative Assessments with MRCs for Residents</b>	<b>Resident Summative Assessment; Planning, Preparation &amp; Instruction; Lead Teaching Preparation - Backward Mapping with Mentor</b>	
W15 12/8	4 mornings or 4 afternoons; 4 half days	1b-e, 2a-d, 3a	Mentor PD: Classroom Management - Tools for Teaching (Jones): The Body Language of Meaning Business, Chapters 16-17	Planning, Preparation & Instruction; Lead Teaching Preparation - Backward Mapping with Mentor; Progress Reports due	
W16 12/15	4 mornings or 4 afternoons; 4 half days	2b-d, 3a	Mentor PD: Classroom Instruction that Works (Marzano)	Planning, Preparation & Instruction; Lead Teaching Preparation: Unit plans and lessons plans due to mentors by 12/18; Backward Mapping with Mentor	
W17 1/5	LT - Gradual Takeover	Winter Break	Similarities & Differences	Winter Break: Dec. 22, 2008-Jan. 4, 2009	
W18 1/12	LT - Full Takeover	1b-e, 3a, 2b-d	Mentor PD: Coaching Conversations	Planning, Preparation & Instruction; Lead Teaching - Gradual Takeover	
W19 1/19	LT - Full Takeover	1b-e, 3a-c	Mentor PD: Classroom Instruction that Works (Marzano); Cooperative Learning	Planning, Preparation & Instruction; Lead Teaching	
W19 1/19	LT - Full Takeover	1b-e, 4a, f	<b>Shared Mentor-Resident Forum: Complete Formative Assessments</b>	Planning, Preparation & Instruction; Lead Teaching; MLK Birthday	Formative Assessment

**Assessing Student Work and Professional Disposition (Diagnostic Assessment and Backward Mapping)**

**Q3: Student Achievement Framework Focus:**

**Support Framework: Teaching / Coaching Style: Independent Practice**

W20 1/28	LT - Full Takeover	1a, 3a-c, 3e, 4a, 4b, 4f	Mentor PD: Classroom Instruction that Works (Marzano); Nonlinguistic Representations
W21 2/2	LT - Gradual Release	1a, 3a-c, 3e, 4a, 4b, 4f	Mentor - PD: Coaching Conversations
W22 2/9	Turnaround Field Visits	4a	Mentor PD: Classroom Instruction that Works (Marzano);
W23 2/16	Turnaround Field Visits	4a	Mentor - PD: Coaching Conversations
W24 2/23	Co-teaching model; assist in test prep	1a, 3a-c, 3e, 4a, 4b, 4f	TBD
W25 3/2	Co-teaching model; assist in ISAT testing	1a, 3a-c, 3e, 4a, 4b, 4f	<b>Mentors Complete Summative Assessments with MRCs for Residents</b>
W26 3/9	Co-teaching model; assist ISAT testing; teach 1-2 lessons in PM; gradual lead teaching takeover	1a, 3a-c, 3e, 4a, 4b, 4f	Mentor PD: Classroom Instruction that Works (Marzano); Setting Objectives & Providing Feedback
W27 3/16	LT - Full Takeover	1a, 3a-c, 3e, 4a, 4b, 4f	TBD
W28 3/23	LT - Full Takeover	1a, 3a-c, 3e, 4a, 4b, 4f	TBD

Planning, Preparation & Instruction; Lead Teaching Assessment; Lead Teaching - Gradual Release
Turnaround Field Visits: Co-Teaching at Turnaround Partner Site; Lincoln's Birthday Turnaround Field Visits: Co-Teaching at Turnaround Partner Site; President's Day
Assessment; Co-teaching Model; Assist in ISAT Test Prep; Progress Reports Due Assessment; Co-teaching Model; Assist in ISAT Testing; Resident Summative Assessment; Pulaski Day
Assessment; Afternoon Lead Teaching - Gradual take over; ISAT Testing; Assessment; Lead Teaching ( Observations & Interviews) Assessment; Lead Teaching ( Observations & Interviews)

Q3 Ends: March 27, 2009

**Q4: Student Achievement Framework Focus:**

**Support Framework: Teaching / Coaching Style: Independent Practice**

W29 3/30	LT - Full Takeover	1a, 3a-c, 3e, 4a, 4b, 4f	TBD
W30 4/13	Spring Break	Spring Break	Spring Break
W31 4/20	Gradual Release back to mentor	1a, 3a-c, 3e, 4c-b, 4f	TBD
W32 4/27	Spring Academy	Spring Academy	Spring Academy
W33 5/4	Turnaround Induction		
W34 5/11	Turnaround Induction		
W35 5/18	Turnaround Induction		
W36 5/25	Turnaround Induction		
W37 6/1	Co-teach/closing the year		Resident Returns from training site
6/6/2009	<b>Resident Graduation</b>	<b>Resident Graduation</b>	<b>Resident Graduation</b>
W38 6/8	Co-teach/closing the year		

**Turnaround Teaching: Putting it all together**

Lead Teaching ( Observations & Interviews); Report Card Pick Up
Spring Break - April 6-10, 2009
Lead Teaching ( Observations & Interviews) Gradual Release
Spring Academy
Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program; Progress Reports Due
Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program
Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program
Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program; Memorial Day

Resident Returns from training site

**Resident Graduation**

# **Co-STARS Faculty Vitae**

## **D.1.6**

**PHYLLIS FERNLUND, Ph.D.**

College of Communication and Education  
California State University, Chico  
(530) 898-4015: Fax (530) 898-4345  
E-mail: [pfernlund@csuchico.edu](mailto:pfernlund@csuchico.edu)

(b)(6)

**EDUCATION**

Ph.D. 1980 Northwestern University, Evanston, Illinois, College of Education  
M.A. 1969 University of Illinois, Urbana, College of Education.  
A.B. 1967 University of Illinois, Urbana, College of Liberal Arts and Sciences.  
1967 Secondary Schools Teaching Certificate, State of Illinois.

**ADMINISTRATIVE EXPERIENCE**

Dean, College of Communication and Education, California State University, Chico, 2004-present

Dean, School of Education, Sonoma State University. 1997 – 2004

Acting Dean, School of Education, California State University, San Bernardino. January 1995 – 1997.

Chair, Department of Secondary and Vocational Education, California State University, San Bernardino. 1992 - 1995.

Program Coordinator, Secondary Education, California State University, San Bernardino, 1984-1987.

Director, Single Subject Credential Program, University of Redlands, California. 1983 – 1984.

Project Director, Constitutional Rights Foundation, Los Angeles, California. 1978 – 1980.

**PROFESSIONAL ACTIVITIES**

**Books**

Civics: Participating in our Democracy (1990, revised 1996, 2000, 2004) 8th/9th grade textbook co-authored with James E. Davis, Addison-Wesley.

**Book Reviews**

*Bending the Future to Their Will: Civic Women, Social Education and Democracy.* Lanham, MD: Rowman & Littlefield, In Theory and Research in Social Education (2001) 29, 1, 190-193.

**Articles**

“Through the Looking Glass: Self Study in an Era of Accountability,” Coauthored with Marker, Kornfeld, Ruddell, Teacher Education Quarterly, (2003) 24,2, 23-29.

**Papers Delivered at Professional Meetings**

Major Forum, “Developing and Using Teacher Performance Assessment to Determine Teacher Quality: The Case Study of California,” with Linda Darling-Hammond and Beverly Young, American Association of Colleges of Teacher Education, New Orleans, February 8, 2008.

“Growth Over Time Symposium: Innovations in Teacher Disposition Assessment, Chair, Association of Colleges of Teacher Education, New Orleans, February 8, 2008.

“Large Scale Assessment of Teacher Education: What Does it Mean to Deans, panelist, Association of Colleges of Teacher Education, New Orleans, February 9, 2008.

“Letters to the Editor: Democratic Forum for Citizen Concerns?” with Jane Bernard Powers, Social Science Education Consortium, Prague, Czech Republic, June 25, 2005.

“CSU Systemwide Evaluation of Teacher Preparation,” with William Wilson, Teacher Education Council of State Colleges and Universities, January 24, 2003, New Orleans.

“The Well-Educated Teacher: California’s Moment in the Sun,” with Fouche, Thomasini, Payne, Crispin, Soder, American Association of Colleges of Teacher Education, New Orleans, January 25, 2003.

“Teacher Education Programs Meet the Digital Age,” Discussant, American Association of Colleges of Teacher Education, New Orleans, January 25, 2003.

“Crossing Bridges: Revolutionizing Teacher Education Through Technology,” with Fouche, Christie, Pedersen, American Association of Colleges of Teacher Education, New Orleans, January 26, 2003.

“Integrating Technology into Teaching,” Discussant, American Association of Colleges of Teacher Education, New York, January 25, 2002.

“Self Evaluation in an Era of Accountability,” with Virginia Lea, American Association of Colleges of Teacher Education, Chicago, Illinois, February 29, 2000.

## **TEACHING EXPERIENCE**

Professor of Education, School of Education  
Sonoma State University. Tenured, 1997

Professor of Education, School of Education, 1991 - 1997  
California State University, San Bernardino  
Assistant Professor, 1984 - 1988  
Associate Professor, Tenure (1998), 1988 - 1991

## **HONORS**

Board of Examiners, National Council for Accreditation of Teacher Education (NCATE), 2004-  
Board Member, American Association of Colleges of Teacher Education (AACTE), 2004-2008  
Member, WASC Subcommittee on Substantive Change, 2004-2007  
President (2002), Board Member, Teacher Education Council of State Colleges and Universities, 1998-  
2006  
Chair, Executive Committee Member, CSU Education Deans, Policy Action Committee, 1995-2007  
Invited member, Social Science Education Consortium, Boulder, Colorado, 1995 – present

## **GRANTS**

Project Director, Partnerships in Teacher Education, American Association of Colleges of Teacher Education, 2004-2007

Principal Investigator, Digital Bridge PT3 (Preparing Tomorrow's Teachers with Technology) Grant, \$1,428,250, U.S. Department of Education, 1999-2003.

Project Director, Well-Educated Teacher Initiative, \$10,000, Institute for Educational Inquiry, 2000-02.

Principal Investigator, NorCal Teach, \$61,000, Chancellor's Office technology grant, California State University, 2000-2002.

### **SELECTED SERVICE AND COMMUNITY OUTREACH ACTIVITIES**

Chair, CSU Chico -K-12 consortium, National Network for Educational Renewal

Coordinator, Solano Community College, Sonoma State Partnership, 2002-2004

Member, Policy Committee of the Sonoma Business Education Roundtable, 1998 – present

Member, Leadership 14, Sonoma County superintendents and higher education leaders, 1997-present

Member, Steering Committee, Teacher and Reading Development Partnership, College of Marin, State of California, 2000

### **PROFESSIONAL AFFILIATIONS**

National Network for Educational Renewal

California Coalition for Educational Renewal, Chair, 2000-2002

Teacher Education Council for State Colleges and Universities (TECSCU)

American Association of Colleges of Teacher Education (AACTE)

American Educational Research Association, 1978 - present

National Council for the Social Studies, 1976 – present

Council of Public Liberal Arts Colleges, 1999-2004

The Renaissance Group, 1995 - 2004

## RESUME

### **Maggie Payne, EdD**

Associate Dean and Professor, College of Communication and Education  
California State University Chico

#### **PROFESSIONAL PREPARATION**

<b>Institution</b>	<b>Major/Area</b>	<b>Degree &amp; Year</b>
University of California, Los Angeles	French (minors in Italian, Humanities)	B.A. 1971 Secondary Credential 1972
Oklahoma State University	Education	M.A. 1986
Oklahoma State University	Education	Ed.D. 1989

#### **APPOINTMENTS**

2005-present Associate Dean and Professor of Education, CSU Chico  
1998-2005 Assistant/Associate Professor of Education, CSU Chico  
1991-1998 Associate Professor of Education, Drury University, Springfield, MO  
1990-1991 Academic Counselor, Duke University, Durham, NC  
1986-1989 Academic Counselor, Oklahoma State University, Stillwater, OK  
1984-1986 English/Language Arts Teacher, Stillwater Junior High, Stillwater, OK  
1972-1983 High School French/ESL Teacher, Los Angeles Unified School District

#### **PUBLICATIONS**

Payne, M. and Summers, D. (2008). From thought police to thoughtful practice: The evolution of dispositions assessment in a teacher preparation program. *Journal of Teaching and Learning*, 23(1), 40-47.

Payne, M. and Miller, M. (2008). A collaborative approach to assessment: The Assessment and Improvement Management System (AIMS). *Issues in Teacher Education* (in press).

Guaglianone, C., **Payne, M.**, Kinsey, G. and Chiero, R. (2008). Teaching performance assessment: A comparative study of implementation and impact amongst California State University campuses. *Issues in Teacher Education* (in press).

Rivas de White, E., and **Payne, M.** (April 2008). Using sustained silent reading in the language classroom. *The Language Educator*, 3(3), pp. 54-56.

Payne, M. and Kohen, R. (2008). *Enriching Social Studies through Simulations*. MERLOT <http://www.merlot.org>.

#### **RELATED ACTIVITIES**

CME Assessment Coordinator  
Northeastern California Teacher Education Collaborative (NECTEC)  
Teaching Performance Assessment Coordinator  
Credential Programs Committee Chair  
CSU System-Wide Evaluation Alignment Committee  
National Network for Educational Renewal (NNER)  
Leadership Team: *Assessing Professional Learning: Connecting Our Rural Educators (APL-CORE)*



**MICHELLE RAY CEPELLO, Ed.D.**  
Department of Professional Studies in Education  
Special Education Program  
California State University, Chico

**Current Position:** Associate Professor  
Director, Education Specialist Internship Program, M/M and M/S  
Director, Early Childhood Education Specialist Certificate Program

**Academic Preparation/Degrees:**

2000 - Doctor of Education in Education, Ed.D.  
University of Southern California, Los Angeles  
Dissertation Topic: *Public School Administrators' Perceptions of Novice Special Education Teacher Competency*

1994 - Master of Arts, Education, Special Education, Option  
California State University, Chico  
Master's Thesis: *Transition to Kindergarten: A Handbook for Early Childhood Educators*

1977 - Bachelor of Science Degree  
University of California, Davis  
Majors: Child Development and Native American Studies

**Professional Experience in Higher Education**

1999 to Present - Assistant Professor. California State University, Chico, Special Education Teacher Preparation Programs.

1995-1999 Adjunct University Instructor and Supervisor. California State University, Chico.

**Public School Experience in Early Childhood, General and Special Education**

1996-1997 Program Specialist: Infant/Toddler Program. Glenn County Office of Education, Willows, CA.

1994 Local Support Provider. California State University, Chico, CA.

1990-1996 Special Day Class Preschool Teacher/Itinerant Consultant. Glenn County Office of Education, Willows, CA.

1989-1990 Head Teacher. Associated Students Children's Center, California State University, Chico, CA.

**Areas of Specialization:** Curriculum and instruction (Moderate/Severe), Special education teacher recruitment and retention; Consultation and collaboration; Service learning pedagogy for Education Specialists (Moderate/Severe).

**Publications:**

Churchill, L., Mulholland, R., & Cepello, M. (2008). *A Practical Guide for Special Education Professionals*. Columbus, OH: Pearson Merrill Prentice Hall.

Davis, T.M. & Cepello, M. (Spring 2005). Rethinking candidate supervision in preservice teacher education: Forging collaborative partnerships. In V.S. Bodenhamer and B.B. Rushlow (Eds.), *The Evolving Roles of Supervisors and Administrators as Leaders of Change: Perspectives for a New Millennium*. Reston, VA: National Art Education Association.

Churchill, L., Jensen, M., & Cepello, M. (2006). *Northeastern C.A. Partnership for Special Education*. California Special Education Intern Program Monograph.

U.S. Department of Education. (Spring 2005). *Final Research Report and Innovation Guide for Successful Alternative Education*.

Churchill, L., Jensen, M., & Cepello, M. (2004). *Northeastern C.A. Partnership for Special Education*. California Special Education Intern Program Monograph.

### **Presentations:**

Cepello, M., Karge, B., Kennedy, V., & Smetana, L., Jones-Wadsworth, J. "Teacher Preparation Standards: Knowledge, Skills, and Abilities for Special Education Teachers of the Next Decade". 31 Annual TED Conference-Teacher Education and Special Education In Changing Times: Personnel Preparation and Classroom Interventions, Dallas, TX, November 5-8, 2008.

Cepello, M., & Hill-Ward, L. "Service-Learning: Research-based Practice that Prepares Special Educators to Flourish in a Diverse World". 31 Annual TED Conference-Teacher Education and Special Education In Changing Times: Personnel Preparation and Classroom Interventions, Dallas, TX, November 5-8, 2008.

Cepello, M., Karge, B., Kennedy, V., & Smetana, L. "Re-structuring Special Education Teacher Certification: The Role of IHEs". 2007 Teacher Education Division (TED), Milwaukee, Wisconsin, November 7-10, 2007.

Cepello, M., & Ward, H. "Sustainable, Equitable and Connected Service: Seeding the Concept of Reggio Emilia's Remida Around the World". The First International Conference on Service-Learning in Teacher Education, Brussels, Belgium, July 5-7, 2007.

Cepello, M. & Dion. "Insuring Quality of Education Specialist Interns: Collaborative and Effective Selection and Interview Process". 2006 California BTSA & Intern Directors' Statewide Conference, Sacramento, CA, November 14-16, 2006.

### **Relevant Scholarly Activities:**

Development of effective alternative certification programs, Support and retention of special education teachers, Development of service learning pedagogy for Education Specialists (Moderate/Severe)

Board Member, Innovative Preschool (2006-Present)

### **Professional Development:**

3<sup>rd</sup> Annual General/Special Education Collaborative: Autism, Inclusion & Evidence Based Practice. Brea, CA, May 30 – May 31, 2008.

Professional Learning Communities. Butte County Office of Education. Oroville, CA, September 3, 2008.

Dialectical Behavior Training. Chico, CA, June 27, 2008.

Best Practices in Autism. Redding, CA, May 10, 2006.

Accommodations and Modifications: Differentiating Instruction and Promoting Staff Implementation in the Era of High Standards. Chico, CA, April 25, 2006.

The Basics Moderate to Severe Curriculum Framework Training. Chico, CA, October 27, 2005.

The Special Education Program worked collaboratively with Modoc County in the fiscal support and development of this training.

**Professional Memberships:**

Co-President of a Professional Organization, California Association of Professors of Special Education (CAPSE)/Teacher Education Division (TED) of Council for Exceptional Children (CEC), 2005 to Spring 2007

American Association of Colleges for Teacher Education (AACTE), Special Study Group: Service Learning, current member

American Association for Colleges of Teacher Education (AACTE), current member

American Council for Rural Special Education (ACRES), current member.

National Association for Alternative Certification, current member.

California Association of Professionals in Special Education (CAPSE), current member

North American Reggio Emilia Alliance (NAREA), current member

California Faculty Association (CFA), current member

Council for Exceptional Children (CEC), Special Interest Group: Teacher Education, current member

**Contributions to the University/Community:**

*\*Activity involved members of the P-12 school community.)*

\*Chancellor's/\*CCTC Special Education Credential Workgroup, (February, 2007 to October, 2007)

\*CSU, Chico President's Regional Road Trip. Chico, CA. (September 20-22, 2007)

\*Chancellor's Teacher Education Task Force. San Diego, CA. (December 2005 – June 2006)

Vice Chair of the Innovative Preschool Advisory Board. (June 2007 – Present)

Character Education Research Collaborative Committee Member Character Education Research Collaborative, Berkeley, CA (May 2004-Present)

\*Regional/State Teacher Education Module Development Team Member Northeastern California Teacher Education Collaborative (NECTEC) (Fall 2003-Present)

State Advisory Board Member California Service-Learning in Teacher Education Advisory Committee, Sacramento (September 14 – Present)

**DARRYL EISELE, M.A.**  
Department of Education  
California State University, Chico

**Current Position:** Director, University Connection  
Director, Integrated Teacher CORE  
Single Subject Placement Director

**Program(s) Affiliation:** Single Subject Program, Department of Education  
Multiple Subject Program, Department of Education  
Liberal Studies Program

**Academic Preparation/Degrees:**

Masters, 1994, California State University, Chico, Education  
Bachelors, 1984, California State University, Chico, English

**Professional Credentials/Licenses:**

Professional Clear Single Subject Teaching Credential English

**Area(s) of Specialty:** Teacher Education

**Current courses:** EDTE 155, Prospective Teachers

**Relevant Scholarly Activities:** (since Fall '01)

Presentation

“Nuevos enfoques metodológicos sobre escritura” Lago de Yojoa, Honduras, September, 2003  
(presentation to classroom teachers and administrators, grades p-8)

“Literacy for learning” Siskiyou County Office of Education, Yreka, CA 2004-5  
(ten day-long sessions for teachers, grades K-12)

“Pre-collegiate programs for future teachers” Biennial conference, Kappa Delta Pi, St. Louis,  
Mo, November, 2003

Grants/Contracts

Annual grants of approximately \$70,000 for the operation of University Connection

**Professional Memberships:** Kappa Delta Pi, Phi Delta Kappa

**Awards and Recognitions:**

Award for Classroom Excellence, California Association of Teachers of English.  
1993

## Education

Ed.D. in Educational Foundations. Department of Educational Foundations and Instructional Technology. College of Education. University of Wyoming. Laramie, Wyoming 82071. Degree received: May 1985. Dissertation title: The Historical Influences of Creativity and Its Measurement in American Education: 1950—1985.

M.A.T. in Painting and Graphics. Department of Art. College of Arts & Sciences. University of Wyoming. Laramie, Wyoming 82071. Degree received: July 1983.

B.F.A. in Art--Painting. Department of Art. College of Arts and Architecture. The Pennsylvania State University. University Park, Pennsylvania 16802. Degree received: November 1976.

B.S. in Art Education. Department of Art Education. College of Education. The Pennsylvania State University. University Park, Pennsylvania 16802. Degree received: November 1976.

## Career

- Professor of Education & Graduate Coordinator, Department of Education Teacher Education/Arts Education/Curriculum & Instruction CSU, Chico
- National Art Education Association, Web Site Advisory Committee Chair
- Past President of the California Art Education Association
- Practicing Artist—exhibit paintings, prints, and photographs nationally

### **Formerly:**

- Gifted & Talented Coordinator, K-8 Sweetwater School District #2 Green River, WY
- Gallery 234 Director & Educational Outreach University of Wyoming
- Art Teacher Clarion Area Jr.-Sr. High School, Clarion, PA

## Recent Publications

Served as Editorial Consultant and Contributor in the areas of educational technology, portfolio development and assessment for updating Glencoe McGraw Hill Publishers' Middle School Text Book series. (CSU, Chico is acknowledged along with me in each of these texts.):

- Mittler, G. & Ragans, R. *Introducing Art.* (2007.) Woodland Hills, CA: Glencoe McGraw Hill Publishers.
- Mittler, G. & Ragans, R. *Understanding Art.* (2007.) Woodland Hills, CA: Glencoe McGraw Hill Publishers.
- Mittler, G. & Ragans, R. *Exploring Art.* (2007.) Woodland Hills, CA: Glencoe McGraw Hill Publishers

Served as Editorial Consultant and Contributor in the areas of educational technology, portfolio development and assessment for updating Glencoe McGraw Hill Publishers' High School Text Book series. (Dept. of Education , CSU, Chico are acknowledged along with me in each of these texts.):

- Ragans, R. (2006.) *Art Talk.* Woodland Hills, CA: Glencoe McGraw Hill Publishers.

### International

- 2008. "Understanding Web 2.0 Technologies: Using Wikis, Blogs, & Podcasting." **Peer-reviewed**. MERLOT International Conference. Minneapolis, MN.
- 2008. "ePortfolios Revisited: Harvesting the Promise of Technology with Teacher Education." **Peer-reviewed**. Presented with Dr. David Wicks, Seattle Pacific University and Dr. Jane Moore, National-Louis University. MERLOT International Conference. Minneapolis, MN.
- 2008. "Pageflakes –Teacher Education Classic Award Winner." **Invited presentation** with Dr. David Wicks, Seattle Pacific University. MERLOT International Conference. Minneapolis, MN.
- 2008. "Teacher Education Favorites: Tried and Proved." Peer-reviewed. MERLOT Teacher Ed. Editorial Board members: Jane Moore, David Wicks, Cris Guenter, Diane Judd, Ron Hughes, Dorothy Fuller.

### National Invited Webinar Presentations

- "Collaboration for 21st Century Teaching and Learning Across California." Wimba Distinguished Lecture Series. March. Using Wimba.
- "Western States 'Brown Bag' Webinar: Best Practices in Online Instruction." Presenters: Mike Carter, Pima Community College; Vartouhi Asherian, College of Southern Nevada; Dr. Cris Guenter, CSU, Chico. February. Using Wimba.

### Invited National Keynote Presentations

- 2008. "Visual eLiteracy or Media Madness?" Art Educators of Minnesota State Conference. St. Cloud, MN
- 2008. "Developing Curriculum for the SAP University Alliances." Systems Applications and Products in Data Processing (SAP) University Alliance Congress. Atlanta, GA
- 2007. "Technology and Communication for State Associations." National Art Education Association Summer Leadership Institute Pilot. Kansas City, MO **Keynote**
- 2007. "Wikis, Blogs, & Podcasting for Higher Education." Walter Westrum Celebratory Technology Integration Seminar Series. NCE Technology Integration. National Louis University. Chicago, IL **Keynote**

### Awards and Honors

- 2008. National Art Educator Award. National Art Education Association. New Orleans, LA
- 2008. Thomas A. Hatfield Award for Reflective Practice in Art Education. NAEA. New Orleans, LA
- 2006. 1 of 6 art educators nationally named to the Arts & Activities Editorial Advisory Board. Published monthly for approximately 22,000 art educators.
- 2005-present. 1 of 5 art educators (only woman) appointed to the recently established National Art Education Association Website Committee and named as

### Recent Grants

- 2007-09, \$ 208,400, Federal Grant, Enhancing Ed through Technology (through Palermo Union SD)
- 2007, \$ 290,000, CA Dept. of Education Grant, PV HS Art Program-Art/Lit/Tech

### Professional Service Activities

- 2006. Arts & Activities Editorial Advisory Board. One of six art educators. nationally-published 10 time per year and serving over 22,000 PreK-12 teachers and university teacher education programs.
- 2005-present. Appointed Chair of the National Art Education Association Website Advisory Committee. Five members nationally, only woman selected.
- 2003-2005. President, California Art Education Association; Annual state conferences—Riverside, CA 2004; Sacramento 2005 (Nov. 10-13) Served as President-Elect 2001-2003 and am now serving as Past President, 2005-2007.

### Organizations

- 2006-present. **Chair**, Web Site Advisory Committee. National Art Education Association.
- 2000-present. **Associate Editor & founding member**. MERLOT Teacher Education Editorial Board. International reviews/report to CSU Chancellor's Office.
- 2001-2007. **Past-President/President/President-Elect** of California Art Education Association. 2001-present. National Watercolor Society. Associate Member.

**Laurel A. Hill-Ward, M.A.**  
Professional Studies in Education  
California State University, Chico

**Education**

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**California State University, Chico**

Master of Arts in Education, Special Education	2001
Credentials: Multiple Subject, Learning Handicapped, Severely Handicapped, CLAD and Resource Specialist Certification	1993
Bachelor of Arts, Liberal Studies	1991

**Employment**

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<b>Glenn County Office of Education Special Education Teacher</b>	1991—1999
<b>California State University, Chico</b>	1990—Present

**California State University Courses Taught:**

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SPED 343: Overview of Special Education  
SPED 569: Observations in Special Education  
SPED 561: Curriculum & Instruction: Emphasis on Inclusive Settings  
SPED 562: Teaching Science, Social Science & Arts in General and Special Education  
SPED 566: Student Teaching: Multiple Subject  
SPED 531: Student Teaching: Mild/Moderate Disabilities  
SPED 501: Seminar: Special Topics  
SPED 672 Curriculum & Instruction: Students with Mild/Moderate Disabilities

**Publications:**

---

Cepello, M. Davis, T.M., **Hill-Ward, L.** (revised 2006). Service Learning and Special Education: Find out if a career in special education is for you. Brochure developed for TEACH California, California Department of Education, Sacramento, CA.

Cepello, M., Davis, T.M., **Hill-Ward, Laurel.** (2004). *Live, Serve, Learn: Become a Special Educator in California*. CalSTAT recruitment brochure, State Improvement Grant.

Cepello, M., Davis, T.M., **Hill-Ward, Laurel.** (2003). Vital lessons for teacher education programs. *Academic Exchange Quarterly*, 7 (2).

Cepello, M, Davis, T., **Hill-Ward, L.** (2003). Service Learning Video. Vital Lessons for Teacher Education Programs (Video Production that accompanies research conducted in Vital lessons for teacher education programs. *Academic Exchange Quarterly*, 7 (2).

**Presentations:**

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Cepello, M., David, T., **Hill-Ward, L.** “Beginning Teachers’ Implementation of Service Learning: Vital Lessons for Teacher Education Programs.” Fourth Annual International K-H Service Learning Conference, Greenville, South Carolina, October 10-12, 2004.



Cepello, M., Davis, T., **Hill-Ward, L.** “Service Learning in Teacher Preparation: Helping Beginning Teachers Move from Pedagogy to Practice.” Fourth Annual

International K-H Service Learning Research Conference, Greenville, South Carolina, October 10-12, 2004.

Davis, T., Cepello, M., **Hill-Ward, L.;** Ward, H. “Determining the Role and Goals of Service Learning in Higher Education: Faculty Share Experiences and Conclusions.” Fall 2004 CELT Conference, CSU, Chico., October 21-22, 2004.

Cepello, M., Davis, T., **Hill-Ward, L.** “A Decade of Learning: Infusing Service Learning into a Teacher Preparation Program “ 27th Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM, November 10-13, 2004.

Davis, T.M., Cepello, M. & **Hill-Ward, L.** “Is Service-Learning Improving Outcomes for Students with Disabilities? Improving Accountability for Service Learning in Special Education Programs”. The 2002 Annual American Association of Colleges for Teacher Education (AACTE) Conference, New York City, February 23-26, 2002.

Davis, T.M., Cepello, M. & **Hill-Ward, L.** “The Effects of Service Learning Pedagogy on the Practices and Attitudes of Newly Prepared Special Education Teachers”. Advances in Service Learning Research, 1st International Conference, Berkeley, CA., October, 2001.

**Rebecca Fawns-Justeson, Ph. D.**  
*Assistant Professor, Professional Studies in Education*  
*California State University, Chico*

- 2009 **Master of Applied Positive Psychology (MAPP)**, University of Pennsylvania, Penn Positive Psychology Center. Participating in a post-doctoral training program during the 2008-2009 academic year to study the applications of Positive Psychology to Education, particularly in the areas of teacher resilience and retention.
- 2006 **Doctor of Education**, Educational and Counseling Psychology, University of the Pacific  
Concentration: Educational Psychology. Advisor: Dr. Rachelle Kisst Hackett  
Sponsored in part by the California State University Doctoral Incentive Program
- 2003 **Reading Specialist Credential**, California State University, Chico
- 1997 **Reading Recovery Teacher Leader & Teacher Certifications**, Saint Mary's College
- 1996 **Master of Arts, Education**, California State University, Chico  
Concentration: Bilingual/Multicultural Studies. Advisor: Dr. Charles Zartman
- 1996 **Bilingual Specialist Credential**, California State University, Chico
- 1993 **Multiple Subjects, Bilingual/Cross Cultural Credential: Spanish Emphasis**, California State University, Chico
- 1992 **Bachelor of Arts**, Liberal Studies, California State University, Chico  
Concentration: Bilingual/Cross Cultural Studies

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION:

- 2007 to Present **Coordinator, Tri-Placement Credential Program, California State University, Chico.**
- 2003-2007 **Instructor/Supervisor, Tri-Placement Credential Program, California State University, Chico.**
- 2002-2003 **Instructor/Supervisor, Bilingual Credential Program, California State University, Chico.**

PUBLIC SCHOOL EXPERIENCE:

- 1996-2002 **Reading Recovery Teacher Leader.** Yuba City Unified School District.
- 1993-1996 **Elementary School Teacher.** Yuba City Unified School District.

RESEARCH EXPERIENCE:

- Master's Research**, California State University, Chico: 1993-1996  
Thesis: *A Teacher's Guide for Multicultural Children's Literature Selection: An Annotated Bibliography and Instructional Ideas.*
- Dissertation Research**, University of the Pacific: 1997-2006  
Dissertation: *Teachers, Faith, and Coping: An Investigation.*

### PROFESSIONAL PRESENTATIONS:

Performance Assessment for California Teachers (PACT) Trainer of Scorers Training. Presented to the California State University, Chico School of Education faculty. April 2008

“Teaching Children with Low Levels of Oral Language Proficiency.” Presented at The West Coast Reading Recovery Institute, Anaheim, CA, 1999

“First Reading of a New Book Across the Child’s Program.” Presented at The Annual West Coast Reading Recovery Institute, Sacramento, CA, 1998

### PROFESSIONAL AFFILIATIONS:

- International Positive Psychology Association (IPPA) ~ Charter Member
- International Association of Applied Psychology (IAAP)
- American Psychological Association of Graduate Students (APAGS)
- International Reading Association (IRA)
- California Reading Association (CRA)
- Reading Recovery Council of North America
- Reading Recovery Council of California
- The Honor Society of Phi Kappa Phi

### COMMITTEES:

- Department of Professional Studies in Education (PSED) representative to the Scholarship Committee (Served for the 2007-2008 academic year. Re-appointed for the 2008-2009 academic year.)
- Department of Professional Studies in Education (PSED) representative to the Faculty Hearing Panel as a rotating member
- Engaged Department Committee

### RECENT CONFERENCE ATTENDANCE:

- Performance Assessment for California Teachers (PACT) Implementation Conference, University of California Santa Barbara (UCSB), Santa Barbara, California. October 5- 6, 2007
- National Network for Educational Renewal (NNER) Orientation Conference, Chico, California. October 19-20, 2007
- Center for the Advancement of Reading (CAR) Conference, Los Angeles, California, October 26, 2007 and Sacramento, California, April 25, 2008.

- Learning & the Brain Conference, Using Brain Research to Enhance Cognitive Abilities and Achievement, Massachusetts Institute of Technology (MIT), Cambridge, Massachusetts. November 15-18, 2007
- Response to Intervention Training, Chico, California. January 25, 2008
- Performance Assessment for California Teachers (PACT) Trainer of Scorers Training, Stanford University, Palo Alto, California. February 14-15, 2008

**Maris Thompson, Ph.D.**  
**Department of Education**  
**California State University, Chico**

## **EDUCATION**

*University of California, Berkeley* Ph.D. Education, 2008

Dissertation: "They used German when they didn't want us to understand": Narratives of Immigration, Ethnicity and Language Loss in Southwestern Illinois.

Dissertation Committee: Patricia Baquedano-López (Chair), Daniel Perlstein (Chair), Jabari Mahiri, William Runyan. Combined MA/PhD program.

*Georgetown University* B.A. History, 1992 African Studies Certificate, 1992

## **EMPLOYMENT**

- *California State University, Chico* Assistant Professor, August 2008-present
- *California State University, San Jose* Department of Secondary Education Lecturer, Fall 2007
- *University of California, Berkeley* Graduate School of Education Instructor, June-July 2007
- *University of California, Berkeley* College Writing Program: Summer English Language Institute (SELI) Lecturer, July-August 2007
- *University of California, Berkeley* Graduate School of Education/Prof. Ingrid Seyer-Ochi Graduate Student Instructor (GSI), Fall 2006, Spring 2005, Fall 2004, Fall 2003
- *University of California, Berkeley* Graduate School of Education Graduate Student Researcher (GSR)/ Prof. Lisa Kala & Prof. Sonja Martin Poole, 2007-2008
- *University of California, Berkeley* Graduate School of Education Graduate Student Researcher (GSR)/ Prof. Ingrid Seyer-Ochi, Fall-Spring 2007, Summer 2004
- *University of California, Berkeley* Graduate School of Education Graduate Student Researcher (GSR)/Prof. Eugene Garcia & Prof. Patricia Baquedano-López Fall 2003-Summer 2004

### Classroom Teacher

- *McClymond's High School, Oakland, California* Site Coordinator and Teacher, Spring 2005
- *University of California, Berkeley* Institute of Urban and Regional Development EDGE (Eastmont Digital Griots Enroute to College) After School Program, high school Teacher, 2001-2003
- *Sylvan Learning Center, San Pablo, CA* Director of Education, 1999-2001
- *Sobrante Park Elementary School* Oakland Unified School District, Oakland, CA Bilingual Teacher 1998-1999
- *International Learning Program, Portland OR.* Teacher, 1994-1998
- *Colegio Fray Agustin de Azkunaga (Secondary) Escuela Cornelio Izquierdo (Elementary)* Galápagos Islands, Ecuador. Spring 1996-Fall 2007
- *Kibera Primary School (Elementary)* Nairobi, Kenya 1990-1991

## **INSTRUCTION**

### **Areas of Specialization**

Adolescent Literacy, Immigration and Schooling, Narrative Theory and Analysis

### **Courses Taught**

EDTE 302	Access and Equity in Education
EDTE 532	Literacy Development
EDCI 601	Curriculum Development and Instructional Design

## **PROFESSIONAL GROWTH AND ACHIEVEMENT**

### **Electronic Media: Film/DVD**

Thompson, M., Taal, J., Williams, A. (2004). *Divided Sky: An Ethnographic Study of the Chevron Oil Refinery, Richmond, CA*. DVD

Thompson, M. (2004) *Science Instruction For All (SIFA) Year End Chronicle*. DVD

### **Non-Refereed Publications**

Thompson, M., Jaffe, R. (2003). *Eastmont Digital Griots En-route to College: Curriculum and Instructors Manual*. Institute of Urban and Regional Development, UC Berkeley

Thompson, M. (Ed). (2003). *Stories of Transitions and Work*. Career Development Opportunity program, UC Berkeley.

Thompson, M. (2003) *English Curriculum: A Worker-Centered English Literacy Curriculum*. American Federation of Federal State and Municipal Employees Local 3299.

### **Manuscripts Under Review**

Thompson, M. (2009). Family Photographs as Traces of Americanization. In A. Thomson & A. Freund (Eds.) *Oral History and Photography*. Submitted January 2009.

### **Refereed Presentations**

Thompson, M. "They used German when they didn't want us to understand": Narrating Americanization and Language Loss in Southwestern Illinois. Paper to be presented at the annual meeting of the American Association for Applied Linguistics, Denver, CO, March 2009

Thompson, M. *They used German when they didn't want us to understand: Narrating Ethnicity and Language Loss in Southwestern Illinois*. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA, November 2008

Thompson, M. *Americanizing Identities: a case study from German Americans in the rural Midwest*. Paper discussion presented at the annual meeting of the American Educational Research Association, Chicago, April 2007

Thompson, M. *Americanizing Identities: a case study from German Americans in the rural Midwest*. Paper presented at the Graduate School of Education Symposium, University of California, Berkeley, Berkeley, CA, Spring 2007

Thompson, M. *Truth Telling in Science: Teachers Narratives Around Science Inquiry*. Paper presented at the annual meeting of the American Educational Research Association: Montreal, Canada, April 2005

### **Presentation Proposal Under Review**

Thompson, M. 'They used German when they didn't want us to understand': Oral Testimony and Family Photographs from southwestern Illinois. Paper proposed as part of a linked panel at the Annual Meeting of the Oral History Association, Louisville, KY, October 2009

### **Professional Affiliations**

American Educational Research Association (AERA)

American Anthropological Association (AAA)

American Association for Applied Linguistics (AAAL)

California Faculty Association (CFA)

Center for Research in Education, Diversity and Excellence (CREDE)

National Organization of Women (NOW)

### **Honors and Awards**

*University of California, Berkeley*

2009 Nomination for Outstanding Dissertation Award, Graduate School of Education

*University of California, Berkeley*

2006 Outstanding Graduate Student Instructor (GSI), Graduate Council for GSI Affairs

2004 UC Chancellor's University/Community Partnership Award/EDGE: Digital Griots Enroute to College

### **Conference Attendance**

American Educational Research Association (AERA) San Diego, Division K Early Career Mentoring Session, April 2009

California Association of Reading (CAR) San Diego, *Literacy Leadership and the Science of Reading*, November 2008

### **SERVICE**

#### **University**

Department of Education

Curriculum Committee, 2008-present

#### **Community**

Volunteer for the Obama Campaign for Change, 2008

**Susan G. Porter, Ph.D.**  
College of Communication and Education  
Department of Professional Studies in Education  
California State University, Chico

## **Education**

### Academic Preparation/Degrees:

- Ph.D. University of California, Davis; *dissertation defense scheduled for October 27, 2008*  
Emphasis in Languages, Literacy & Culture  
Dissertation title: "A case study of a word study response-to-intervention for two English learners who are also struggling readers"
- M.A. University of the Pacific, Stockton, CA, 1985  
Education with a Special Education Emphasis  
Focus areas: Education of students with moderate/severe disabilities; applied behavioral analysis methodology and data collection
- B.A. University of California, Davis, 1977  
Psychology

### Professional Credentials/Licenses:

- Multiple Subjects Clear Credential (California)
- Mild/Moderate Credential (California)
- Moderate/Severe Credential (California)
- Resource Specialist Certificate (California)

### Areas of Specialty:

- Differentiated Instruction for special populations
- Literacy interventions for English learners and monolingual students
- Teacher preparation for teaching English learners and students from diverse backgrounds
- Curriculum design and instruction for moderate/severe student populations

## **Employment**

### University Teaching Experience

*California State University, Chico,*

Assistant Professor, School of Communication and Education, August 2007 – present

### Education Public Policy and Administrative Experience

*California Commission on Teacher Credentialing, Sacramento, CA*

Consultant, Professional Services Division, March 2002 – July 2007.

*Total Educational Solutions, Sacramento, CA*

District Manager/Program Specialist, September 1999 – July 2001.

### K-12 Teaching Experience

*Davis Joint Unified School District, Davis, CA*

Special Day Class Teacher, Holmes Jr. High and Davis Senior High Schools, 1986



– 1993. Resource Specialist Teacher/Learning Center Teacher, Davis Senior High School, 1993 – 1997. Full Inclusion Specialist for district-wide secondary programs, 1997 – 1999.

*Re-Ed West Center for Children, Sacramento, CA*

Special Day Class Teacher, June 1985 – August, 1986.

*Developmental Disabilities Services Organization, Sacramento, CA*

Education Specialist Intern, June 1984 – May 1985.

## **Professional Growth and Achievement**

### Book Chapters

Porter, S. G. and Vega, J. (2007). Overview of existing English language proficiency assessments. In Abedi, J. (Ed.) *English language proficiency assessment in the nation: Current status and future practice* (pp. 93-102; pp. 133-189). Davis, CA: University of California at Davis. Available on line at: [http://education.ucdavis.edu/research/ELP\\_Assessment.html](http://education.ucdavis.edu/research/ELP_Assessment.html)

### Non-Refereed Publications

Porter, S. G., (2007). Policy perspectives on preparing education specialists to teach English learners. *CERA Newsletter*, California Education Research Association, 1(1), 5. Available on line at: <http://cera-web.org/>.

### Professional Development/Conference Presentations

Porter, S. G. (2008). *Exploring the effects of a phonological awareness intervention on literacy efficacy and literacy progress for two middle school English learners who are also struggling readers*. Presented at the Annual Meeting of the International Reading Association. Atlanta GA: May 4 – 9, 2008.

### Professional Development/Conference Attendance

“*Leading Best Practice in Language & Literacy*” Monterey, CA. Aug. 1- 4, 2007. California State University, Monterey Bay

*Achievement Gap Summit*, Sacramento, CA November 13 – 14, 2007  
California Department of Education

*Academic Literacy Summit*, Davis, CA, February 6-7, 2007  
University of California, Davis

“*Autism, Inclusion, and Evidence-Based Practice*”  
CSU, Fullerton. May 30-31, 2008.

### Grant Proposals Awarded

Cepello, M. & Porter, S.G. (2008). *CME Summer Grant Competition* awarded to prepare for submission to federal grant from the Office of Special Education and Rehabilitation Services (OSER).

### Professional Memberships

– California Education Research Association

- Council for Exceptional Children
- International Reading Association
- Society for the Scientific Study of Reading

## **Instruction**

### Teaching

#### *California State University, Chico*

- SPED 517: Introduction to Teaching English learners
- SPED 518: Literacy & Academic Access for English Learners for Level I Education Specialists
- SPED 532: Supervised/Student Teaching for Moderate/Severe (Interns)
- SPED 535: Mentored Support/Induction & Professional Assessment for Interns
- SPED 563: Collaboration in Education and the Helping Professions
- SPED 567: Supervised/Student Teaching for Mod/Severe (Interns)
- SPED 639: Advanced Curriculum and Instruction for Moderate/Severe Disabilities
- SPED 642: Consultation and Collaboration in Special Education for Level II Interns

#### *Sacramento City College, Sacramento, CA, 1990 - 1992*

- Taught reading and math strategies courses for college students with identified learning disabilities (1990 – 1992)

## **Service and Contributions to the University/Community:**

- Participated actively in the campus-wide EnACT Committee (CSU, Chico, 2007-2008)
  - Participated actively in the English Learner Committee, which was established to evaluate and strengthen the English learner pedagogy within the Education Specialist pathways at CSU, Chico Resource Specialist Certificate (Department of Professional Studies in Education, 2007-2008)
  - Attended the National Network for Educational Renewal Orientation Conference (School of Education, October 19-20, 2007)
  - Elected to the Campus Faculty Hearing Panel (2007-2008; attended Faculty Hearing Panel training on February 13, 2008)
  - Selected to serve on the Adaptive Physical Education Faculty Advisory Board, which serves students and children with autism (CSU, Chico, 2008-2009)
  - Participation in the Special Education Regional Director’s meeting, in which teacher education directors of special education programs meet semi-annually to discuss policy and best practices for education specialist teacher preparation (Brea, CA, May 29, 2008)

## **Deborah G. Summers, Ed.D.**

**Department of Education  
California State University, Chico**

### **EDUCATION**

**California State University, Chico**, Chico, CA, 1982

Bachelor of Arts, English; Liberal Studies

**Mills College**, Oakland, California

Master of Arts, English Literature, 1987

**University of Southern California**, Los Angeles, CA

Doctor of Education (Ed.D.) Educational Leadership, 1999

### **Credentials**

Single Subject Secondary, English; Multiple Subjects, K-8;

Community College, English; Language Development Specialist;

Preliminary Administrative Services.

### **EXPERIENCE**

**Department Chair**, 2006-present;

**Associate Professor**, 2005-present;

**Assistant Professor**, 1998-2004

**Department of Education, Single Subjects Program.**

### **PUBLICATIONS**

Summers, D. Finding synergy in Shamu. (October, 2006, forthcoming) *Women in Higher Education*. Madison, Wisconsin; Wenniger Company,

Summers, D. Lessons from yoga. *Educational Leadership*, (Summer, 2006), Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD), v. 63.

Selvester, P. M. & Summers D. (Spring, 2006). Costs and benefits of accountability: A case study of a credential candidate's performance assessment. *Issues in Teacher Education*, A journal of the California Council on Teacher Education (CCTE), CA: Caddo Gap Press, 15 (1).

Summers, D (January, 2006). Xena and I: Female empowerment. *Women in Higher Education*. Madison, Wisconsin; Wenniger Company, Volume, 15 (1).

Payne, M., Summers, D. & Kohen, R. (September, 2004). A Class Act: Combining Academic Rigor with Meaningful Shared Learning.

*Classroom Leadership*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD), 8 (1).

## **GRANTS**

Fisher, W. & Summers, D. (Spring, 2006) *Math and Science Teacher Initiative*, CSU, Chancellor's Office, Long Beach, CA. (first year funding \$35, 000 + matching \$35, 000 funds from the Teacher Recruitment Project; Total, \$70, 000 per year).

Shepard, S., Water, T., Summers, D. et. Al (1998-2003). *Resources for International Studies in Education* (RISE).

Summers, D. & Williams, E. (Spring, 2003). CSU, Chico *C.A.V.E. Service-Learning Grant*. (.2 release+ expenses and student aid).

Summers, D. *Resources for International Studies in Education* (RISE) *Teacher Pathways*, Subject Matter Projects grant (220-2003).

Payne, M. & Summers, D. (2001-2003). *Single Subject Program Re-design Planning Learning Productivity Grant*. (\$32, 000 for two years).

## **PRESENTATIONS**

### **International**

*An IDEAL Framework for Preparing Socially Responsible Educators*. Co-presented with M. Payne. Teacher Development Conference: The Key to Education in the 21<sup>st</sup> Century, Vancouver, British Columbia; Simon Fraser University (March, 2006).

*The Democracy Project: The Role of Higher Education in Developing Democratic Citizens*. Hawaii International Conference on Education. With M. Payne. (January, 2003)

### **National**

Democracy and Preservice Teacher Education: Can it be a Model for Educational Renewal? (Spring, 2005). With Selvester, P., Williams, E. Individual presentation: American Educational Research Association (AERA), Montreal, Canada.

Costs and Benefits of Accountability: A Case Study of a Preservice Teacher Performance Assessment (Spring, 2005). With Selvester, P. & Williams, E. Individual Presentation: American Educational Research Association (AERA), Montreal, Canada.

### **State**

Appropriating Performance Based Assessment in the Era of Accountability: A Case of a Locally Developed Teaching Performance Assessment (Fall, 2004). Co-presented with P. Selvester and E. Williams. California Council on Teacher Education (CCTE), Research and Best Practice Session, poster session (peer reviewed).

*Democratic Teacher Education: Can it Really Work?* Co-presented with P.

Selvester and E. Williams. California Council on Teacher Education (CCTE), Research and Best Practice Session, poster session (peer reviewed).

### **Local**

*The Guided Democratic Inquiry Project* (Fall 2005). Co-presented with W. Rich, M. Miller, and E, Williams. Center for Excellence in Teaching (CELT) Conference at CSU, Chico.

*Educating for Democracy: Three Perspectives*. Co-presented with R. Kohen (Fall 2004). Center for Excellence in Teaching (CELT) Conference at CSU, Chico.

### **OTHER SCHOLARLY ACTIVITY**

#### **Workshop Presenter.**

*The EAP Expository Reading and Writing Workshop for Butte County Secondary English Teachers* (2004-2005).

**Workshop Presenter.** *Curriculum Workshop for Central Asian Teachers* (Summer, 2003). Co-presented with M. Payne. *Excellence in Teaching:*

**Workshop Presenter.** RISE Curriculum Development Workshop Series (2002-2003). *Amazing Buildings II: Learning about Cultures through Architecture.*

### **PROFESSIONAL ORGANIZATIONS**

California Teachers' Association

National Council of Teachers of English

The International Reading Association

The Association for Supervision and Curriculum Development

The California Association of Teachers of English

The American Educational Research Association

The International Society for Educational Teaching Alternatives

### **AWARDS**

California Association of Teachers of English (CATE) Classroom Excellence February 17, 2002. One of nine individuals (k-16) in California to receive this award.

**TERESA MICHELE DAVIS, Ph.D.**  
Department of Professional Studies in Education  
California State University, Chico

**Academic Preparation/Degrees:**

- Ph.D. University of Oregon, Eugene, 1993.  
Curriculum and Instruction-Special Populations;  
Performance Assessment
- M.A. California State University, Chico, 1974.  
Education: Learning Disabilities Emphasis.
- B.A. California State University, Chico, 1968.  
English/Fine Art

**Professional Credentials/Licenses:**

- Elementary Life Credential, K-9
- English Authorization, K-9
- Community College Credential: English
- Learning Handicapped
- Reading Certification, State of Oregon

**Area(s) of Specialty:**

- Differentiated Instruction and Interventions/Special Populations
- English/Language Arts
- Performance Assessment
- Program Development

**Current Position:**

Department Chair, Department of Professional Studies in Education  
Professor, Department of Professional Studies in Education  
Director of Special Education

**Program(s) Affiliation:**

Concurrent Education Specialist Level I Multiple Subject Program  
Education Specialist Program, Level I and Level II  
Master's Degree in Education, Adviser, Special Education Option

**Current courses:**

- SPED 641 Advanced Seminar in Special Education
- SPED 562 Curriculum and Instruction Science/Social Science/Arts
- SPED 651 Curriculum and Instruction/Inclusive Settings
- EDMA 697 Master's Examination/Scholarly Paper
- EDMA 699P Master's Project

**Professional Experience**

- |               |  |
|---------------|--|
| 2008- Present | <b>Department Chair</b>  |
| 2001- Present | <b>Professor, Director of Special Education Programs</b>   |
| 1999- 2005    | <b>Coordinator</b> , Concurrent Education Specialist/Multiple Subject Teacher Preparation.   |
| 8/96- 2001    | <b>Associate Professor</b> , Department of Professional Studies in Education,  |
| 1990- 1994    | <b>Part-Time Faculty</b> , Department of Professional Studies in Education,  |
| 1990-1994     | <b>Teacher</b> , Grade 6, Gifted and Talented, and Fine Arts Specialist;Chico Unified School District, Chico, California.                  |
| 1992- Present | <b>Staff Development Consultant</b> , Portfolio and Performance Assessment, Special Education,for Grades K-6, Northern California schools. |
| 1989-1990     | <b>Program Administrator</b> to the Superintendent, Etna Elementary School District  |
| 1988-1989     | <b>Teacher</b> , Grades 7-9, English/Journalism, Resource Program, Scott Valley Junior High School, Etna/Ft. Jones, CA                     |

## **Research**

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$800,000, 2006-2009.

Director, Connections: a Rural Regional Partnership for Recruiting and Retaining Teachers for Children with Emotional/Behavioral Disorders Project, U.S. Dept of Education Office of Special Education Programs, \$600,000, 2005-2008.

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$900,000, 2002-2005.

Campus Compact, Partners in Progress Sub-Grant, "Enhancing and Disseminating Best Practices in Service-Learning Pedagogy in Teacher Education." \$4,000, 2003.

2004 Sabbatical Project: Utilizing Inclusive Educational Approaches adapted from the childhood programs of Reggio Emilia, Italy, in the teacher education program, Special Education, CSU, Chico.

## **Publications**

Cepello, M., Davis, T., & Hill-Ward, L. (2006). Service Learning: Special Education. Find out if a career in special education is for you. A brochure published by the California Department of Education, Sacramento, CA.

Davis, T. M., and Cepello, M. R. (2005). Rethinking Candidate Supervision in Preservice Teacher Education: Forging Collaborative Partnerships. In B. B. Rushlow (Ed.), The Changing Roles of Arts Leadership,. Reston, VA: National Art Education Association. \*REFEREED.

Cepello, M.C., Davis, T.M, Hill-Ward, L. (2003). Service Learning and Beginning Teachers: Lessons Learned. Academic Education Quarterly. Summer, 2003. \*REFEREED.

Davis, T. M., Bianchi, A., and Maring, G. (2001). Service-Learning for Teacher Preparation Programs in Rural Areas. In J. Anderson, K. Swick, and J. Yff (Eds.), Service-Learning in Teacher Education. Wash. DC: American Association of Colleges for Teacher Education and ERIC. \*REFEREED.

Callahan, J. P., Davis, T., and Hill, D. (2001). Teaching the Pedagogy of Service-Learning. In J. Anderson, K. Swick, and J. Yff (Eds.), Service-Learning in Teacher Education. Wash. DC: American Association of Colleges for Teacher Education and ERIC. \*REFEREED.

## **Presentations**

Davis, T. (2008). Accepted. "Service Learning as an Effective Strategy for Meeting NCATE Standards in Professional Education Programs." A Pre-Conference Workshop, The 2007\8 Annual American Association of Colleges for Teacher Education Conference, New Orleans, February 7-9..

Davis, T. (2008). Accepted. "Ensuring Quality of Special Education Teachers: Interview and Selection Processes at CSU, Chico." National Center for Alternative Certification Conference: Effective Pathways to Teaching. New Orleans, LA: February 3-6.

Davis, T. (2007). "Ensuring Quality of Education Specialists: Collaborative and Effective Selection Processes." The California Directors Statewide Conference, November 14-16, Sacramento, CA.

Cepello, M., Davis, T.M., Hill-Ward, L., Ratekin, C., & Ward, H. (2007). "Sustainable, Equitable and Connected Service: Seeding the Concept of Reggio Emilia's Remida Around the World." The International Conference on Service Learning in Teacher Education. Brussels, Belgium, July 5-7.

Davis, T.M. and Callahan, J. (2007). "The Effective Practice of Service Learning in Teacher Education: Concepts, Skills and Course Development." A Pre-Conference Workshop, The 2007 Annual

American Association of Colleges for Teacher Education Conference, New York City, February 24-26.

### **Workshops (Selected)**

Davis, T. M. (1995-1997). Frameworks Language and Literacy Program for Kindergarten Through Grade 8. Contract Course Coordinator, Continuing Education, CSU, Chico.

Davis, T. M. (1996). Performance Based Assessment in Teacher Education. Shasta County SELPA Conference, Redding, California.

Davis, T. M. (1995). Study Skills Instruction in the Classroom. Office of Continuing Education, Summer Session, CSU, Chico.

Davis, T. M. (1995). Assessment in the Visual Arts. Shasta County Office of Education, Anderson, California.

Davis, T. M. (1994). Rhythm activities in a fine arts program. Chico Unified School District Staff Development, Chico, California.

### **Grants/Contracts:**

Director, Connections: a Rural Regional Partnership for Recruiting and Retaining Teachers for Children with Emotional/Behavioral Disorders Project, U.S. Dept of Education Office of Special Education Programs, \$600,000, 2005-2008.

Co-Director, Meeting Changing Rural Needs: Recruitment and Preparation of Diverse Specialist Cadres, U.S. Department of Education, Office of Special Education Programs, \$900,000, 2002-2005.

Campus Compact, Partners in Progress Sub-Grant, "Enhancing and Disseminating Best Practices in Service-Learning Pedagogy in Teacher Education", \$4,000, 2003.

### **Professional Memberships and Specialized Training**

National Chair, Service Learning Special Study Group, AACTE.

Council for Exceptional Children/Teacher Education Division

California Association for Professors of Special Education

Planning Council, International Service-Learning in Teacher Education, 2005-Present

California Art Education Association, Membership Chair, 1993-1996.

### **Contributions to the University/Community:**

Co-Coordinator, Office of Service Learning, CSU, Chico, 2004-2006.

CELT Advisory Board, CSU, Chico, 2005-Current.

Friends of the Library, Butte County Library

### **Awards and Recognitions:**

California Council on Teacher Education, Quality of Education Award, 2002.

Campus Compact National Thomas Ehrlich Faculty Award for Service Learning Finalist, 2002.

CSU Summer Scholar Awards, \$4000 each (2000 and 2004).

University of Oregon Scholar Award, 1992.



**Maria T Sudduth, M.A.**  
Department of Professional Studies in Education  
California State University, Chico

**Current Position:** Lecturer

**Academic Preparation/Degrees:**

2003 Master of Arts in Education, California State University, Chico  
Linguistically and Culturally Diverse Learners Option

1991 Bachelor of Arts, California State University, Chico  
Liberal Studies and Latin American Studies with a Minor in Spanish

**Professional Credentials/Licenses:**

BCLAD – Bilingual Cross Cultural Language and Academic Development  
Multiple Subject. Special Authorization: Spanish

**Area(s) of Specialty:**

English Language Development, Focused Inquiry Model, Technology Development and Application

**Relevant Scholarly Activities:**

Publications

Fall, 2003 Thesis: *The Harry Potter project: Equal access to quality literature for the English learner*

Presentations

February 12, 2009 ***Engagement Through Networking, Technology in Learning and Teaching Symposium***

March 2, 2006 *The California Association for Bilingual Education Conference*  
Presented on the Focused-Inquiry Model (FIM) for teacher leaders and administrators as a model for teacher-led professional development.

October 13, 2005 *The CELT Conference at CSU, Chico*  
Presented with a faculty member from the Center for Bilingual/Multicultural Studies on the Focused Inquiry Model, an approach for professional development utilizing action research.

**Courses Taught:**

EDTE 302: Access and Equity Issues in Education

EDTE 440: Practicum in Multilingual/Multicultural Classroom Settings

EDTE 570/580: Creating and Maintaining a Supportive Learning Environment for Student Learning

**EDMA 603: Foundations of Education for English Learners Online Class**

EDTE 671/681: Curriculum Development and Instructional Strategies in the Bilingual/Crosscultural Setting

EDTE 673/683: Teaching English Learners: Literacy and Academic Access

EDTE 676/686: Interdisciplinary Instruction & Assessment

UNIV 101: First Year Experience

**Other Responsibilities:**

Supervision of student teachers, BPPP Program

2003-2005 Teacher Diversity Program (TDP) Co-director

- Outreach programs at community colleges
- Develop and present CBEST workshops
- Advise and/or tutor TDP students
- Organize and assist in general meetings

**Public School Teaching Experiences:**

- 2002-2003 Bilingual Teacher, Corning Elementary School District  
 1992-2001 Bilingual Teacher, Corning Elementary School District  
 1996-2001 Facilitated the development, writing, and/or implementation of:  
 1995-1996 Researched, developed and implemented Bilingual Multi-age Program  
 1994-1995 Served as District Bilingual Mentor  
 1993-1994 Cognitive Coach, BTSA (Beginning Teacher Support and Assessment)

Grants/Contracts

- 2009 - 2008 *Focused Inquiry Model Training*  
 Provided professional development for the Parkview Elementary 2<sup>nd</sup> – 5<sup>th</sup> teaching teams, Chico Unified School District. The purpose of the training was to create coaching teams at each grade level that would focus on lesson study application of the Sheltered Instruction Observation Model (SIOP) and the Cognitive Academic Language Learning Approach (CALLA)
- Spring, 2006 *Focused Inquiry Model Training*  
 Provided professional development for the Corning Union Elementary School District. The purpose of the training was to incorporate research based knowledge and pedagogy to provide equal access to the curriculum and equitable learning experiences for the English learners of this district. Facilitated the application of provided training through ongoing lesson study sessions throughout the second semester.

**Professional Memberships:**

- California Association for Bilingual Education
- Association for Supervision and Curriculum Development

**Contributions to the University/Community:**

- 2009 - 2008 *Parkview Elementary School Focused Inquiry Model: Application of Sheltered Instruction Observation Protocol (SIOP)® through Lesson Study National Network for Educational Renewal (NNER) Proposal*
- 2009 – 2008 *Professional Development School*  
 Member of the Center for Bilingual/Multicultural Studies research team whose focus is researching effective professional development schools and dual immersion schools in support of the inception of Rosedale Dual Immersion Professional Development School.
- 2009 – 2006 Senator, Academic Senate  
 Committee Member, EPPC
- 2008 - 2002 *After School Language and Culture Classes*
- 2008 – 2005 *NCATE Diversity Committee*

VICTORIA L. BERNHARDT, Ph.D.  
Department of Professional Studies in Education  
California State University, Chico

### **EDUCATION**

Ph.D. - University of Oregon, Eugene, OR. Major area in Educational Psychology Research and Measurement and minor area in Mathematics.

M.S. - Iowa State University, Ames, IA. Degree in General Graduate Studies; major areas in Statistics, Psychology, and Education.

B.S. - Iowa State University, Ames, IA. Major in Psychology and Minor in Mathematics.

### **PROFESSIONAL EXPERIENCE**

Education for the Future Initiative, The Department of Professional Studies in Education, California State University, Chico, California 1991 – present., establish and direct the activities of the award-winning Education for the Future Initiative, including: research-based continuous improvement work with suburban, urban, and rural schools, districts, state departments of education, and corporations across the United States, as well as Canadian, Jordanian, and Australian Ministries of Education; evaluation of the \$100 million Pacific Bell Education First Project Demonstration; direction of the Chico Office of the Federal Region XI Comprehensive Center; work with projects funded by Hewlett-Packard, AmeriCorps, CalServ, SBC, Professional Organizations, United States Department of Education, Galef Foundation, Disney Learning Partnership, Bill and Melinda Gates Foundation, Arthur Andersen & Co., AT&T, Co-Nect, Kamehameha Schools (HI), Western Heights School District (OK), Chico Unified School District Smaller Learning Communities Grant (CA), and other local, regional, state, and federal agencies.

1997, Tenure, College of Communication and Education, Department of Professional Studies in Education.

### **SPECIAL RECOGNITION AND AWARDS:**

Special Advisor to the Data-Driven Decision Making Best Practices study, APQC (American Productivity & Quality Center) Data Quality Campaign, 2007  
Contributing

Member of the Teaching and Learning Subgroup of the National Forum on Education Statistics Data Model Task Force, 2007 –

Expert Advisor to The Metiri Group for the Regional Educational Laboratory (REL) Mid-Atlantic policy study on data-driven decision making (D3M), October 2006 – February 2007

## **PUBLICATIONS**

### **PUBLISHED BOOKS**

Bernhardt, V.L. & Geise, B.J. (2009). From questions to actions: Using questionnaire data for continuous school improvement. Larchmont, NY: Eye on Education, Inc.

Bernhardt, V.L. (2009). Data, data everywhere: Bringing all the data together for continuous school improvement. Larchmont, NY: Eye on Education, Inc.

Bernhardt, V.L. (2007). Translating data into information to improve teaching and learning. Larchmont, NY: Eye on Education, Inc.

Bernhardt, V.L. (2006). Using data to improve student learning in school districts. Larchmont, NY: Eye on Education, Inc.

Bernhardt, V.L. (2005). Using data to improve student learning in high schools. Larchmont, NY: Eye on Education, Inc.

Bernhardt, V.L. (2004). Using data to improve student learning in middle schools. Larchmont, NY: Eye on Education, Inc.

Bernhardt, V.L. (2004). Data analysis for continuous school improvement. (2nd ed.). Larchmont, NY: Eye on Education, Inc.

### **PUBLISHED REFEREED JOURNAL ARTICLES, CHAPTERS, MONOGRAPHS, AND NEWSLETTERS**

Bernhardt, V.L. (2009, Winter). Data use: Data-driven decision making takes a big-picture view of the needs of teachers and students. *Journal of Staff Development*. Vol. 30, No. 1, 24-27.

Bernhardt, V.L. (2008). Data Analysis. In L. Easton (Ed.), *Powerful Designs for Professional Development* (2nd ed.) Oxford, OH: National Staff Development Council (NSDC).

Bernhardt, V.L. (2006, May). Book Review: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. *Teachers College Record*, Date Published: May 10, 2006. <http://www.tcrecord.org>.

Bernhardt, V.L. (2005, February). Data tools for school improvement. *Association for Supervision and Curriculum Development (ASCD). Educational Leadership*, Volume 62, Number 5.

**DAVID WRIGHT, PH.D.**  
 Director, CSU Center for Teacher Quality  
 California State University, Office of the Chancellor

**PROFESSIONAL PREPARATION**

<b>Institution</b>	<b>Major/Area</b>	<b>Degree &amp; Year</b>
Occidental College	History	B.A., 1967 (Cum Laude)
University of California, Berkeley	History	M.A., 1969
Graduate School of Education, University of California, Berkeley	Teacher Education and Educational Psychology	Ph.D., 1975

**APPOINTMENTS**

2001-present	Director, CSU Systemwide Center for Teacher Quality, California State University
1981-2001	Director, Measurement, Evaluation and Accreditation, California Commission on Teacher Credentialing, State of California, Sacramento
1976-1979	Director, Teacher Education Research Laboratory, University of California, Los Angeles
1974-1981	Assistant Professor of Education, University of California, Los Angeles
1973-1974	Associate Director, Research and Evaluation, Contra Costa County Office of Education, Concord, California
1969-1973	Teacher, Self-Contained Classroom, Grade 5 (1969-71), Grade 6 (1971-73)

**PUBLICATIONS**

- Wright, D., *Interactions Between Instructional Methods and Styles of Concept Learning*, Journal of Educational Research, Volume 70, 150-156, 1977.
- Wright, D., *Evaluation and Certification of Teaching Competence: Report of Empirical Findings*, Teacher Education Research Laboratory, University of California, Los Angeles, 1979.
- Wright, D., *Empirical Basis for New Standards for Preparing Teachers and Evaluating Teacher Education Programs: California Education Policy Report*, State of California, Sacramento, 1983.
- Wright, D., *Recommended Standards for the Accreditation of Teacher Preparation: California Education Policy Report*, State of California, Sacramento, 1986.
- Wright, D., *Success for Beginning Teachers: Three-Year Evaluation of the California New Teacher Project*, *California Education Policy Report*, State of California, Sacramento, 1992.
- Wright, D., *Evaluations of Teacher Education Outcomes in the California State University*, Annual Reports to CSU Board of Trustees, Long Beach, California, 2001 through 2009.
- Wright, D., *Outcomes of Teacher Preparation in California and the Nation*, Paper Presentation, Annual Conference of the American Association of Colleges for Teacher Education, February, 2005.

**RELATED ACTIVITIES**

- 1992-93 Expert Witness, *Litigation Pertaining to Uses of Standardized Examinations by States in Teacher Certification*, United States Court of Appeal, Ninth Circuit, San Francisco, California
- 1994-96 Principal Staff Consultant, *Professional Panel to Redesign the California Teaching Credential Structure Based on Senate Bill 1422*, State of California, Sacramento
- 2007-08 Principal Staff Consultant, *Panel of CSU Deans and Associate Deans to Align the CSU Systemwide Evaluation with NCATE Accreditation Standards*, California State University

# **Co-STARS**

## **Key References**

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**Co-STARS**  
**Letters of Support**  
**Including**  
**School District Partners**  
**School Site Partners**  
**University Partners**  
**College Partners**  
**Business, Community and State**

**D.1.8**



# School Districts

## Cascade Union Elementary School District

**Trustees:**

Ann Cannan  
Jim Carroll  
Mary Gilbert  
Janice Leitaker  
Les McMullen

1645 West Mill Street  
Anderson, California 96007  
(530) 378-7000 • FAX (530) 378-7001



**DR. WESLEY SMITH**  
Superintendent

July 20, 2009

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

**RE: Proposed Project: Co-STARS™ Collaboration for Student and Teacher Achievement in Rural Schools**

Dear Dean Fernlund:

Cascade Union Elementary School District (CUESD) fully supports the California State University, Chico plans to apply for a U.S. Department of Education, Teacher Quality Partnership Grant specifically to address improving the preparation of teachers and administrators to address the needs of rural schools. As you are aware, Anderson is located in an area where many educators are trained by CSU, Chico. Because the University is forward thinking, the District is able to provide advanced, more sophisticated programs for students. However, even though CUESD offers excellent programs to its students, it has been very difficult, and at times impossible, to hire and retain highly qualified general and special educators.

The Cascade Union Elementary School District meets the eligibility Criteria for both poverty and teacher need. In addition, the schools that will be partners in the project, Anderson Heights, Meadow Lane, Community Day School, Verde Vale Elementary and Anderson Middle School, meet the high need school eligibility criteria.

I understand that you would like to partner with CUESD as an exemplary training site. I believe the District is ideal for your project since it has a multi-ethnic student population, high unemployment and a large percentage of English-language learners. It is uncommon to find a diverse district, such as ours, in the center of a rural area.

Of particular interest to CUESD is the goal in strengthening teacher preparation through greater emphasis on best practices in teaching English language arts, mathematics and science. We consider that the project will build local capacity to improve the educational opportunities for our students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them. The CUESD is interested in participating in your grant and is willing to be a collaborative partner in the project by:

- Providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms
- Participating in ongoing program evaluation and monitoring
- Providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs
- Assisting in the development of site-based communities of continuous inquiry and improvement
- Serving on the Program Planning and Evaluation Board

*Quality Schools:*

*The Anderson Advantage*

Dean Phyllis Fernlund  
July 20, 2009  
Page 2

The District is anxious to attract and hire teacher candidates from underrepresented ethnic groups, especially Asian, African American and Hispanic candidates. Handicapped candidates are also welcomed by the CUESD. For this reason, we welcome trainees from CSU, Chico who represent ethnic and handicapped groups.

Additionally, I want to address the topic of the matching requirement for the grant. After discussion of the financial environment with our fiscal officers, the District has determined that, because of the state's and economic downturn, it will not be able to provide a non-federal contribution for the first two years.

As our rural needs change, it is evident that in order to keep pace we must seek out and train candidates who will be highly qualified to meet the needs of our changing populations. Project Co-STARS is a valuable step forward in addressing our changing rural needs. Cascade Union Elementary School District and schools wholeheartedly supports the project objectives and activities and if funded, looks forward to being a collaborative partner in the project. We look forward to being a partner in this highly significant project and to the important opportunities for the District and its high need schools that the project will provide.

Please contact me if I can be of further assistance.

Sincerely,



Wesley Smith, Ed.D.  
District Superintendent

HC



# MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

GAY TODD, SUPERINTENDENT

1919 B STREET—MARYSVILLE, CA 95901 (530) 749-6100 FAX (530) 741-7894

July 20, 2009

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund:

I am pleased that California State University, Chico plans to apply for a U.S. Department of Education, Teacher Quality Partnership Grant specifically to address improving the preparation of teachers and administrators to address the needs of rural schools. As you are aware, Marysville offers excellent programs to its students, but it has been very difficult, and at times impossible, to hire and retain highly qualified general and special educators.

I understand that you would like to partner with the Marysville Joint Unified School District as an exemplary training site. I believe the district is ideal for your project since it meets the grant requirements: a multi-ethnic student population, high unemployment, and a large percentage of English-language learners. It is uncommon to find a diverse district, such as ours, in the center of a rural area.

Of particular interest to our district is the goal of strengthening teacher preparation through greater emphasis on best practices in teaching English/language arts, mathematics and science, as well as working with special needs students and English learners. We are interested in participating in your grant and are willing to be a collaborative partner in the project by:

- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners, and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

The district is anxious to attract and hire teacher candidates from underrepresented ethnic groups, especially Asian, African American, and Hispanic candidates. Handicapped candidates are also welcomed by our district. For this reason, we welcome trainees from CSU, Chico who represent ethnic and handicapped groups.

As our rural needs change, it is evident that in order to keep pace, we must train candidates to be highly qualified to meet the needs of our changing populations. Project Co-STARS is a valuable step forward in addressing our changing rural needs. The Marysville Joint Unified School District wholeheartedly supports the project objectives and activities and looks forward to being a collaborative partner in the project if it is funded.

Please contact me at (530) 749-6102 if I can be of further assistance.

Sincerely,

Gay Todd, Ed.D.  
Superintendent

EDUCATING TODAY'S YOUTH FOR TOMORROW'S WORLD



**ORLAND**  
UNIFIED SCHOOL DISTRICT  
*Family • Schools • Community*

1320 Sixth Street  
Orland, CA 95963  
(530) 865-1200  
Fax (530) 865-1202

July 14, 2009

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Orland Joint Unified School District fully supports the California State University, Chico plans to apply for a U.S. Department of Education, Teacher Quality Partnership Grant specifically to address improving the preparation of teachers and administrators to address the needs of rural schools. As you are aware, Orland is located in an area where most educators are trained by CSU, Chico. Because the University is forward thinking, the District is able to provide advanced, more sophisticated programs for students. However, even though the Orland Joint Unified School District offers excellent programs to its students, it has been very difficult, and at times impossible, to hire and retain highly qualified general and special educators.

The Orland Joint Unified School District meets the eligibility criteria for both poverty and teacher need. In addition, the schools that will be partners in the project, Fairview, Mill Street and Orland Elementary Day Schools and Price Intermediate, meet the high need school eligibility criteria.

I understand that you would like to partner with Orland Joint Unified School District as an exemplary training site. I believe the District is ideal for your project since it has a multi-ethnic student population, high unemployment and a large percentage of English-language learners. It is uncommon to find a diverse district, such as ours, in the center of a rural area.

Of particular interest to Orland Joint Unified School district is the goal in strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics and science. We consider that the project will build local capacity to improve the educational opportunities for our students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them. The Orland Joint Unified School District is interested in participating in your grant and is willing to be a collaborative partner in the project by

- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms,
- participating in ongoing program evaluation and monitoring,
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs,

- assisting in the development of site-based communities of continuous inquiry and improvement,
- serving on the Program Planning and Evaluation Board.

The District is anxious to attract and hire teacher candidates from underrepresented ethnic groups, especially Asian, African American and Hispanic candidates. Handicapped candidates are also welcomed by the Orland Joint Unified School District. For this reason, we welcome trainees from CSU, Chico who represent ethnic and handicapped groups.

Additionally, I want to address the topic of the matching requirement for the grant. After discussion of the financial environment with our fiscal officers, the District has determined that, because of the state's and general economic downturn, it will not be able to provide a non-federal contribution for the first two years.

As our rural needs change, it is evident that in order to keep pace we must seek out and train candidates who will be highly qualified to meet the needs of our changing populations. Project Co-STARS is a valuable step forward in addressing our changing rural needs. Orland Joint Unified School District wholeheartedly supports the project objectives and activities and if funded, looks forward to being a collaborative partner in the project. We look forward to being a partner in this highly significant project and to the important opportunities for the District and its high need schools that the project will provide.

Please contact me if I can be of further assistance.

Sincerely,



Dr. Armand Brett  
Assistant Superintendent

**PALERMO UNION  
SCHOOL DISTRICT**

7390 Bulldog Way  
Palermo, CA 95968-9700  
(530) 533-4842  
Fax (530) 532-1047

*Superintendent*  
Samuel G. Chimento

*Board of Trustees*  
Walter Hancock  
Marie L. Thomas  
Thomas Robertson  
Susan Short  
Terry Taylor

*Helen Wilcox School*  
5737 Autrey Lane  
Oroville, CA 95966  
(530) 533-7626  
Fax (530) 533-6949  
Heather Scott, Principal

*Honcut School*  
68 School Street  
Oroville, CA 95966  
(530) 742-5284  
Fax (530) 742-2955  
Heather Scott, Principal

*Palermo School*  
7350 Bulldog Way  
Palermo, CA 95968  
(530) 533-4708  
Fax (530) 532-7801  
Kathleen Coleman, Principal

*Golden Hills School*  
2400 Via Canela  
Oroville, CA 95966  
(530) 532-6000  
Fax (530) 534-7982  
Carol Brown, Principal



*An Equal Opportunity Employer*

July 8, 2009

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARs: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

I am pleased that California State University, Chico plans to apply for a U.S. Department of Education, Teacher Quality Partnership Grant specifically to address improving the preparation of teachers and administrators to address the needs of rural schools. As you are aware, Palermo is located in an area where most educators are trained by CSU, Chico. Because the University is forward thinking, the District is able to provide advanced, more sophisticated programs for students. However, even though the Palermo Union School District offers excellent programs to its students, it has been very difficult to hire and retain highly qualified general and special educators.

The Palermo Union School District meets the eligibility criteria for both poverty and teacher need. In addition, the schools that will be partners in the project, Golden Hills Elementary, Honcut Elementary, Wilcox Elementary and Palermo Middle Schools, meet the high need school eligibility criteria.

I understand that you would like to partner with Palermo Union School District as an exemplary training site. I believe the District is ideal for your project since it has a multi-ethnic student population, high unemployment and a large percentage of English-language learners. It is uncommon to find a diverse district, such as ours, in the center of a rural area.

Of particular interest to Palermo Union School district is the goal in strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics and science. We consider that the project will build local capacity to improve the educational opportunities for our students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a

*Life Long Learners - Equipped, Confident, Motivated*

Dean Phyllis Fernlund

July 8, 2009

Page Two

project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them. The Palermo Union School District is interested in participating in your grant and is willing to be a collaborative partner in the project by

- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms,
- participating in ongoing program evaluation and monitoring,
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs,
- assisting in the development of site-based communities of continuous inquiry and improvement.
- serving on the Program Planning and Evaluation Board.

The District is anxious to attract and hire teacher candidates from underrepresented ethnic groups, especially Asian, African American and Hispanic candidates. Handicapped candidates are also welcomed by the Palermo Union School District. For this reason, we welcome trainees from CSU, Chico who represent ethnic and handicapped groups.

Additionally, I want to address the topic of the matching requirement for the grant. After discussion of the financial environment with our fiscal officers, the District has determined that, because of the state's and economic downturn, it will not be able to provide a non-federal contribution for the first two years.

As our rural needs change, it is evident that in order to keep pace we must seek out and train candidates who will be highly qualified to meet the needs of our changing populations. Project Co-STARS is a valuable step forward in addressing our changing rural needs. Palermo Union School District wholeheartedly supports the project objectives and activities and if funded, looks forward to being a collaborative partner in the project. We look forward to being a partner in this highly significant project and to the important opportunities for the District and its high need schools that the project will provide.

Please contact me if I can be of further assistance.

Sincerely,



Sam Chimento  
Superintendent



# School Sites

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Johnson Park Elementary School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

Johnson Park Elementary School is extremely willing to be a collaborative partner in this project by:

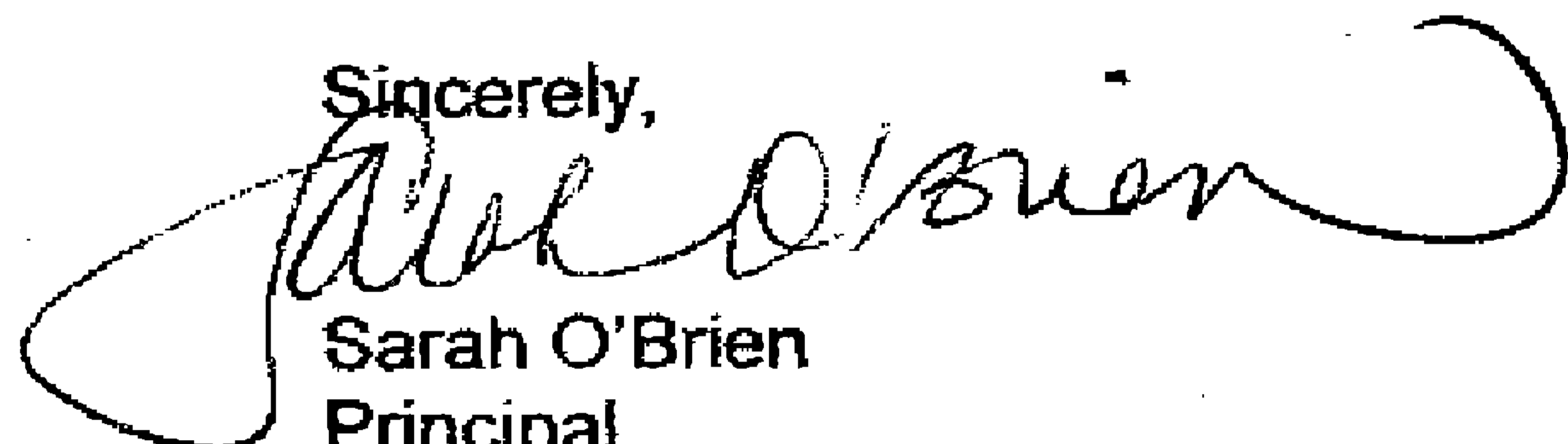
- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. Johnson Park Elementary School is a K-2 Title 1 School. The student population is 45% Hispanic, 4% Asian, 2.8% American Indian, 34% Caucasian, 5.7 % African-American. 76.9% of our students are on either the free lunch or reduced meal program.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teachers have the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Johnson Park Elementary School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,



Sarah O'Brien  
Principal,  
Johnson Park Elementary School

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

July 20, 2009

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Kynoch Elementary School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

Kynoch Elementary School is extremely willing to be a collaborative partner in this project by:

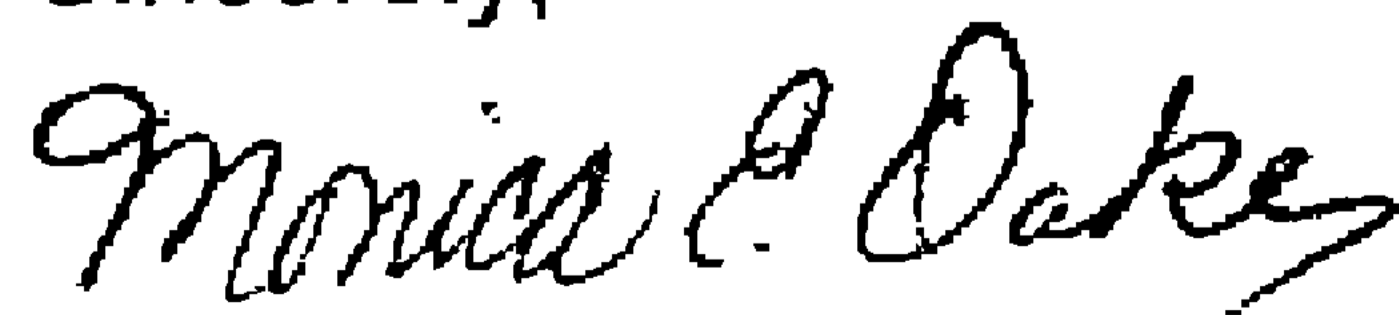
- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. Kynoch Elementary School is a K-2 Title 1 School. The student population is 24% Hispanic, 5% Asian, 6% African American, 65% Caucasian, etc..... 63% of our students are on either the free lunch or reduced meal program.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teachers have the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Kynoch Elementary School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,



Principal, Kynoch Elementary School  
530-741-6141

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Honcut Elementary School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

The Honcut Elementary School is extremely willing to be a collaborative partner in this project by:

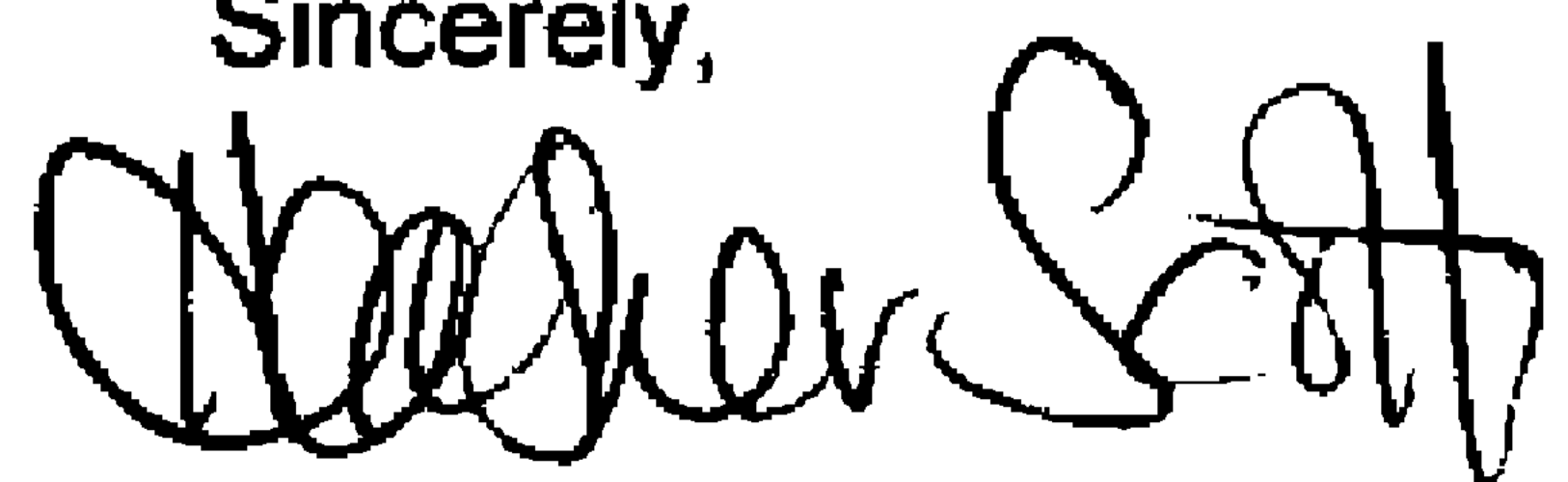
- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. The Honcut school site is a K-2 Title 1 School. The student population is 25% Hispanic, and 75% Caucasian. One hundred percent of our students are on either the free lunch or reduced meal program.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teacher has the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Honcut Elementary School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,



Heather M Scott  
530-533-7626 ext 211

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Helen M Wilcox Elementary School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

The Helen M Wilcox Elementary School is extremely willing to be a collaborative partner in this project by:

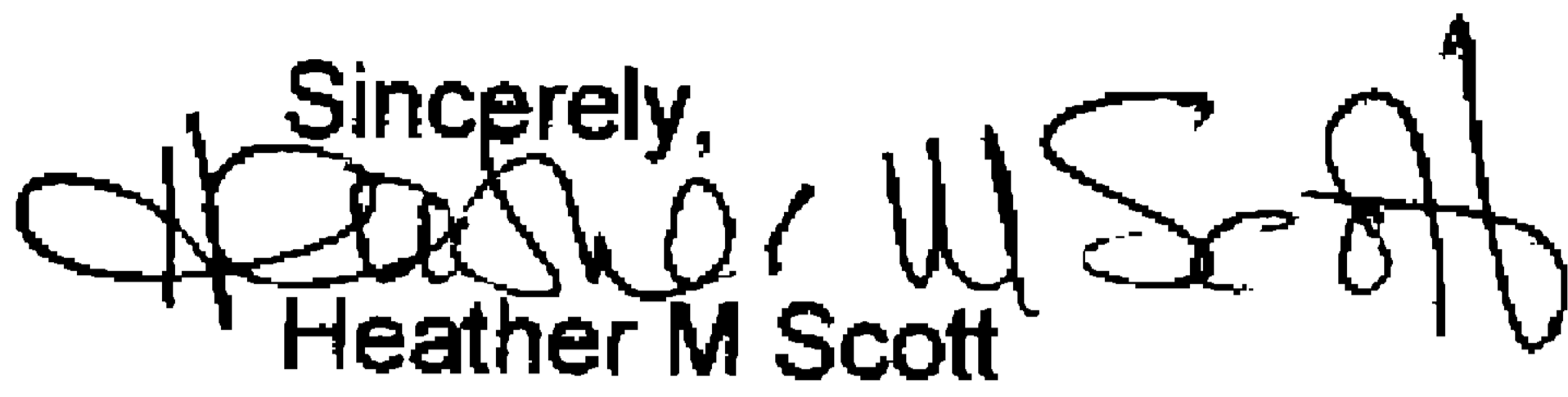
- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. The Wilcox school site is a K-3 Title 1 School. The student population is 31% Hispanic, 6% Asian, 13% American Indian, and 47% Caucasian and 3% Black. Seventy-five percent of our students are on either the free lunch or reduced meal program.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teachers have the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Helen M Wilcox Elementary School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Heather M. Scott". The signature is written in a cursive style with a large, stylized initial "H".

Heather M Scott

530-533-7626 ext 211

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Cedar Lane Elementary School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

Cedar Lane Elementary School is extremely willing to be a collaborative partner in this project by:

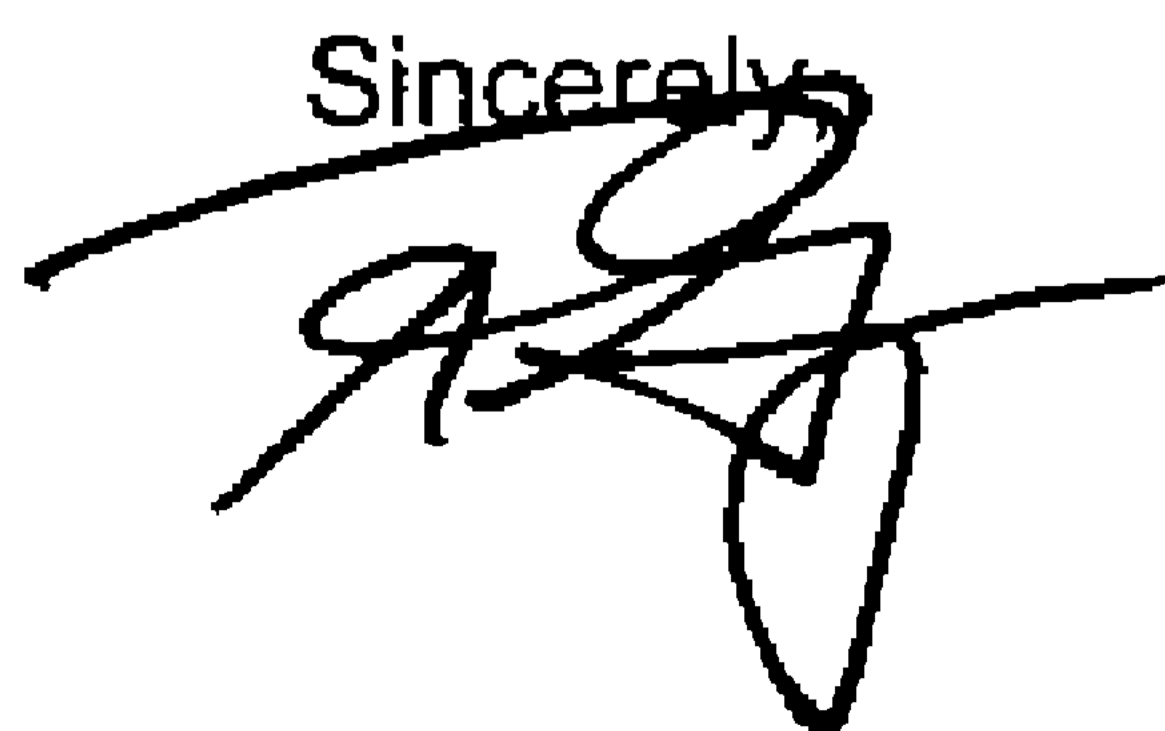
- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. Cedar Lane School is a K-6 Title 1 School. The student population is 47% Hispanic, 21% Asian, 2% American Indian, 25% Caucasian, etc..... 94% of our students are on either the free lunch or reduced meal program.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teachers have the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Cedar Lane Elementary School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,





Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Palermo School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

Palermo School is extremely willing to be a collaborative partner in this project by:

- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. Palermo School is a 6-8 Title 1 School. The student population is 27.7% Hispanic, 7.2% Asian, 15.7% American Indian, and 46.5% Caucasian. 78% of our students are on either the free lunch or reduced meal program.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teachers have the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Palermo School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,



Kathleen Coleman, Principal  
Palermo School

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,

Golden Hills Elementary School supports the efforts of CSU, Chico to develop and implement a four-year pre-baccalaureate program for future elementary and special education teachers, and the creation of a one-year post-baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

Golden Hills Elementary School is extremely willing to be a collaborative partner in this project by:

- providing field-based training opportunities with exemplary mentor teachers in general and special education classrooms;
- participating in ongoing program evaluation and monitoring;
- providing collaboration experience between general and special education teachers to provide tiered interventions to support all students, including English learners and those with special needs;
- assisting in the development of site-based communities of continuous inquiry and improvement; and
- serving on the Program Planning and Evaluation Board.

Our school and region has a need for well prepared teachers. We are a rural region with a high poverty level. Golden Hills School is a 4-5 Title 1 School. The student population is 3% African American, 17.6% American Indian, 2.4% Laotian, 1% Asian, 31% Hispanic, 1% Pacific Islander, and 44% White (not Hispanic). 76% of our students are on either the free lunch or reduced meal program. 25% of our students are English Learners and 12% are Students with Disabilities.

Being affiliated with the CSU, Chico education programs, teacher preparation is beneficial to our school in many ways. As a principal concerned with hiring the most qualified certificated personnel, I have an opportunity to familiarize myself with the individuals involved in the program. My teachers have the opportunity to work first hand, provide mentorship and engage in collaboration and professional development with student teacher and teacher residents preparing to enter the education profession. We endorse the project objectives and agree that it is of critical importance to ensure that future teachers meet the HQT requirements in NCLB and IDEA.

In summary, Golden Hills Elementary School strongly supports the Project Co-STAR objectives and, if funded, looks forward to being a collaborative partner in the planning and implementation processes of the project. Please contact me if you need further information regarding our commitment to this project and I wish you the best on this grant application.

Sincerely,



University



July 20, 2009

Dr. Phyllis Fernlund  
Dean  
College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund:

I am writing to indicate the commitment of California State University, Chico to the Teacher Quality Partnership Grant, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools. From our Student Services division to the subject matter projects in the three colleges of Arts and Sciences, the University is prepared to support the innovative programs in teacher preparation proposed by the Project. I consider Project Co-STARS to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs of Northern California rural schools.

The collaboration between the colleges of Arts and Sciences with the School of Education has a strong history at Chico State as indicated by collaboration on the Noyce student recruitment scholarships for math, science, engineering and technology to support those who plan to enter the teaching profession with student stipends of \$10,000 a year. The CSU-funded Math and Science Teacher Initiative and a state of California CPEC grant for Science and Academic Literacy are additional examples of faculty collaboration across the College of Natural Sciences and the School of Education. In addition we have grant support for Upward Bound, Mini-Corps, and Talent Search that have increased our undergraduate pipeline of first-generation college students.

The emphasis in this reform effort on preparation for teaching Special Education students and English Language learners also builds on a strong history. The Special Education program at Chico State won the 2009 State Farm service learning excellence in teacher education award and we are one of twenty institutions in the nation to receive the highly competitive Special Education Training Improvement grant in high incidence disabilities. The result of these previous investments and commitments will be a robust, comprehensive foundation for sustaining the undergraduate and teacher residency projects after Federal funding ends.

There are several networks that will assist us in dissemination of the project accomplishments. The Northeastern California Partnership for Special Education, the National Network for Educational Renewal, and the Northeastern Collaborative California Teacher Education Collaborative are just three examples of existing networks of the School of Education.

Our partners in this project are four school districts in the North State: Cascade in Shasta County, Orland in Glenn County, Palermo in Butte County, and Marysville in Yuba

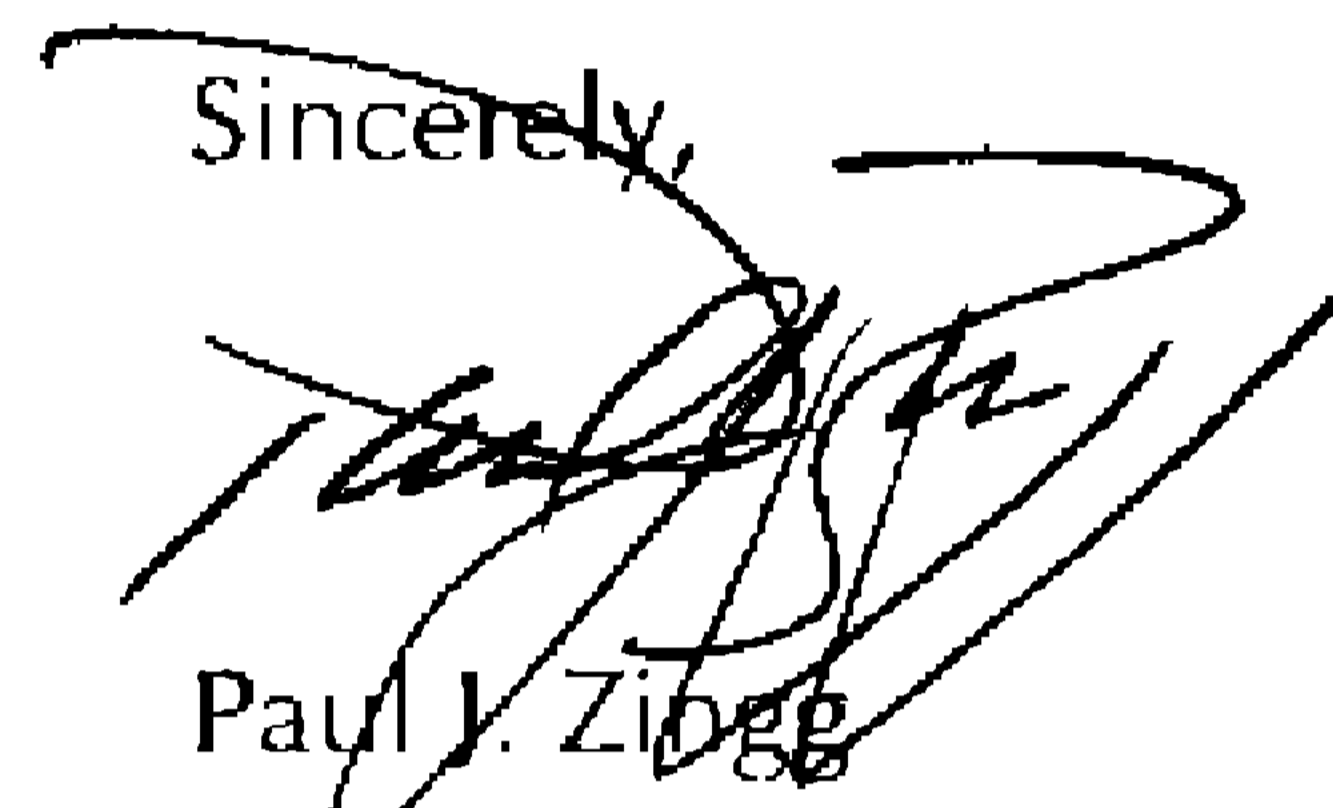


County. This project will build a model for teacher preparation and collaboration in rural schools. At the same time it will enhance local capacity to improve the educational opportunities for all students, including students with disabilities and English Learners.

I strongly support Project Co-STARS and believe that it will have significant positive impact on undergraduate student learning, P-12 student learning, and strengthen the preparation of future teachers. We need new approaches to overcoming the persistent achievement gaps in California; this Project offers new solutions to that challenge.

The University looks forward to promoting and furthering the goals of this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul J. Zingg", written over a large, stylized flourish.

Paul J. Zingg  
President



July 20, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund,



On behalf of California State University, Chico, I am pleased to write this letter of commitment supporting the Teacher Quality Partnership Grant, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools. From our academic support programs for students to the subject matter projects in the three colleges of arts and sciences, we are prepared to support the innovative programs in teacher preparation proposed by the Project. I consider Project Co-STARS to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs of northern California rural schools.

I am more than willing to chair the Program Planning Board of this project, bringing together superintendents from the four school districts and counties, faculty leaders, and project sponsors. The collaboration between our colleges of arts and sciences and School of Education has a strong history at Chico State, as demonstrated by the Noyce student recruitment scholarships for math, science, engineering, and technology. The group effort resulted in student stipends of \$10,000 a year for students planning to enter the teaching profession. The CSU funded Math and Science Teacher Initiative and a state of California CPEC grant for Science and Academic Literacy are additional examples of faculty collaboration across the College of Natural Sciences and the School of Education. In addition, there is continued grant support for Upward Bound, Mini-Corps, and Talent Search that have increased the undergraduate pipeline for first-generation college students.

The emphasis in this reform effort on preparing to teach Special Education students and English Language learners also builds on a strong history. The Special Education program at Chico State won the *2009 State Farm Award for Service Learning Excellence in Teacher Education* and our University is one of twenty institutions in the nation to receive a highly competitive Special Education Preservice Training Improvement Grant to improve the quality of special education teacher preparation programs and ensure that graduates meet the highly qualified teacher requirements of the Individuals with Disabilities Education Act. The result of these investments and commitments will be a robust, comprehensive foundation for sustaining the undergraduate and teacher residency projects after Federal funding ends.

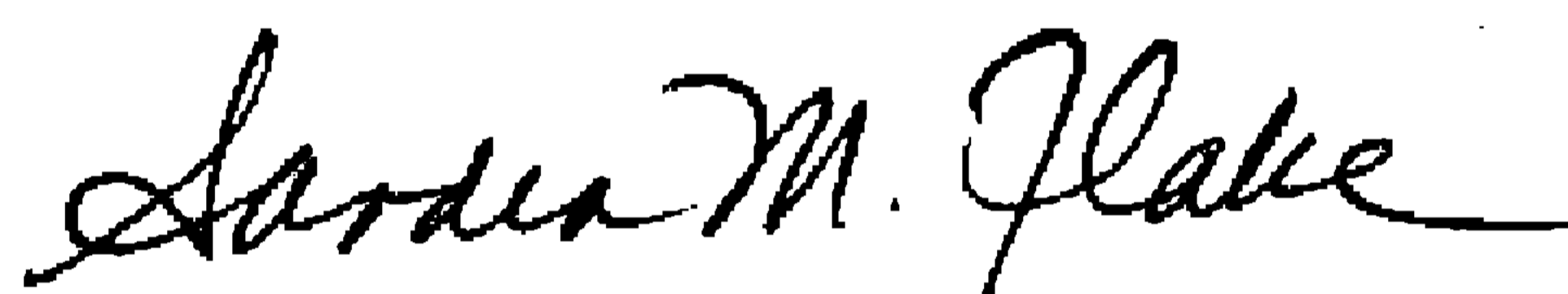
There are several networks that will assist us in dissemination of the project accomplishments. The Northeastern California Partnership for Special Education, the National Network for Educational Renewal, and the Northeastern Collaborative California Teacher Education Collaborative are just three examples of existing networks of the School of Education and colleges of arts and sciences.

This project will build a model for teacher preparation and collaboration in rural schools. At the same time it will enhance local capacity to improve the educational opportunities for all students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas.

I strongly support Project Co-STARS and believe that it will have significant positive impact on undergraduate student learning, P-12 student learning, and will strengthen the preparation of future teachers. We need new approaches to overcoming the persistent achievement gaps in California; this Project offers new solutions to that challenge.

California State University, Chico looks forward to promoting and furthering the goals of this project.

Sincerely,

A handwritten signature in cursive script that reads "Sandra M. Flake".

Sandra M. Flake  
Provost and Vice President

**Academic Affairs**  
401 Golden Shore 6th Floor  
Long Beach, CA 90802-4210

[www.calstate.edu](http://www.calstate.edu)

**Jeronima "Jeri" Echeverria**  
Executive Vice Chancellor  
and Chief Academic Officer  
562-951-4710 / Fax 562-951-4986  
Email [jecheverria@calstate.edu](mailto:jecheverria@calstate.edu)

July 21, 2009

James H. Shelton III  
Assistant Deputy Secretary  
Office for Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5960

Dear Mr. Shelton,

I am pleased to indicate the support of the California State University (CSU) Chancellor's Office for the proposed Teacher Quality Partnership (TQP) project. As you know, the CSU trains the largest number of teachers in the nation, with its annual production of new teachers exceeding 13,000. In addition, it has the most extensive teacher preparation accountability system, involving not only tracking teacher candidates but also assessing the impact of CSU preparation on student achievement.

The CSU Chancellor's Office is committed to achieving long-term improvements in teaching that result in gains in student achievement and in closing the achievement gap in California. There is a close correspondence between the TQP project goals and the work of the CSU; therefore, we view the project as one contributing to our system level reform objectives in our partnership with K-12 education.

The project, in accordance with the intent of TQP, is aimed at building local capacity to provide services that address the needs of students in high poverty schools. It is focused explicitly on bringing about improvements in teaching that result in improved student achievement. This conforms closely with the goals of the CSU system in pre-service and Master's degree study for teachers. It also relates directly to CSU's preparation of school leaders working to bring about substantive school reforms that result in significant improvements in student performance.

In summary, there is a close fit between the priorities of the CSU system and the goals of the project and we are committed to ensuring its success and its continuation as a long-term and sustained effort.

Sincerely,



Jeri Echeverria, Ph.D.  
Executive Vice Chancellor and Chief Academic Officer

CSU Campuses  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus



**Academic Affairs**  
401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210

**David Wright, Ph.D., Director**  
Center for Teacher Quality  
(916) 278-4582  
dwright@calstate.edu

July 21, 2009

Peggi Zelinko, Director  
Teacher Quality Partnership Program  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Ms. Zelinko,

I am pleased to indicate the commitment of the California State University (CSU) Center for Teacher Quality to provide evaluation support to this Teacher Quality Partnership project, California State University, Chico, and its district and school partners. Established in 2001, the CTQ annually compiles evidence about the outcomes of teacher preparation throughout the CSU System. CTQ conducts comprehensive analyses regarding the readiness of our elementary teachers, secondary teachers and special education teachers to teach all students effectively. CTQ will collect and provide to the partnership evidence pertaining to the project's effectiveness in preparing new teachers to:

- plan instruction for all students and subjects,
- motivate students to be active learners,
- manage instruction for learning,
- use education technologies effectively,
- use good pedagogy across the curriculum,
- assess and reflect on one's teaching,
- teach English language learners, and
- teach special learners with handicapping conditions.

The partnership will be able to draw on CTQ's resources for (a) tracking and assessing outcomes for teacher preparation program completers, (b) assessing student achievement, and (c) linking teacher preparation to student achievement. CTQ will provide annual reports with tables and graphs showing the program's longitudinal impact on student learning, and the data will allow for comparisons with teacher preparation provided by other institutions and agencies, and prior to the initiation of the Teacher Quality Partnership project. These CTQ reports will also describe improvements in K-12 student achievement gaps that are statistically linked to specific programs included in the Partnership's project.

We look forward to assisting the Partnership in collecting, analyzing, and using data on teacher and student achievement for continuous program improvement that results in significant gains.

Sincerely,



David Wright, Ph.D., Director  
Center for Teacher Quality

**CSU Campuses**  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

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Fullerton  
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Long Beach  
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Maritime Academy

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Pomona  
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San Marcos  
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Stanislaus

**Academic Affairs**  
401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210

**Gerry Hanley, Ph.D., Senior Director**  
Academic Technology Services  
(562) 951-4259  
ghanley@calstate.edu

July 20, 2009

Peggi Zelinko, Director  
Teacher Quality Partnership Program  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. Washington, DC 20202

Dear Ms. Zelinko,

Academic Technology Services at the California State University (CSU) Chancellor's Office is pleased to provide support to this *Teacher Quality Partnership (TQP)* project, California State University, Chico, and its district and school partners. The **Multimedia Educational Resources for Online Learning and Teaching (MERLOT)** staff look forward to being a project partner both (a) to make available its online learning and teaching resources and (b) to support digital education content development and dissemination.

We will be pleased to support an online Professional Learning Community by creating an online Teaching Commons for the project. It will build on the success of the Carnegie Foundation for the Advancement of Teaching, with which we have partnered for the past several years. The online community design reflects R & D work supported by the Carnegie Foundation and research by other entities that has demonstrated the efficacy of online Professional Learning Communities for new teacher support. The project will use this online community structure and build on previous studies in creating an effective design for fostering and sustaining professional learning among beginning teachers in interaction with mentors.

MERLOT will make available to the project MERLOT Voices, which will allow for online discussions and forums that are both synchronous and asynchronous. This will enhance opportunities for learning from mentors among prospective teachers and also promote their understanding of uses of technology that can be applied in all aspects of instruction.

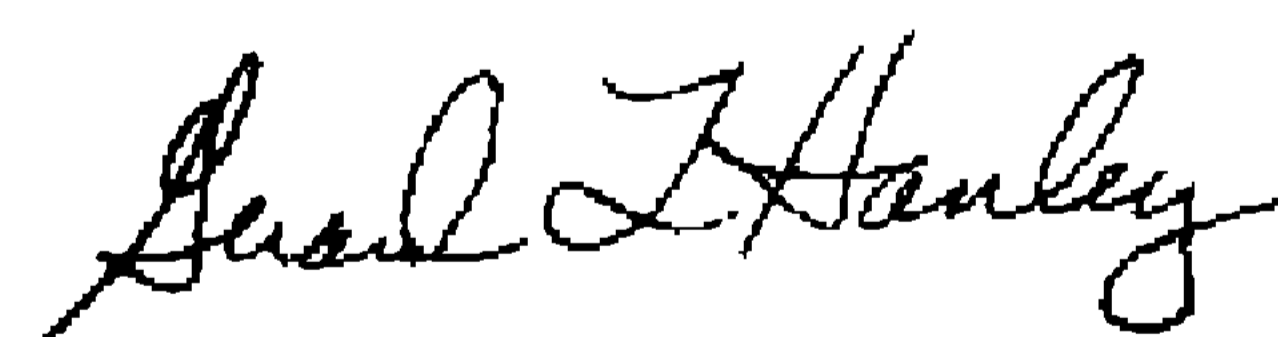
An additional MERLOT resource that will be provided to the project is the Journal of Online Learning and Teaching. It will be designed for used by the project in disseminating products and knowledge gained to higher education and K-12 audiences nationally.

MERLOT is widely recognized as one of the longest-standing and most successful open access web portals in the nation dedicated to free distribution of digital content. Additional roles MERLOT will play are in facilitating development and dissemination of digital content.

The development of new digital education content will be facilitated through several MERTLOT tools, including electronic portfolios designed for sharing effective teaching practices and their impacts on student achievement. MERLOT and its tools will expand the capacity of project participants to create new digital resources, including video, and enable them to capture and distribute digital content featuring exceptional classroom instruction.

We look forward to providing electronic tools that advance active engagement between future teachers and mentors and to make possible efficient creation of high quality digital content stemming from this promising and significant project.

Sincerely,



Gerry Hanley, Ph.D.  
Senior Director, Academic Technology Services  
Executive Director, MERLOT

**CSU Campuses**  
Bakersfield  
Channel Islands  
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Dominguez Hills  
East Bay

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Long Beach  
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Maritime Academy

**Monterey Bay**  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

**San Francisco**  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

**CSU****The California State University****CALIFORNIA  
BUSINESS  
for Education  
EXCELLENCE****THE CSU CENTER TO CLOSE THE ACHIEVEMENT GAP**

July 20, 2009

Phyllis Fernlund, Ph.D.  
Dean, College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund:

The CSU Center to Close the Achievement Gap (the Center) is pleased to offer its strong support of the *Co-STARs: Collaboration for Student and Teacher Achievement in Rural Schools* project proposed by California State University, Chico in partnership with several school districts and schools in the northern California region. The Center, through its nonprofit partner Just for the Kids-California, provides an online data and school improvement system that allows free access to schools and districts for longitudinal student achievement data, organizing peer-to-peer exchanges with higher performing look-a-like schools, and tools and artifacts of best-practices from high performing schools that enable all schools to improve teaching and learning.

As part of the *Co-STARs* project, the Center will collect evidence of implementation of best teaching practices to compare with evidence collected from research conducted in hundreds of high-performing, high-poverty schools across the country. This will help determine the effectiveness of the project and links to student achievement.

We have worked with the project partners and northern California schools and districts in prior efforts to use data to improve student achievement. We are impressed with level of commitment of the school district and school representatives, as well as the colleges of arts and sciences and education faculty and administrative leaders from CSU Chico.

We are very aware of the critical shortage of highly qualified teachers in the region. The proposed *Co-STARs* project has the potential to make significant progress in the recruitment, preparation and retention of excellent teachers. We look forward to partnering enthusiastically in this new program, and we are committed to providing our expertise to support it.

Sincerely,

A handwritten signature in cursive script that reads "James S. Lanich".

James S. Lanich, Ph. D.  
Director  
CSU Center to Close the Achievement Gap

**THE CSU CENTER TO CLOSE THE ACHIEVEMENT GAP**

**Teacher Quality Partnership Grants 2009**

**Induction Component and Possible Support from the  
CSU Center to Close the Achievement Gap**

Faculty, in partnership with the Center, will facilitate professional development activities for the induction and ongoing professional development of newly placed teachers. This will include peer-exchanges of best practices in professional learning communities both within their own schools and grade-levels/departments and with teachers from high performing, high poverty schools through site and classroom visits, institutes and mentoring. These PLC's will be guided by a Best Practice Framework and evidence collected and documented by faculty and the Center through best practice audits of high performing, high poverty schools.

**Partner High Performing Schools:** Each target school will be paired with a demographically comparable, higher performing school identified through the California Business for Education Excellence Honor Roll<sup>1</sup> -- an annual campaign that highlights the consistently high performing, achievement gap closing schools in California. Particular focus will be placed on identifying schools that are high performing in the particular subject areas (departments) and grade levels in which the newly placed teachers are teaching. This will provide the new teachers with an ongoing source of exemplars of best practices that mitigate specific challenges.

**Practice Audits:** Participating faculty, facilitated by the Center, will conduct best practice audits of the high performing schools that will be invited to contribute to the professional development. Using the Best Practice Framework, the audits will contribute additional detail to the documented practices from these high performing schools already found in the framework and collect actual evidence and artifacts as examples of these practices, as well as what delineates them

from practices of the target schools. New teachers will also use the audit tools to assess their own school each year as the induction and professional development progresses to provide comparison data and to provide context to the differences between their own practices and those of high performing teachers and schools. These practices, with supportive artifacts and exemplars, are the primary evidence used during the organized exchange of practices through professional development activities.

**Artifact Collection and Analysis:** a central component of the induction, practice audits, professional development activities and school visits will be the collection and comparison of specific artifacts that represent high fidelity implementation and adjustment of specific best practices over time. By comparing artifacts (grade-level meetings agendas, planning documents, curriculum guides and lessons plans, data conversation outlines, etc.) between high performing schools and lower performing schools, teachers and school leaders learn the differences in the level of clarity, specificity, alignment and coherence of best practices found in high performing environments versus what they are currently doing.

**Best Practice Institutes:** as part of their induction program, the newly placed teachers from the partner schools will participate in an intensive Best Practice Institute during the summer. CSU college of education and content area faculty, leaders from the Center to Close the Achievement Gap, and teachers and principals from the high performing partner schools will facilitate this three day Institute. Participants will use student level achievement data, the Best Practice Framework, artifacts and practice audit results to compare and refine practices that are proven successful in peer schools.

**School Visits:** during the school year, the project partners will organize teams of teachers (particularly those in the induction program) and principals to visit high performing, high poverty schools. The best practice audits and framework will guide discussions and observations, with specific focus on observing departmental and grade-level team meetings, data team meetings, and

specific classroom instruction. Debriefs will be held with the PLC to process learning and artifacts collected in order to improve their strategies and develop plans for replicating best practices.

**Coaching and Support:** Throughout the school year, additional opportunities will be facilitated by the project partners for having high performing school leaders and teachers, IHE faculty, and Center staff, visit the partner schools and specific grade level meetings and classrooms of the new teachers to observe their practices and provide constructive feedback on how to improve practice and monitor results. Particular emphasis will be placed on direct consultation and support of the principals and other school leaders, since their leadership and expertise will sustain the improved practices beyond the project timeframe.

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<sup>i</sup> California Business for Education Excellence, 2008. ([www.cbeefoundation.org/honor\\_roll.html](http://www.cbeefoundation.org/honor_roll.html)).

# Colleges



## BUTTE COLLEGE

Phyllis Fernlund, Dean  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

July 12, 2009

Dear Dean Fernlund,

On behalf of Butte-Glenn Community College District, I am writing to indicate our commitment to be a collaborative partner in a Teacher Quality Partnership Grant application, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and Palermo Union School District. We consider the project to be an excellent approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs student of northern California rural schools.

Butte College is willing to serve on the Program Planning and Evaluation Board of this project. We are eager to collaborate closely with the other project partners to ensure effective project implementation and delivery of project services.

Our District is proud of its forty-year partnership with CSUC. We are effective collaborators in providing high quality liberal arts and pre-teacher education for students who transfer to your institution to complete their teacher education. Our affiliation with the university is critical to assuring the goal attainment of hundreds of students who transfer to CSUC each year. Many of these students come from modest or even impoverished backgrounds. Approximately 60% of these transfers are minorities or first-generation college students. Our partnership assures that we will continue to have talented, able, and committed teachers in our rural schools.

The goals of the current grant proposal are well aligned with our current joint efforts to establish an educational doctorate program at CSUC. The long-term goal of this new doctoral program is to develop a north state educational alliance including the university, community colleges, and public school districts to leverage fundamental educational reform and improvement in Northern California. The proposed Co-STARS program will be an excellent first step in achieving this new vision for educational renewal in our joint service areas.

The Butte-Glenn Community College District interested in participating as a supportive partner in this grant by:

- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,
- supporting the efforts of CSU, Chico in improving general and special education pre-service training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts,
- participating in ongoing program evaluation and monitoring, and
- serving on the Program Planning and Evaluation Board.

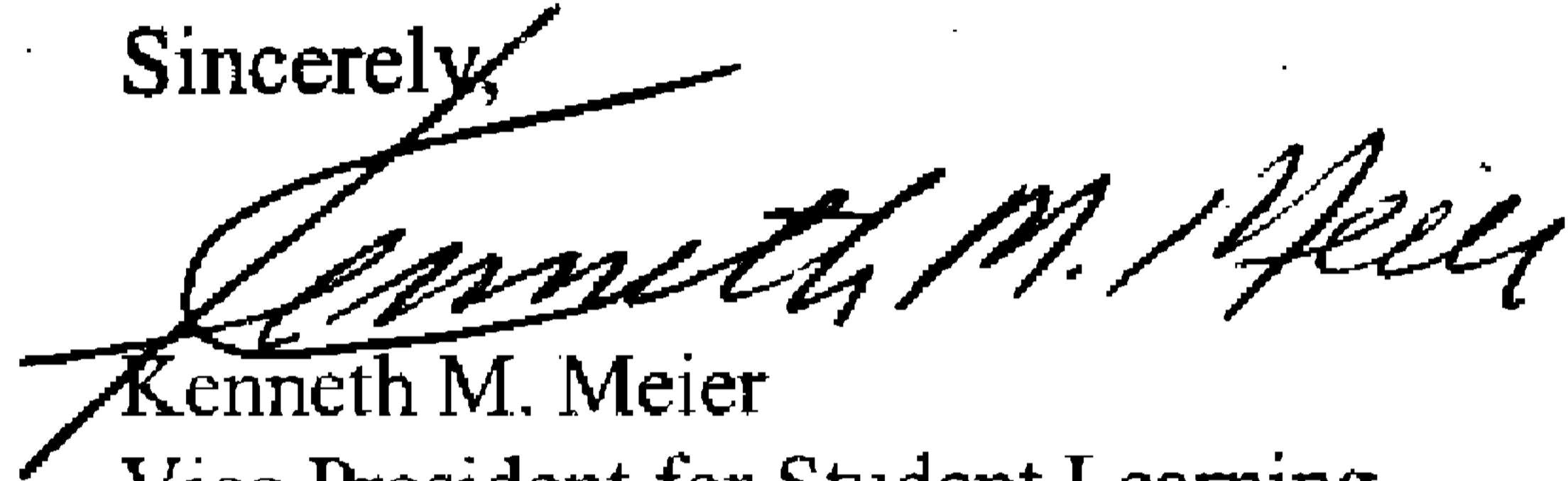


We consider that this project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,



Kenneth M. Meier  
Vice President for Student Learning



www.yccd.edu

**Vice President,**

Academic and Student Services  
Yuba College  
Phone: 530-741-6766  
Fax: 530-749-3867

**Yuba Community College District**  
2088 North Beale Rd.  
Marysville, CA 95901

**Yuba College**  
2088 North Beale Rd.  
Marysville, CA 95901

**Woodland Community College**  
2300 E. Gibson Rd.  
Woodland, CA 95776

**Yuba College - Clear Lake Campus**  
15880 Dam Road Extension  
Clearlake, CA 95422

July 13, 2009

**Phyllis Fernlund, Dean**  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

**Dear Dean Fernlund,**

On behalf of Yuba College, I am writing to indicate our commitment to be a collaborative partner in a Teacher Quality Partnership Grant application, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and Palermo Union School District. We consider the project to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs student of northern California rural schools.

Yuba College is willing to serve on the Program Planning and Evaluation Board of this project. We envision collaborating closely with the other project partners to ensuring effective project implementation and delivery of project services. The result will be a robust, comprehensive foundation for sustaining the project after Federal funding ends.

As part of the Diversity Plan of the Yuba Community College District, one of the goals is to recruit and retain a diverse pool of faculty. The affiliation with CSU Chico teacher education programs is beneficial to Yuba College as it will help develop and implement strategies that will lead to an increase of faculty reflective of the demographics of the student body as well as ensure the hire of well prepared and highly qualified specialized and general education teachers.

The Yuba College is interested in participating as a supportive partner in this grant by:

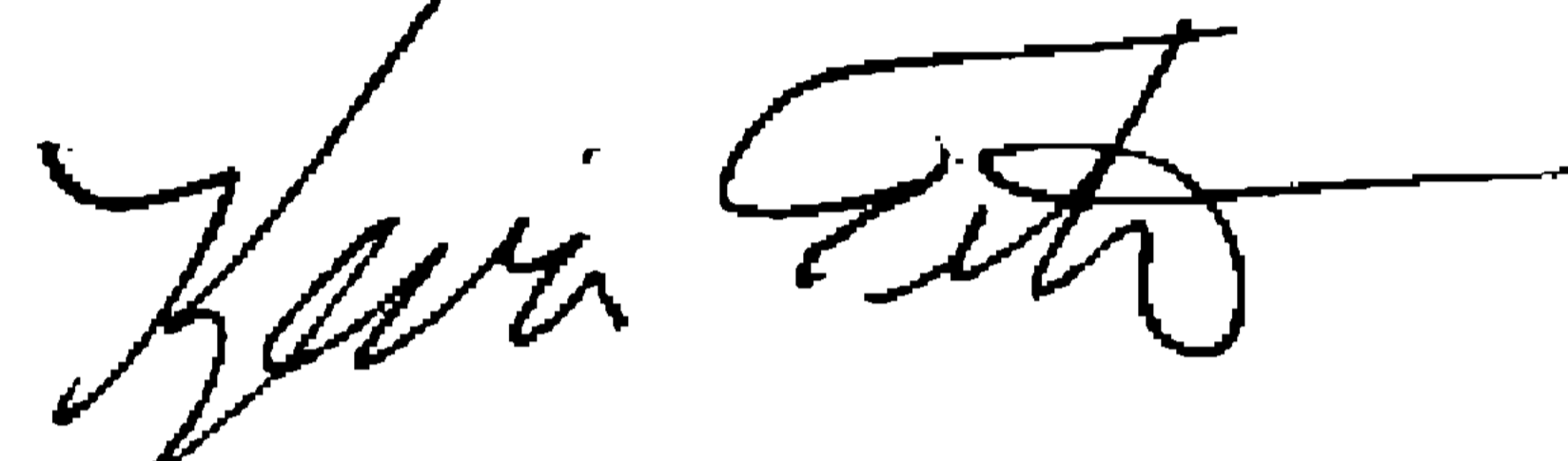
- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,
- supporting the efforts of CSU, Chico in improving general and special education preservice training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts,
- participating in ongoing program evaluation and monitoring, and
- serving on the Program Planning and Evaluation Board.

We consider that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,



Kevin Trutna  
Vice President  
Academic and Student Services  
Yuba College



July 14, 2009

Dear Dean Fernlund,

I am writing to indicate the commitment of the College of Behavioral and Social Sciences to be a collaborative partner in a Teacher Quality Partnership Grant, Project Co-STARS. We consider the project to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs student of northern California rural schools.



The College of Behavioral and Social Sciences is willing to serve on the Program Planning and Evaluation Board of this project as well as participate in the work of the California Subject Matter projects. As you know, our college has been an important partner in the university Liberal Studies Program with our participation in the Social Sciences Pre-Credential area of concentration and having a seat on the Liberal Studies Advisory Board. As is true of your college, the College of Behavioral and Social Sciences is committed to serving the local region and as such we are excited by the opportunity to collaborate on this worthy project.

The College of Behavioral and Social Sciences is interested in participating in your grant by

- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts,
- developing content knowledge of future teachers' through participating in the Liberal Studies Program, and
- serving on the Program Planning and Evaluation Board.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. We believe that the project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California. We look forward to promoting and furthering the goals of this project.

Sincerely,

A handwritten signature in cursive script, appearing to read "Eddie Vela".

Eddie Vela, Associate Dean  
College of Behavioral and Social Sciences  
California State University, Chico

Cc Gayle E. Hutchinson, Dean  
College of Behavioral and Social Sciences



July 9, 2009

Dean Phyllis Fernlund  
College of Communication and Education  
California State University, Chico  
Chico, CA 05029-0145



Dear Dean Fernlund,

I am writing this letter of support for the CSU, Chico College of Communication and Education School of Education's Project Co-STARS. I understand that the foci of this US Department of Education, Teacher Quality Partnership Grant application are to: (1) develop a four-year pre-baccalaureate program for future elementary and special education teachers and (2) create a one-year post baccalaureate teaching residency program leading to a preliminary elementary or level 1 special education credential and a master's degree in teaching.

The Liberal Studies Program is committed to having a high quality program that ensures future teachers have the content knowledge required to be an effective elementary, bilingual and/or special education teacher. This grant will enhance our existing program. I commend you and the School of Education faculty for your leadership in pursuing this grant opportunity. I wish you success in your grant application and look forward to our collaborative efforts.

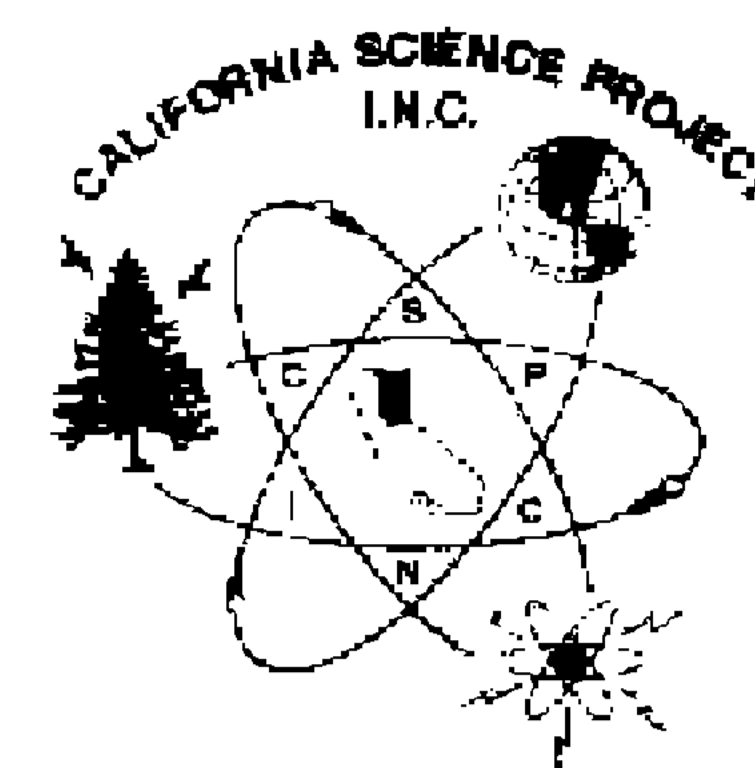
Sincerely,

A handwritten signature in cursive script that reads "Esther L. Larocco".

Esther L. Larocco, Ph.D.  
Liberal Studies Program, Coordinator

**California Science Project—Inland Northern California**

Center for Mathematics and Science Education  
California State University, Chico  
Chico, CA 95929-0530  
530-898-4322 • FAX: 530-898-4580 • E-mail: mscenter@csuchico.edu



July 14, 2009

Dear Dean Fernlund:

As the Director of the California Science Project of Inland Northern California, I am pleased to support this collaborative partnership, Project Co-STARS, and pledge the resources of the Science Project, teacher leaders in our rural service area, and faculty at CSU, Chico who are part of the active Science Project to help address the need for increased content knowledge and teacher skills for special education and language development described in this proposal.

The Science Project at CSU, Chico has had a long history, since 1988, of working with high need, low income schools in this large and impoverished area of northern California. We conduct programs that meet the NCLB definition of High Quality Professional Development and, in collaboration with schools and districts in our service area, support teachers in meeting the following NCLB goals: 1. meet licensing and certification requirements to become highly qualified; 2. develop academic content knowledge and content-specific pedagogical skills required to teach in accord with California Academic Content Standards and promote student achievement; 3. develop the knowledge and skills needed to ensure that English Learners (EL) have full access to the core curricula and demonstrate satisfactory (or better) academic literacy skills – reading and writing – in the core content areas.

For this last goal, we have been working with Dr. Esther Larocco of the Department of Professional Studies in Education. Dr. Larocco is a Co Director of the Science Project and serves as our expert on English language development strategies for teachers of English learners. We are also conducting research on a hands-on, inquiry based program in K-5 classrooms to use science as the vehicle for language development.

The Science Project has also been very involved in the establishment of the science teaching internship course for the liberal studies undergraduates. In 2002 our site was one of two in the state that received the competitive Teacher Preparation Pathway grant, an internal subject matter award and this class is now required for all liberal studies majors. It is also open to special education majors, child development majors, and any other students who wish to experience science teaching in a safe, supervised environment on campus.

Our region has one of the highest poverty levels in the state. In addition, rural poverty differs from urban poverty because its effects on students are compounded by the absence of public transportation, social services, and cultural opportunities. Building local capacity and developing professional learning communities has special challenges in small, rural schools and project Co-STARS is designed to address those needs. We look forward to serving on the Program Planning and Evaluation Board of this project and contributing to its success.

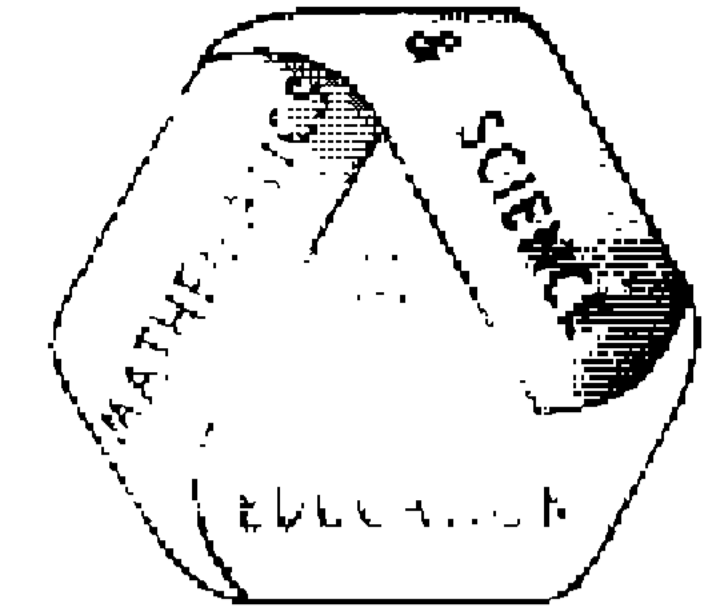
Sincerely,

A handwritten signature in black ink that reads "Bev Marcum".

Dr. Bev Marcum  
Professor, Department of Biological Sciences  
Director, California Science Project, Inland Northern

**Center for Mathematics and Science Education**

California State University, Chico  
Chico, CA 95929-0530  
530-898-4322 • FAX: 530-898-4580 • E-mail: [mscenter@csuchico.edu](mailto:mscenter@csuchico.edu)



July 13, 2009

Dear Dean Ferlund,

I am writing to indicate the commitment of the Center for Mathematics & Science Education to be a collaborative partner in a Teacher Quality Partnership Grant, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and Palermo Union School District. We are in support of projects expressing a priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the student needs of northern California rural schools.

The Center for Mathematics & Science Education is willing to serve on the **Program Planning and Evaluation Board** of this project as well as participate in the work of the California Subject Matter projects. We envision collaborating closely with the other project partners to ensure effective project implementation and delivery of project services.

The Center for Mathematics & Science Education has been serving northern California educators since 1993. We are dedicated to increasing the understanding of mathematics and science at all age levels. Project Co-STARS fits in with two of our specific goals: helping undergraduates to enter the teaching profession as competent and confident facilitators of math and science content knowledge; and, providing professional development for practicing teachers.

The Center for Mathematics & Science Education is interested in **participating in the grant by**

- supporting the efforts of CSU, Chico in improving preservice training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts,
- developing content knowledge of future teachers' through participating in the Liberal Studies Program, and
- serving on the **Program Planning and Evaluation Board**.

We consider that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers with continuing support.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,

  
Brandi Aranguren, Director  
Center for Mathematics & Science Education



July 15, 2009

Dr. Phyllis Fernlund, Dean  
College of Communication and Education

Dear Dean Fernlund:

I am writing to indicate the commitment of the English Department to be a collaborative partner in a Teacher Quality Partnership Grant, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and Partner School Districts. We consider the project to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs student of northern California rural schools.

The English Department is willing to serve on the Program Planning Board of this project as well as participate in the work of the California Subject Matter projects. We envision the collaboration between the Colleges of Humanities and Arts with the School of Education a positive step in ensuring effective project implementation and delivery of project services. The result will be a robust, comprehensive foundation for sustaining the project after Federal funding ends.

With long-established programs, such as literature, English education, creative writing, linguistics, ESL/EFL, composition and literacy, and a well-acclaimed and dedicated faculty, the English Department has not only multi-disciplinary expertise in teacher training, but also rich experience in working with school districts in northern California. For years, many of our English education and writing specialists have been involved in various projects sponsored by Northern California Writing Project and National Writing Project. For instance, Dr. Peter Kittle, professor of English education, is the director for the former, while Dr. Tom Fox, a leading compositionist, serves as a regional director for the latter. Both of them have an impressive record of securing big grants from the state and federal government for dozens of projects that have enhanced the collaboration between CSU, Chico and local school districts. Their vision and leadership have made instrumental contributions towards the quality learning and effective teaching at local schools.

Our department is interested in participating in your grant by

- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,







- supporting the efforts of CSU, Chico in improving general and special education preservice training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts,
- developing content knowledge of future teachers' through participating in the Liberal Studies Program, and
- serving on the Program Planning and Evaluation Board.



We consider that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,

Aiping Zhang, Chair  
English Department

15 July 2009

Dear Dean Fernlund,

I am writing to indicate the **commitment of the Northern California Writing Project (NCWP)** to be a collaborative partner in a Teacher Quality Partnership Grant, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and Palermo Union School District. We support the proposal's approach to strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs student of northern California rural schools.

The NCWP has a long history of professional development leadership, dating back to its founding in 1977. We continually support teachers from across grade and discipline boundaries as they work to address the particular needs of education in rural Northern California. Recent summer institutes from the NCWP have tackled wide-ranging issues including resiliency and rural poverty, genre studies and academic achievement, and technology and academic literacy. The NCWP's interests and expertise dovetail nicely with the grant's proposed scope of work and anticipated outcomes.

The NCWP is interested in participating in your grant by

- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,
- supporting the efforts of CSU, Chico in improving general and special education preservice training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts,
- developing content knowledge of future teachers' through participating in the Liberal Studies Program, and
- serving on the Program Planning and Evaluation Board.

We believe that the NCWP's participation can help build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. The proposal has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goal of creating a meaningful, teacher-led and site-based reform aimed at improving teachers' and administrators' ability to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,



Peter Kittle, PhD  
Director, NCWP  
Associate Professor of English, CSU Chico



July 13, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, California 95929

Dear Dean Fernlund:

I have reviewed your proposal for a Teacher Quality Partnership Grant entitled *Project CO-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*. This proposal describes a very effective and important means for improving general and special education teacher preparation to meet the critical needs of high poverty rural areas and the requirements of NCLB and IDEA in targeted schools in northeastern California.

The Department of Professional Studies in Education enthusiastically supports the objectives and activities of Project CO-STARS and is eager to be involved in the all aspects as submitted in the proposal. Faculty in the special education, bilingual education and general education teacher preparation programs in the department are experts in implementing evidence-based practices and are prepared to participate in the development of coursework and field experiences for the planned undergraduate program and the 18-month credential and masters program that includes an intensive teaching residency.

I am happy to provide strong department support and commitment of resources as specified in the proposed budget. The funding of this project will no doubt provide the opportunity for developing a replicable model of university/public school partnership that addresses the educational needs of rural, high poverty schools. Evidence of support from the districts and county offices of education in the region and project business partners clearly suggests the importance of this proposal and the urgency of securing this funding to serve the public school population in our vast region.

If there is further assistance the department can provide, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Teresa M. Davis".

Teresa M. Davis, Chair



July 17, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, California 95929

Dear Dean Fernlund:

Your Teacher Quality Partnership Grant proposal, entitled *Project CO-STARS: Collaboration for Student and Teacher Achievement in Rural Schools* describes a much needed approach for improving general and special education teacher preparation to meet the critical needs of high poverty rural areas in our northeastern California service area.

The Department of Education enthusiastically looks forward to lending our support to Project CO-STARS and being involved as a collaborative recruitment and training partner. Faculty in the Department of Education understand the importance of adopting a cohort model of teacher preparation that blends undergraduate general education with teacher preparation. Our existing Integrated Teacher Core (ITC) program is a highly effective, long-standing example of such a model. We also know from our own program redesign efforts that site-based models that are grounded in collaborative and inquiry-based pedagogy yield positive results. We look forward to better preparing our general teacher education candidates by providing a greater focus on Special Education and English Learners.

The Department of Education readily offers its support in the form of both human and fiscal resources. We believe that Project CO-STARS will enhance our mission to prepare professional educators to improve the quality of life through education through collaborating with K-14 educators and university partners. I have personally spoken with several local superintendents and other school partners about the Project CO-STARS vision. They have shared their enthusiasm and readiness for this collaborative effort.

If there is further assistance the department can provide to help with this important and timely effort, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah G. Summers".

Deborah G. Summers, Chair  
Department of Education  
California State University, Chico

California State University, Chico

Chico, California 95929-0504

College of Communication and Education

Department of Communication Design

530-898-4048



**Dean Phyllis Fernlund**

College of Communication and Education

CSU, Chico

Chico, CA 95929-0145

RE: Proposed Project: *Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools*

Dear Dean Fernlund,



The Communication Design Department is very supportive of the Chico State proposal for the U.S. Department of Education, Teacher Quality Partnership Grant to address improving the preparation of teachers to address the needs of rural schools. Our department faculty have several K-12 partnerships and work with both K-12 and university students on an annual film festival.

I understand that you would like to partner with our department's Media Arts program to produce a video of the participants and accomplishments of the project. The Media Arts program includes the study of Audio Production and Programming, Video Production and Programming, Video Art, Video Post Production, and Intermedia Art. There are four faculty members who teach in this program. One in particular would have the desired expertise for this Project Co-STARS video: Cara Deleon. Professor Cara Deleon is an outstanding, award-winning producer of documentary videos. She works closely with our students and with the Digital Filmmakers' Guild composed of advanced students. Her work has received national acclaim.

The department has a close working relationship with the university Instructional Media Center with many of our graduates and adjunct faculty working in the center. We would draw on their assistance in the production of the Project Co-STARS video.

I understand that the script and the video components will be designed with the advice of the Advisory Board and the Planning Boards. The product will include filming at school sites and interviews of key participants. The purpose of the video is to disseminate project findings.

I believe this is a critical effort for the north state. We are delighted to participate in the communication of the results of Project Co-STARS.

Sincerely,

A handwritten signature in black ink that reads "Terry Curtis".

Terry Curtis

Chair, Department of Communication Design

# Business, Community & State



*People • Service • Environment*  
**YUBA-SUTTER DISPOSAL, INC.**

July 21, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund:

I want to express the strong support of the Marysville Joint Unified School District for the Teacher Quality Partnership Project proposed by California State University, Chico and its partner school districts and schools. It addresses the key priority on which we have been working with other industry partners for several years—identifying structural solutions to the low achievement of students in California.

We have participated with California State University Chico and/or with several area school districts in efforts that preceded this initiative. We have been impressed with level of commitment of the school district and school representatives as well as the general and special education faculty and administrative leaders from CSU, Chico.

As a waste and recycling disposal corporation in northern California, we are particularly concerned about the critical shortage of highly qualified teachers in rural northern California counties and have taken a vested interest in helping schools in our service area. We applaud the intentions of the Teacher Quality Partnership Project that is geared toward recruitment, preparation, and retention of a new generation of excellent teachers that will be achieved through this initiative. Yuba-Sutter Disposal, Inc has assisted virtually every school in the Marysville Joint Unified School District through our outreach programs that include: Recycling Education, Cash for Class, spaghetti dinner fundraisers, and back to school BBQs.

Yuba-Sutter Disposal, Inc. is enthusiastic about being a partner in an initiative that will enable these individuals to make meaningful contributions to some of the highest need schools in the region. We look forward to participating in this exciting new program and are committed to providing our expertise to support it.

Sincerely,

Jackie Sillman, Public Relations/Recycling Coordinator  
Yuba-Sutter Disposal, Inc.

3001 N. LEVEE ROAD • P.O. BOX G • MARYSVILLE, CA 95901 • TELEPHONE 530/743-6933 • FAX 530/743-2644

*An Employee—Owned Norcal Waste Systems Company*



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT  
Education Foundation

1919 B Street--Marysville, Ca 95901 (530) 749-8100 FAX (530) 741-7894

Co-Chairpersons: Jenny Johnson & Sue Hudspeth

July 21, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund:

I want to express the strong support of the Marysville Joint Unified School District for the Teacher Quality Partnership Project proposed by California State University, Chico and its partner school districts and schools. It addresses the key priority on which we have been working with other industry partners for several years—identifying structural solutions to the low achievement of students in California.

We have participated with California State University Chico and/or with several area school districts in efforts that preceded this initiative. We have been impressed with level of commitment of the school district and school representatives as well as the general and special education faculty and administrative leaders from CSU, Chico.

As an education foundation, we are particularly concerned about the critical shortage of highly qualified teachers in rural northern California counties and have taken a vested interest in strengthening the educational programs in our schools. We applaud the intentions of the Teacher Quality Partnership Project that is geared toward recruitment, preparation, and retention of a new generation of excellent teachers that will be achieved through this initiative. The Marysville Joint Unified Education Foundation has been established to aid and assist schools in providing all children in our community the opportunity to reach their full potential. Fundraising efforts will help fill the continual gap between state and federal support and the amount needed to provide a full-service education to our students.

The Marysville Joint unified School District Education Foundation is enthusiastic about being a partner in an initiative that will enable these individuals to make meaningful contributions to some of the highest need schools in the region. We look forward to participating in this exciting new program and are committed to providing our expertise to support it.

Best regards,

Handwritten signature of Jennifer Johnson.

Jennifer Johnson, President  
Marysville Joint Unified School District  
Education Foundation

—————Educating Today's Youth for Tomorrow's World—————





July 21, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund:

On behalf of the Board of Directors of the Yuba-Sutter Chamber of Commerce I am writing to express our strong support of the Marysville Joint Unified School District for the Teacher Quality Partnership Project proposed by California State University, Chico and its partner school districts and schools. The project addresses a key priority on which we have been working with other industry partners for several years—identifying structural solutions to the low achievement of students in California.

We have participated with California State University Chico and/or with several area school districts in efforts that preceded this initiative. We have been impressed with the level of commitment of the school district and school representatives as well as the general and special education faculty and administrative leaders from CSU, Chico.

As a non-profit, business organization in northern California, we are concerned about the critical shortage of highly qualified teachers in rural northern California counties. We are enthusiastic about the recruitment, preparation, and retention of a new generation of excellent teachers that will be achieved through this initiative. The Yuba-Sutter Chamber of Commerce collaborates with local businesses and organizations each year to provide workforce development awards that benefit students in the Marysville Joint Unified School District. The awards program was expanded to include community members wishing to further their education and career goals in education. We are enthusiastic about being a partner in an initiative that will enable these individuals to make meaningful contributions to some of the highest need schools in the region.

We look forward enthusiastically to participating in this exciting new program and are committed to providing our expertise and resources to support it.

Sincerely,

Laura Nicholson, Executive Director/CEO  
Yuba-Sutter Chamber of Commerce

MISSION STATEMENT

*To create and  
promote a  
community  
climate where  
businesses are  
productive and  
profitable*

Phyllis Fernlund, Dean  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund,

On behalf of **Computers for Classrooms**, I am writing to indicate our commitment to be a collaborative business partner in a Teacher Quality Partnership Grant application, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools for California State University, Chico and qualified local area education district partners. We consider the project to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers and to meet the needs of students of northern California rural schools.

**Computers for Classrooms** is a not-for-profit program that has been refurbishing donated computers since 1991. Our primary goal is to furnish excellent quality computer systems to rural school districts. All systems have a one year guarantee on hardware and software. CFC has invented an English/Spanish computer that can be used with bilingual families to assist in learning computer competencies and give access to the Internet.

CFC works with donors such as the Internal Revenue Service, the State Department of Education, the State Department of Finance, etc. By making refurbished, high quality donations available to rural schools, CFC can make an impact on the quality of education.

**Computers for Classrooms** is interested in participating as a partner in this grant by providing computers for students in rural-area classrooms in Northern California and to be considered for a matching grant in-kind donation.

We consider that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,



Pat Furr, President/ CEO  
Computers for Classrooms, Inc.



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**JACK O'CONNELL**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

July 9, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
California State University, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund:

On behalf of the California Department of Education (CDE), Special Education Division (SED), I am happy to write a letter of commitment for your grant proposal, "Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools".

This proposal focuses on improving the preparation of general and special education personnel to serve K-12 children in high-poverty rural areas. This project addresses these topics through (1) the development of a four-year pre-baccalaureate program for future elementary and special education teachers, and (2) the creation of an 18-month post-baccalaureate teaching residency program leading to a preliminary elementary of level I special education credential and a master's degree in teaching. It is understood assertive recruitment will take place for candidates representing diversity and individuals with disabilities. Teachers with diverse ethnic, racial, and rural backgrounds are vital to California's public schools.

California has a severe special education teacher and related service provider shortage in all areas. Should your proposal be awarded the U.S. Department of Education (ED) grant, SED will work cooperatively with California State University (CSU), Chico and other partners in planning, executing, and evaluating the project. I congratulate CSU, Chico's accreditation for the general and education specialist credential programs.

I wish you the best of luck in securing the ED grant award. I look forward to offering my support and assistance in your effort to implement this Teacher Quality Partnership project, focusing on significantly improving the preparation of general and special education teachers to address the needs of rural schools.

Sincerely,

  
Janet Canning, Director  
State Personnel Development Grant

JC:as

**COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue  
Sacramento, California 95814-4213  
916) 323-6091 Fax (916) 327-3165  
jjones-wadsworth@ctc.ca.gov

**PROFESSIONAL SERVICES DIVISION**

July 15, 2009

Dean Phyllis Fernlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund,

I am very pleased to offer you and your Project Advisory Board the Commission on Teacher Credentialing's (CTC) support for the California State University, Chico proposal, Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools to recruit and prepare future teachers and administrators to address the needs of rural high-poverty schools in your service area. As a Consultant with CTC, I am will aware of the severe shortage of qualified teachers. The innovative preparation design directly addresses traditional barriers to the access of the underrepresented ethnic and disability groups to special education careers while it ensures greater quality of future general and special education teachers. Successful completion of the proposed teacher quality partnership program meets the state personnel standards for servicing children with disabilities and it complies with standards of "highly qualified" in the Reauthorization of IDEA 2004 legislation. It will also meet the state and professional recognized standards for the preparation General and Special Education personnel.

California relies on CSU, Chico as the only institution providing teacher training for the 36,000 square mile northeast quadrant of the state. The Commission's program most recent evaluation report commended the CSU, Chico general and special education programs for being "current, field-based and responsive to the needs of a geographic region unique in California." This latest proposal is further indication of your determination to predict and serve the evolving needs of your constituencies in northern California. The CTC looks forward to continuing to be of assistance to you and your staff.

Sincerely,

A handwritten signature in cursive script that reads "Jan Jones Wadsworth".

Jan Jones Wadsworth, Ed.D.  
Consultant

Peabody College

VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE 37203



**THE IRIS CENTER**  
for Training Enhancements

July 13, 2009

Phyllis Fernlund  
College of Communication and Education  
California State University, Chico  
400 West First Street  
Chico, CA 95929

Dear Phyllis,

On behalf of the IRIS Center for Training Enhancements, let us say that we are delighted to support your proposal to develop and implement two innovative teacher preparation programs at California State University, Chico, aimed at preparing teachers and administrators to work in rural school districts.

The IRIS Center, now in its second cycle of funding from the Office of Special Education Programs, develops, produces, and disseminates Web-based modules and enhancement materials for use by college faculty and professional development providers in the preservice training of general and special education teachers and school leaders. Our work aims to improve the implementation of research-based practices among students with disabilities in inclusive settings.

IRIS materials are developed at the Center's headquarters at Vanderbilt University and in collaboration with leading experts and researchers in the field of special education. All of our modules and materials are available at no cost on the IRIS Web site (<http://iris.peabody.vanderbilt.edu>), and are easily accessible for the instructors and students in your teacher preparation programs. The staff at IRIS-West (Claremont Graduate University) offers dissemination and training services regarding the use of IRIS Modules and materials.

We are excited by the prospect of working with CSU, Chico. Besides its other obvious benefits, your proposed project will greatly benefit the IRIS Center by broadening the dissemination of IRIS products to teacher candidates from diverse cultural and language backgrounds, as well as to those with disabilities.

Great luck in the upcoming competition!

Sincerely,

Naomi Tyler  
Director, IRIS-Central

Deborah Deutsch Smith  
Director, IRIS-West

**IRIS-Central**

Peabody Box 275  
1114 19<sup>th</sup> Ave. South  
(615) 343-6006  
(800) 831-6134  
Fax: (615) 343-5611

[iris@vanderbilt.edu](mailto:iris@vanderbilt.edu)

**IRIS-West**

Claremont Graduate Univ.  
Teacher Education Dept.  
925 N. Dartmouth Ave.  
Claremont, CA 91711-6160  
(866) 626-IRIS [626-4747]  
Fax: (909) 607-7793

[iris@cgu.edu](mailto:iris@cgu.edu)

**Washington, DC  
Metropolitan Office**

10860 Hampton Road  
Fairfax Station, VA 22039  
(703) 239-1557

Fax (703) 503-8627

[judysd@gte.net](mailto:judysd@gte.net)

# **I R I S**

## **IDEA '04 AND RESEARCH FOR INCLUSIVE SETTINGS**

### **OVERVIEW**

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center develops training enhancement materials to be used by faculty and professional development providers for the preparation of current and future school personnel. The Center works with experts from across the nation to create challenge-based interactive modules, case study units, and a variety of activities, the purpose of which is to provide research-validated information about working with students with disabilities in inclusive settings. All IRIS materials are available free of charge through the IRIS Web site (<http://iris.peabody.vanderbilt.edu>).

### **THE IRIS PROCESS**

Through the collection and utilization of input and feedback, the IRIS Center is able to make available high-quality products and services. Two of the major components of this process are focus groups and needs assessments.

- Focus groups consist of institutions of higher education (IHE) faculty, practitioners, preservice trainees, the parents of students with disabilities, and professional development providers.
- Needs assessments include two distinct sources: textbook analyses and surveys.

With this information in hand, the IRIS staff—assisted by the advisory board and in collaboration with OSEP—prioritizes and selects specific topics for product development. Next, modules, case studies, activities, and other materials are created. IRIS personnel translate the researched-based content from experts in the selected topic area into practice. IRIS personnel supplement this content with additional research and resources. Finally, the materials are reviewed by experts in the field and field-tested by college faculty.

## THE IRIS ARRAY OF ENHANCEMENT MATERIALS

### ENHANCEMENT MATERIALS

The IRIS Web site offers a **broad array of enhancement materials for faculty and professional development providers to use to supplement their classes and trainings.** These materials include interactive challenge-based modules, case studies, activities, and information briefs. In addition, the Web site features four searchable databases: Web Resource Directory, Online Dictionary, Film Search Tool, and Module Media Search Tool.

IRIS materials address topics such as:

- Accommodations
- Assessment
- Behavior
- Collaboration
- Differentiated Instruction
- Disability
- Diversity
- Learning Strategies
- Math
- Reading, Literacy, and Language Arts
- Response to Intervention (RTI)
- School Improvement

## CHALLENGE-BASED MODULES

### STAR LEGACY MODULES

IRIS interactive online modules **apply the How People Learn theory developed by John Bransford (University of Washington, Seattle) and his colleagues, and are based on cognitive science research.** The modules deliver information through the STAR Legacy cycle, an award-winning teaching approach designed to help users learn about the needs of students with disabilities. The interactive modules begin with realistic challenges intended to capture the user's attention. The Thoughts questions that follow allow users to explore and consider what they currently know about the scenario presented in the Challenge. Then, in Perspectives and Resources, users draw on nuggets of information (e.g., audio interviews, movies, activities) in order to actively

## Item #10 – Special Needs Students (Slides 63-64)

engage in learning the modules' main content. Next, in the Assessment, users gauge their learning, before moving to the Wrap Up to review a summary of the module content. To find out more about the learning theory and inquiry cycle that form the underlying structure of IRIS Modules, view the module "How People Learn: Presenting the Learning Theory and Inquiry Cycle on Which the IRIS Modules Are Built."

This handout highlights four IRIS modules (below). To view these and other IRIS modules in their entirety, please visit the IRIS Web site.

### SAMPLE TOPICS

#### RESPONSE TO INTERVENTION (RTI)

In this series of modules, learn about RTI with the education professionals at Rosa Parks Elementary School. Discover how universal screening, progress monitoring, and multi-tiered interventions provide early intervening to prevent years of school failure for students struggling with reading. Understand how students with learning disabilities are identified through traditional methods and through the RTI process.

#### BEHAVIOR MANAGEMENT

Meet Ms. Rollison, a first-year general education teacher, in this series of modules highlighting the principles of behavior management. In it, Ms. Rollison learns about the components of a comprehensive behavior management plan, about developing a classroom plan, and about implementing individualized programs for students with disabilities.

#### SCHOOL IMPROVEMENT AND ASSESSMENT

Ms. Flores, a principal at Wilbur Valley Middle School, is puzzled by year-end assessment results. Join her in a series of three modules as she learns about the importance of testing students with disabilities, conditions that promote access to the general education curriculum for students with disabilities, and collaboration between general education and special education teachers to create high expectations for all students.

#### LEARNING STRATEGIES

In "Using Learning Strategies: Instruction to Enhance Learning," Mr. Carter, a middle-school general education teacher, is concerned about several of his students who perform inconsistently on academic tasks. Follow along with Mr. Carter as he learns about the benefits of implementing strategies and about the six steps required to effectively implement instructional strategies.



## HIGHLIGHTS OF OTHER IRIS RESOURCES

### CASE STUDIES

Each case study includes three levels of difficulty for a given topic, with each subsequent level requiring more advanced analysis and understanding from students. Each case study includes school-based scenarios, content pages called STAR (Strategies And Resources) Sheets, and an instructor's guide (available upon request). Case studies cover topics such as:

- Room Arrangement
- Behavior
- Student Accountability
- Classroom Norms and Expectations
- Reading Strategies

### ACTIVITIES

A large number of activities are included on the Web site to use as independent assignments or to promote discussion. The activities have been categorized as follows:

- Books
- Case-Based
- Class Discussion
- Independent
- Movies
- Online Game
- Small Group
- Web Site

### INFORMATION BRIEFS

These informational resources are gathered from a number of sources and are included on the IRIS Web site as supplemental materials.

### WEB RESOURCE DIRECTORY

The Web Resource Directory is a searchable database that helps users locate information about special education and disability-related topics available through other Web sites. Each site is accompanied by a brief annotation. This directory is searchable by the following categories:

## Item #10 – Special Needs Students (Slides 63-64)

- Agencies and Organizations
- Federally Sponsored Projects and Centers
- IRIS Partners

### ONLINE DICTIONARY

Comprising more than 600 terms, the Online Dictionary offers a quick and easy way to look up definitions related to special education.

### FILM SEARCH TOOL

The Film Search Tool includes hundreds of searchable and annotated descriptions of motion pictures having to do with, featuring, or including people with disabilities. These films portray persons with disabilities in a variety of ways as a means of encouraging discussions concerning popular images of disabilities and those who have them.

### MODULE MEDIA SEARCH TOOL

The Module Media Search Tool allows visitors to quickly search IRIS Modules for specific audio clips, movies, and activities.

## IRIS TRAINING VENUES

### FACULTY SEMINARS (1 ½ DAY)

A completely interactive/hands on experience for participants who learn how to navigate all the resources on the Web site. Additionally participants work with their own syllabi or program development outlines to incorporate IRIS resources for more effective and technologically advanced university and professional development programs.

### WORKSHOPS (TWO-THREE HOURS)

An interactive presentation where participants navigate through the IRIS web site and discuss alignment of materials to courses and programs.

### PRESENTATIONS (APPROXIMATELY ONE HOUR)

An one hour overview of the IRIS resources and website, including navigation through a Star Legacy Module, Case Studies, Activities, and Information Briefs.

## Item #10 – Special Needs Students (Slides 63-64)

### GUIDED WEB TOURS (APPROXIMATELY 45 MINUTES TO ONE HOUR)

IRIS Web Tours are individually designed for the participants, utilize teleconferencing, last approximately one hour, and provide guided tours of the IRIS Web site. During these national tours, a guide highlights the various resources available through The IRIS Center's Web site, and participants follow along using their own computers at their local sites.

### IRIS PARTNERS

#### INFORMED BY PARTNERS AND ADVISORS

The IRIS Center is supported in its efforts through partnerships with professional and community organizations, public agencies, and universities. These provide integral involvement for assessing the needs of college faculty and professional development providers and for determining specific topics for enhancement materials. The IRIS Center's partners are also instrumental in validating materials and in disseminating information about the Center's work. The list below highlights some of those already established:

#### IRIS PARTNERS

- American Association of Colleges for Teacher Education
- Center for Improving Teacher Quality, Council of Chief State School Officers
- Federal Resource Center, Academy for Educational Development
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Directors of Special Education
- National Education Association
- National Center for Special Education Personnel and Related Service Providers
- Region V Equity Assistance Center, University of Michigan
- Student CEC, Council for Exceptional Children
- Teacher Education Division, Council for Exceptional Children
- Technical Assistance Alliance for Parent Centers, PACER Center

#### VISIT US

<http://iris.peabody.vanderbilt.edu>

IRIS materials explore research-validated practices and key elements necessary to provide students with disabilities greater access to the general education curriculum. With greater access, students with disabilities achieve at high academic levels, are appropriately included in high-stakes assessments, and receive high-quality educational services in inclusive settings.

## Item #10 – Special Needs Students (Slides 63-64)

### EXECUTIVE COMMITTEE OF RELATED SERVICE PROVIDERS

- American School Counselor Association
- American Speech-Language-Hearing Association
- American Occupational Therapy Association
- American Physical Therapy Association
- Assistive Technology
- National Association of School Nurses
- National Association of School Psychologists

### STEERING COMMITTEE ON IMPLEMENTATION AND DESIGN

- Alfredo Artilles, Arizona State University
- John Bransford, University of Washington
- John Copenhaver, Mountain Plains RRC
- Candace Cortiella, The Advocacy Institute
- Jim Green, Tribal College Liaison
- Dan Hopkins, Rocky Mountain TA Center
- Virginia Lanigan, Allyn & Bacon Publishers
- Chuck Salzberg, Utah State University
- Kathy Strunk, TN State Improvement Grant
- Beverly Young, CSU Chancellor's Office

### TECHNICAL ADVISORS

- John Bransford, University of Washington
- Sean Brophy, Purdue University
- Hank Clark, University of Washington
- Kristine Neuber, George Mason University
- Dan Schwartz, Stanford University

July 15, 2009

Dr. Phyllis Fernlund, Dean  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

Dear Dr. Fernlund:

On behalf of Sutter County Superintendent of Schools Office I am writing to express our support in a Teacher Quality Partnership Grant application, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and regional school districts. This project provides an outstanding approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs of students of northern California rural schools. As the agency that provides special education services to all the districts in our county, we are very much in support of this application. The need for well trained special education teachers in our county is of the highest priority.

Sutter County Superintendent of Schools Office fully supports the development of a Pre-Baccalaureate program for Education Specialists and restructuring of the existing general education credential program with the infusion of strategies to address the needs of English Learners and pupils with disabilities. The creation of Rural Teaching Residency program for candidates to earn a general or special education credential and MA will further prepare new teachers for a rural context, provide and address the needs of our rural region. We offer our applicable county services by collaborating closely with the other project partners to ensuring effective project implementation and delivery of project services. The result will be a robust, comprehensive foundation for sustaining the project after federal funding ends.

Sutter County serves an estimated special education population of over 2000 students in grades P-14. This represents 10% of the entire student population of the county. Nearly 35% of students served in county operated programs participate in free/reduced meal programs. We have also experienced teacher shortages in specialized programs we operate. It is anticipated that there will be a high number of retirements in the county within the next 3-5 years. The need for highly qualified teachers is critical. Sutter County is also one of the few growing counties in northern California (estimated at 1% growth annually). This has increased the need for teachers as well.

The Sutter County Superintendent of Schools Office is interested in project support in this grant by participating in:

- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,
- supporting the efforts of CSU, Chico in improving general and special education preservice training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- collaborating with CSU, Chico and partner districts by providing evaluation and feedback,
- employing graduates of the CSU, Chico teacher credentialing programs, and

Dr. Phyllis Fernlund, Dean

Page 2

July 15, 2009

- strengthening teacher preparation through greater emphasis on best practices in teaching English language arts, mathematics, science, social sciences, the arts as well as students with special needs.

We consider that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

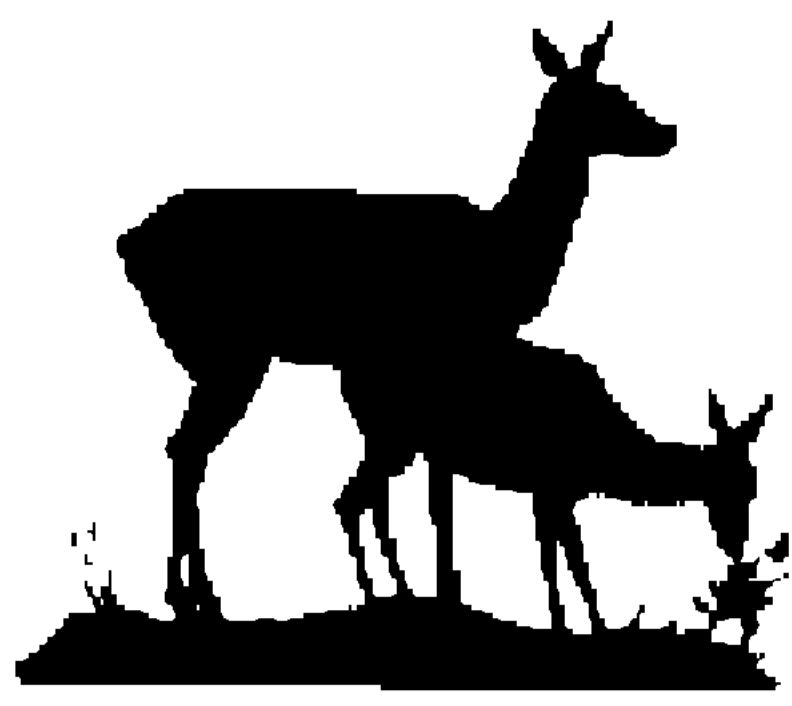
We look forward to promoting and furthering the goals of this project. Our agency has had a long-standing and ongoing relationship with CSUC through a partnership with the National Network for Educational Renewal and we look forward to expansion of our work with higher education through this partnership.

Sincerely,



Jeff Holland  
County Superintendent

JH:cs



## MODOC COUNTY SELPA

### SPECIAL EDUCATION LOCAL PLAN AREA

PETER CURRER, ASSISTANT SUPERINTENDENT – SELPA

HANNAH CURCIO, SPECIAL EDUCATION DIRECTOR

139 Henderson Street, Alturas, CA 96101

Email: [pcurrer@modoccoe.k12.ca.us](mailto:pcurrer@modoccoe.k12.ca.us) or  
[hcurcio@modoccoe.k12.ca.us](mailto:hcurcio@modoccoe.k12.ca.us)



Phone: (530) 233-7110

Fax: (530) 233-5531

July 16, 2009

Phyllis Fernlund, Dean  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

Dear Dean Fernlund,

On behalf of the Modoc County SELPA I am writing to express our support in a Teacher Quality Partnership Grant application, Project Co-STARS – Collaboration for Student and Teacher Achievement in Rural Schools, with California State University, Chico School of Education and regional school districts. We consider the project to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs of students of northern California rural schools.

Modoc County fully supports the development of a Pre-Baccalaureate program for Education Specialists and restructuring of the existing general education credential program with the infusion of strategies to address the needs of English learners and pupils with disabilities. The creation of Rural Teaching Residency program for candidates to earn a general or special education credential and MA will further prepare new teachers for a rural context, provide and address the needs of our rural region. We offer our applicable county services by collaborating closely with the other project partners to ensuring effective project implementation and delivery of project services. The result will be a robust, comprehensive foundation for sustaining the project after Federal funding ends.

Modoc County is a non-urban, non-metro county located in the northeastern corner of the state sharing a border with the states of Nevada and Oregon. In 1998, Modoc County was declared a "frontier county" by the state legislature because of the very sparse population (just above 2 persons per square mile) and the issues of providing services to this widely scattered population. The fact that Modoc County is so rural attributes in large part for the lack of interest for professionals (i.e. teachers, doctors, etc.) to show any interest in becoming part of our community. Larger metropolitan areas closest to our county include Klamath Falls, Oregon (100 miles north); Redding, California (145 miles west); and Reno, Nevada (185 miles south).

We have worked closely with CSU, Chico in the past several years, with two of our current Special Education teachers coming through the intern program. This program has made it possible for us to have quality teachers in our classrooms.

The Modoc County SELPA is interested in project support in this grant by participating in:

- assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities,
- supporting the efforts of CSU, Chico in improving general and special education preservice training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA,
- collaborating with CSU, Chico and partner districts by providing evaluation and feedback,
- employing graduates of the CSU, Chico teacher credentialing programs, and
- strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences, the arts as well as students with special needs.

We consider that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them.

We endorse the goals of Project Co-STARS to creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

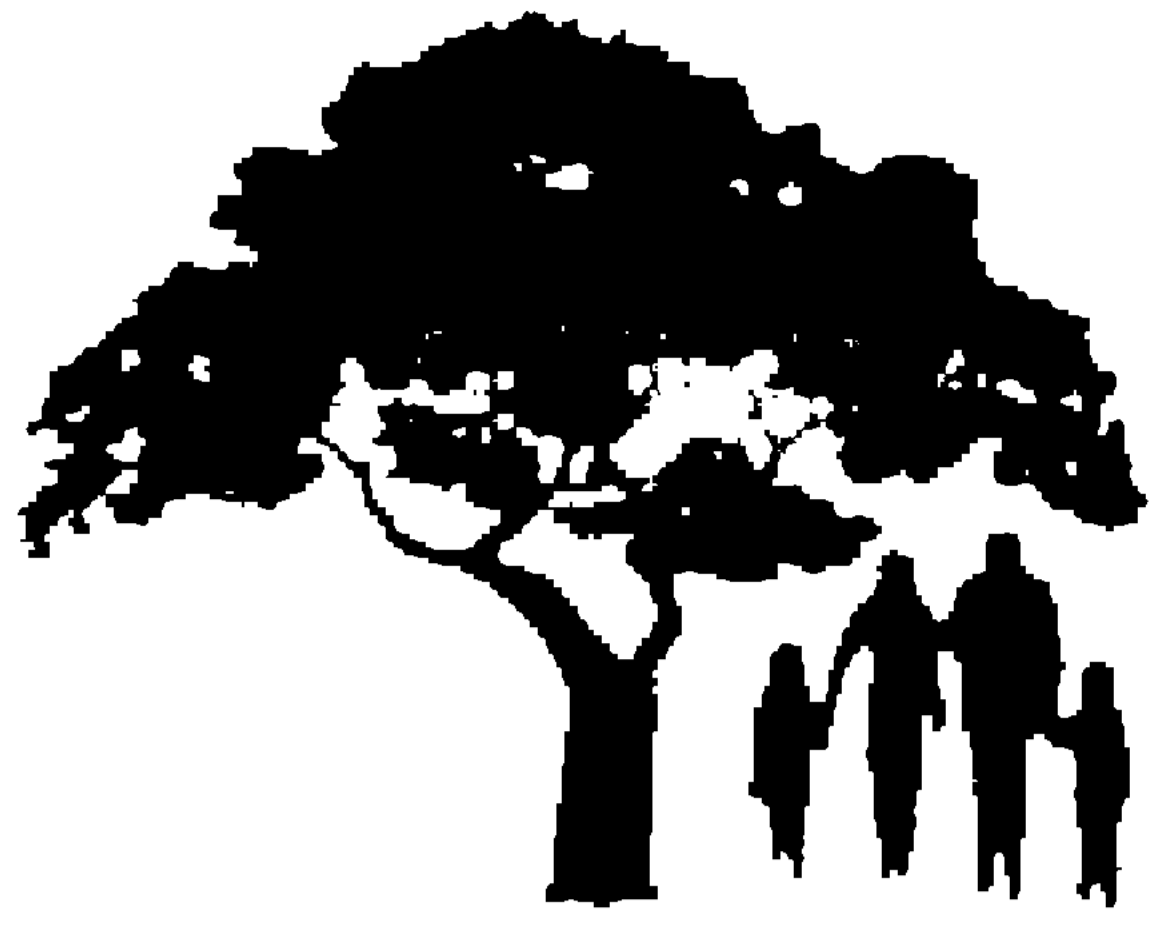
We look forward to promoting and furthering the goals of this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Curren", with a long, sweeping horizontal stroke extending to the right.

Peter Curren  
Assistant Superintendent – SELPA





# BUTTE COUNTY SELPA

Butte County Special Education Local Plan Area

1859 Bird Street • Oroville, CA 95965  
Phone: (530) 532-5621 • Fax: (530) 532-5794  
E-Mail: rappleaga@bcoe.org

ROY L. APPLGATE, Ed.D., SELPA DIRECTOR

July 16, 2009

Dean Phyllis Fermlund  
College of Communication and Education  
CSU, Chico  
Chico, CA 95929-0145

Dear Dean Fermlund,

I am writing on behalf of Butte County SELPA to indicate our commitment to be a collaborative partner with California State University, Chico School of Education and Palermo Union School District in a Teacher Quality Partnership Grant application, Project Co-STARS (Collaboration for Student and Teacher Achievement in Rural Schools). We consider the project to be an exceptional approach to addressing the priority for strengthening content knowledge and teacher skills in the preparation of general and special education teachers to meet the needs student of northern California rural schools.

The Butte County SELPA staff is willing to serve on the Program Planning and Evaluation Board of this project as well as participate in the work of the California Subject Matter projects, if needed. We envision collaborating closely with the other project partners to ensure effective project implementation and delivery of project services. The result will be a robust, comprehensive foundation for sustaining the project after Federal funding ends.

Butte County has had the good fortune of recruiting and hiring many excellent general and special education teachers and specialists for many years\*. We are aware, though, of the increased competition for qualified candidates and the accelerating rates of retirements in the next decade. We anticipate a greater need at a time when training institutions are strained by decreasing funding and supports. Butte County in particular has been subject to particularly high needs with a recently rising unemployment rate, higher numbers of English Learner students and increased percentages of students in certain disability categories such as autism and emotional disturbance. With this grant and our confidence in California State University, Chico's Education Department's ability to produce highly competent, employable teachers, we have an opportunity to increase the supply of potential staff to meet these needs. We project that county wide, the need for special education teachers and specialists could exceed 100 individuals in the next decade, 50 of which are classroom teachers. \*Butte County currently employs 349 special education teachers and specialists. Approximately half of these are RSP or SDC teachers.

The Butte County SELPA is interested in participating as a supportive partner in this grant by:

- Assisting in attracting and recruiting teacher candidates from diverse cultural and language backgrounds and those with disabilities;
- Supporting the efforts of CSU, Chico in improving general and special education pre-service training to meet the needs of high-poverty rural areas and the requirements of NCLB and IDEA;

BANGOR UNION  
BIGGS UNIFIED  
CHICO UNIFIED  
DURHAM UNIFIED  
FEATHER FALLS UNION

GOLDEN FEATHER UNION  
GRIDLEY UNIFIED  
MANZANITA UNION  
OROVILLE CITY ELEMENTARY

OROVILLE UNION HIGH  
PALERMO UNION  
PARADISE UNIFIED  
PIONEER UNION  
THERMALITO UNION

BUTTE COUNTY OFFICE OF EDUCATION - ADMINISTRATIVE UNIT

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- Opening our extensive staff development opportunities to prospective teacher candidates whenever possible;
- Strengthening teacher preparation through greater emphases on best practices in teaching English language arts, mathematics, science, social sciences and the arts as well as students with disabilities and English Learners;
- Participating in ongoing program evaluation and monitoring, and
- Willingness to serve on the project Advisory Board.

We believe that the project will build local capacity to improve the educational opportunities for students, including students with disabilities and English Learners, and will improve literacy instruction across the content areas. We also view it as a project that has the capacity to bring about a range of system changes in collaborative approaches for preparation of new teachers and continuing support for them. We endorse the goals of Project Co-STARS in creating a comprehensive reform initiative aimed at significantly improving the preparation of teachers and administrators to address the needs of rural schools. The project will have significant positive impact on student learning and academic progress and will assist in overcoming the persistent achievement gaps in California.

We look forward to promoting and furthering the goals of this project.

Sincerely,



Roy L. Applegate, Ed.D.  
SELPA Director

RA:jj

# Budget Narrative

## Budget Narrative Attachment Form

Attachment 1:

Title: **Co-STARS Budget Narrative** Pages: **0** Uploaded File: **Co-STARS\_Budget\_Narrative.pdf**

**Project Co-STARS**  
**Budget Narrative**

**Budget Request – Federal Funds**

**Year 1.**

**1. Personnel:**

The Project will include a 20% Faculty **Director** (\$161,298), 40% Co-Director for Teacher Residency Program (\$86,604), 30% **Co-Director for Pre-Baccalaureate Program – Specialist Emphasis** (\$71,088), 10% **Co-Director for Pre-Baccalaureate Program – General Education Emphasis** (\$76,261), Four **K-12 Teacher Resident Program Site Co-Coordinators Yr 1** (varies by year; two districts begin at a later date): 25% Coordinator **Palermo Site** (\$108,694), 15% Coordinator **Orland Site** (\$58,275), 20% Coordinator **Marysville Sites** (61,221), 25% Coordinator **Cascade Union Site** (\$61,676), 25% **Special Education Coordinator** (\$62,816), 10% **MA (General Education) Curriculum Coordinators** (\$87,178), and 10% **MA (Special Education) Curriculum Coordinator** (\$92,652) and a 100% time **Administrative Analyst** (\$38,940). There will be a 50% **Recruitment Coordinator** (\$46,350), and 15% **On-Line Community Coordinator** (\$49,190). There will also be a 75% time **Technology Specialist** (\$41,088) to work with faculty in integrating technology into the curriculum and support online instruction and communication, and a 25% time **Web site developer** (\$41,088) to assist with Web-enhanced instruction and develop the project Web site. Faculty will be participating from the Colleges of Communication and Education, Humanities and Fine Arts, Natural Sciences, and Behavioral and Social Sciences as **content area liaisons** who will focus on (a) curriculum reforms, (b) clinically-based program redesign, (c) evaluation of the restructured pre-baccalaureate program and (d) design and implementation of teacher residency program. Involvement of additional **content area liaisons** from the subject matter projects will be required

during the academic year and summer for each of the subject areas that candidates must master to earn a Liberal Studies degree and a multiple subject credential or special education credential. **Faculty dedicated time** to build RTR and to ITEC will support the preparation of new teachers at the elementary (K-8) and education specialist levels (K-12) in the new program of pre-baccalaureate study (8 faculty at 10% and 5 faculty at 20% of \$72,711). Victoria Bernhardt, Professor at California State University, Chico, who is a nationally recognized evaluator and a faculty member in the department of Professional Studies in Education, will design and oversee the ITEC evaluation program and RTR school site improvement (25% - \$115,464). Funding provided for this independent evaluation will allow for the development and the conducting of the evaluation and for work with the key project personnel in interpreting and using the results from year 1. One graduate student assistant will assist in the administration of the program (\$10,560). The subtotal of personnel costs in year one is \$534,486.

## **2. Fringe Benefits**

Fringe benefits are calculated in accordance with standard university rates. The figure for benefits is based on the actual benefits for the faculty to be involved in the project. The average rate is 38% during the academic year and 13% during the summer. Benefits include the normal components of health, dental and vision benefits, retirement, medicare, disability, and life insurance. Student assistant benefits are at the rate of 10%. The subtotal of benefits in year 1 is \$74,909.

## **3. Travel**

The budget includes local travel of faculty members and directors to the clinical training sites in the rural high need LEAs which are at a considerable distance from the university. It also includes travel of faculty to other schools in the high need LEAs to build a foundation for years 2 through 5. The average cost of local travel is \$100 per trip and the budget provides for 125 trips

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*CSU, Chico School of Education – July 2009*

each year. The need for frequent participation at clinical sites requires substantial local travel to rural areas. Long-distance travel includes the costs of travel to Washington, DC for two required three-day conferences for two staff members; the Project Director, the 2 Project Co-Directors and one other individual. The budget for long-distance travel also includes funding for one three-day trip for the Program Director and the RTR Co-Coordinator to travel to the annual MERLOT Conference, since this national online portal will assist with preparation and dissemination of digital educational content. Air travel is estimated at \$2,000 for each of the trips. Hotel rates are estimated at \$100/night, per diem and incidental expenses are budgeted at \$100 per day (per diem is budgeted at standard university rates), and car rental and ground transportation for long-distance travel is budgeted at \$200/trip. The subtotal for travel is \$26,500.

#### **4. Equipment**

Included as project supplies/expendables are five laptop computers dedicated to project functions (\$6,000), a printer (\$950), and network communication costs associated with project activities (\$1,200). One laptop will be used for administrative and fiscal purposes and for tracking of project data. The other four laptops will be used by the K-12 site RTR Coordinators at the sites to facilitate the project's curricular reforms and professional development activities (e.g., for multimedia presentations, for course and project Web site development, for creation of project materials for Web streaming, for preparation of CD-ROM and DVD resources). The purchase of computers and associated peripherals for these purposes is a one-time expense. In future years, needed replacements will be paid for by the university.

#### **5. Supplies**

Estimated expenses for other supplies include books, videotapes, CD-ROMs and DVDs, and other resource materials to be used in curricular redesign (10 RTR students will begin coursework in January and receive \$600 each for books and materials), duplicating and copying (\$11,100) and computer software and supplies (\$12,000). The latter include computer packages for instruction, licenses for digital portfolios (i.e., LiveText), and software to be used for project tracking, evaluation and database maintenance. The subtotal for equipment and supplies in year 1 is estimated at \$37,250.

#### **6. Contractual**

Funding is included for a **K-12 Co-Director** at each partner school district (\$98,000): 20% Palermo K-12 Co-Director, 20% Marysville K-12 Co-Director, 10% Orland K-12 Co-Director, 20% Cascade K-12 Co-Director. Partner school co-directors will assist in communication and collaboration within their district and with the university. Co-Directors and Coordinators will assist in selecting mentor teachers. Funding is included for coordinators at each of the four

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district sites that will serve as RTR locations in year 1 for clinically based training (2 x \$12,000 = \$24,000). Clinical site coordinators will plan and organize professional development, arrange meeting locations, assist with clinical supervision, support mentor teachers, and support teacher residents. Funding is included for a technology specialist at each of the four partner school districts (4 x \$7,500 = \$30,000) who will assist in integrating technology into instruction at the school site, participate in distance learning, and provide assistance to teachers in dealing with hardware and software problems. Funding is also included beginning in year 1 to support ten K-12 Teacher mentors for the Teacher Resident Program. Each mentor will be funded at a level of \$9,000 (incentive) for the year (10 in year 1 = \$90,000). These individuals will play central roles in training teacher residents. The K-12 mentors will be selected with consideration of their subject matter expertise to serve as content area and pedagogical experts in working with the resident teachers both in the program and during induction.

Funds are provided (\$30,000) for assistance from David Wright, Director of the CSU **Center for Teacher Quality** for the specialized longitudinal tracking that the Center is able to conduct through its *Annual Systemwide Evaluation* of CSU Teacher Education programs and its work with school districts in assessing the impacts of new teachers on student achievement outcomes.

A baseline will be established in year 1; matched-pair comparison groups will be created and multivariate statistical analysis in year 2-5 will be performed. A primary focus of the project is strengthening academic content knowledge among teacher candidates and continuing to deepen the understanding of academic disciplinary knowledge in K-12 content areas among new teachers. Funds are included for a contract with the CSU **Center for Closing the Achievement Gap** to assist in preparing new teachers to learn highly effective instructional strategies based on its successful Best Practices Intervention design (\$10,000). The project activities will be under

the direction of Dr. James Lanich, Director. The work of the center has been shown to be  
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*CSU, Chico School of Education – July 2009*



exceptionally effective, and its staff will (a) deliver workshops focused on integrating best practices for high need schools within teacher education and will (b) organize site visits enabling teacher candidates to witness the most effective teachers in high-need California schools. A sub-contract with the CSU **Center for Reading** (CAR) is included in order for CAR to provide literacy training (\$7,500). The sub-total of expenses for consultants and contracts with participating school districts during year 1 is \$275,100. Indirect costs are assessed on only the first \$25,000 of each subcontract.

## **7. Other**

The project will include a range of workshops, conferences and meetings designed to bring about significant reforms in teacher preparation and substantial advances in teacher content and pedagogical knowledge. The budget for meeting support for these activities during year 1 is \$15,000. This is to fund the expenses associated with: (a) a full-day conference in the fall initiating the project, (b) conferences and workshops throughout the academic year and summer, and (c) a conference at the end of the first 12-month period for the partners to review the progress, identify improvements suggested by the evaluation, and plan revisions for year 2 that address evaluation findings. Conferences and workshops to be held throughout the year will involve teacher candidates, education and arts and sciences faculty, teachers and administrators from the clinical sites, and other project partners. Planning and strategy development meetings will be held monthly and as needed with the primary partners. Three meetings a year will be held of the Project Advisory Committee chaired by the Provost and Vice President of Academic Affairs, Sandra Flake. The planning boards for ITEC and RTR, conferences, workshops and major project meetings will be held at regional county offices of education, districts, the Oroville Feather River Tribal Center, and the university. Daily rates for conferences will average \$500 for basic facilities that will typically include 1 large room and 2 to 3 breakout session rooms,

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multimedia equipment for presentations, and refreshments throughout the day. Food expenses will typically average \$10–\$20 per person. The total cost of facilities rental and catering for 25 workshops, meetings, and conferences held over the first year is budgeted at \$15,000.

### **8. Total Direct Costs**

The direct costs in year 1 are \$1,063,245.

### **9. Indirect Costs**

The indirect cost rate used is 8% on modified total direct costs. Indirect costs total \$85,060.

### **10. Total Costs**

The total for direct and indirect costs is \$1,148,305.

### **Year 2.**

In year 2, project expenses are generally similar to those of year 1. There is an increase in **Recruitment Coordinator** time from 50% to 75% as well as a 3% cost of living increase for salaries. Books, materials, and supplies expenses have increased from 10 to 40 RTR students at \$600 per year. Contractual costs increase in year two as **K-12 Project Co-director** time increases in response to program growth. Marysville increases from 20% to 40% and Orland increases from 10% to 20%. These two sites begin the teacher residency in August. Clinical site coordinators increase from 2 to 4 at \$12,000 each and **K-12 mentors** increase from 10 in year 1 to 30 in year 2 at \$9,000 (incentive) each. **Four Subject Area Consultants** are also paid \$2,000 each. These subject area expert consultants will provide workshops on research-based strategies for working with English Language Learners, literacy, special-needs, math, and science students for faculty school site partners involved in the project. Total contractual costs increase from \$275,100 in year 1 to \$516,500 in year 2. The federal budget for year 2 is \$1,350,565 in direct costs and \$108,045 in indirect costs and a total figure of \$1,458,610.

### Year 3.

In year 3, basic budget categories continue to be similar to the previous two years, but there is a slight increase in requested funds. Salaries and Wages decrease as faculty dedicated time and content Area Liaison time both reduce to 9% for 8 and 5 faculty respectively, to reflect and refocus on district priority needs. Costs associated with the number of students in the program increase. This includes local travel, books, materials and supplies, and 40 K-12 Mentors at \$9,000 (incentive) each. This also reflects a normal 3% cost of living escalation factor. The federal budget for year 3 is \$1,296,120 in direct costs and \$103,690 in indirect costs, resulting in total costs of \$1,399,809.

Year 4. In year 4, basic categories remain. The budget includes one new expense item for the production of a project documentary video. The production is to be done by Professor Cara Deleon from the Department of Communication Design department (vita included in Appendix D.1.6). The Communication Design department has experience and proven success in the production of excellent videos. The budget includes funding for scripting, camera crew, filming, editing, and final production of a video documenting the project and its lessons. The video will include interviews with all of the primary partners and will document the development, implementation and outcomes associated with the project. This cost is distributed as travel to the sites as \$8,000, equipment and production supplies at \$19,747, and salary at 40% of \$64,213 plus summer. There is again a 3% cost of living escalator adjustment to salaries. Funding for **Faculty Dedicated Time** and **Content Area Liaison** time decrease to 7%, to reflect increased institutionalization of the project. Local travel increases in response to the number of students in the program as do contractual costs. Year 4 includes 60 **K-12 Mentors** at \$9,000 (incentive) each and **K-12 Teacher Stipend/Release** time totaling \$35,000 is to cover the new training costs

for cooperating teachers who will be working with ITEC students in year 5. The costs of Federal  
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funding requested for year 4 is \$1,624,074 in direct costs and \$129,926 in indirect costs, with total costs at \$1,754,000

**Year 5.**

There will be a reduction in requested federal funds, primarily associated with personnel and contractual expenses, as CSU, Chico and the participating districts institutionalize the project components within their basic operations. The total request for federal funds in year 5 is \$1,472,741 in direct costs and \$117,819 in indirect costs. The total cost is \$1,590,561. Project Co-STARS will provide the foundation for reforms to continue during subsequent years without this grant's funding.

**Total 5 Year Request.** The total 5 year request, including both direct and indirect costs, is \$7,351,285.

## **Budgetary Resources – Non-Federal Matching Funds**

**Years 1 and 2.** A waiver of the matching fund requirement is requested for years 1 and 2.

**Year 3.** The required match is (b)(4) It as follows:

A Salaries and Wages Match of (b)(4) with a corresponding fringe match of (b)(4) In years 3-5 there will be a considerable increase in workload for credential coordinators Bercaw (b)(6) Larocco (b)(6) Summers (b)(6), and Davis (b)(6) As in-kind contribution, teacher mentors will provide daily support to the teacher residents (40 in Year 3, 366hrs (b)(4) Community service and tutoring services by ITEC students (85 in Year 3, 40hrs (b)(4) will also be provided as in-kind support. With 170 teacher residents coming through the M.A. programs, MA Advisors workload will be part of the Project's cost share. The M.A. advisors will be assisting students in understanding program requirements including submission of the final thesis/project to meet all university regulations (2 faculty at 20% each). Additional Salaries and Wages cost share includes Advisory Board Meetings (three 4-hour meetings for 21 members - (b)(4) and a web site developer (10%)

Contractual match total will be (b)(4) and will include (b)(4) from the CSU Center for Teacher Quality, (b)(4) from the Center for Closing the Achievement Gap, (b)(4) from the Center for Reading, (b)(4) from MERLOT Maintenance, three content specific workshops (b)(4) each for a total of (b)(4) and (b)(4) from District Block Grants.

Total other costs will be (b)(4) and will include (b)(4) for scholarship support for ITEC students and teacher residents, (b)(4) in Lottery funds, (b)(4) for K12 & Business Partners for Professional Development, (b)(4) from the Whalen Trust Fund, and (b)(4) for STEPS. STEPS (Student Tracking, Evaluation and Portfolio Systems) is the information system at Chico State used for portfolios and the teacher performance assessment, PACT. In the third year of the project the system will need to be modified for the new programs in RTR and ITEC. Changes in the system programming from the old to the new programs will be completed this year and the cost will be paid by the university.

Total matching funds will exceed the required match by (b)(4)

**Year 4.** The required match is (b)(4) It will be met as follows:

A Salaries and Wages Match of (b)(4) with a corresponding fringe match of (b)(4) Total Changes to cost share for year 4 include 3% cost of living increase for personnel, and increase in RTR to 60 (b)(4) and an increase in ITEC to 138 (b)(4)

Contractual cost match remain the same at (b)(4) Equipment and Supplies will be upgraded in year 4 with a total of (b)(4) for laptop replacement, printer replacement, and related communication costs.

Scholarship support, Lottery Funds, and K12 & Business Partners match remain the same for a total of (b)(4) in other costs match.

Total matching funds will exceed the required match by (b)(4)

**Year 5** The required match is (b)(4) It will be met as follows:

A Salaries and Wages Match of (b)(4) with a corresponding fringe match of (b)(4) Total Changes to cost share for year 5 include 3% cost of living increase for personnel and a decrease in ITEC to 50 (b)(4)

Contractual cost match remain the same at (b)(4) There will be no Equipment and Supplies match in year 5. Lottery Funds contributed will decrease to (b)(4)

Scholarship support, Lottery Funds, and K12 & Business Partners match will be (b)(4)

Total matching funds will exceed the required match by (b)(4)

**Total Match is (b)(4) which exceeds the required match by (b)(4)**