

CSUCI: Co-Designing Education Programs for the 21st Century
November 14 Detailed Agenda
Including time and requests for assistance from Planning Team members

To do list at 2:30 - On each table: 1.)Place 8 markers, 35 half-sheets, and envelopes with blue and red dots at each table , 2.)Are meeting guides in each folder? 4.)Name tags? 5.)Sticky wall up, 6.)Determine wall placement location for #1 & #2 flip paper 7.) Review assistance needs with Planning Team

Time	Activity	Assistance
5:30	Overview	
5:40	Introductions & Inquiry #1: Discovery	Move easels and pads to each table after instructions.
6:10	Inquiry #2: Dream	During instructions, remove flip paper from Inquiry #1 and post on wall. During report out-bring microphone to table reporter-hold onto the mic for them please.
7:00	Inquiry #3: Design	During instructions, remove final Inquiry #2 flip paper from each table group. Post on wall. Roll up brainstorm paper, tape, and label: brainstorm #3
7:50	Prioritization dotting	At 8:05 start to count dots. Write total and circle with marker.
8:10	Inquiry #4: Destiny	At 8:20 start to collect these #4 papers from the tables
8:25	Priority Report	Two people are needed to report here-one for each topic: Dream and Design

Co-Designing Education Programs for the 21st Century
Meeting Data
CSUCI, November 14, 2001

Inquiry #1: Discovery

What one skill, knowledge, and disposition (attitude, feeling, or affect) would you like to see in a CSUCI education graduate?

Skills
Ability to think independently
Knowledge of technology/assistive technology
Adaptability to variety of needs and environments
Think critically/communicate well
(Open-mindedness) ability to listen to others
Organization
Ability to ask good questions
Teachers trained with knowledge that prompts appropriate behavior or action
Classroom management
Effective writing training
Classroom management/behavior modification
Keeping child's dignity intact
Identify needs of all children
Set aside own biases
Organization
Partnership with parents
Organization
Organization/management
On task-focused instruction
Teaching similarities and differences
Much hands-on experience
Comfortable with people
Classroom management
Organization and time management
Find each child's strength and listening skills
Coalition builder
Communication-collaborative
Implement research in classroom for success for all
To act on one's values
Ability to demonstrate best use of technology
Repertoire/bag of tricks
Applied knowledge
Listen

	Modification of curriculum
	Manage time transition
	Good communicators
	Classroom management/communication
	Manager-sequential
	Collaboration
	Organize information & tasks well
	Assessment of level of competence of students
	Effectively communicate with family, students, staff & community
	Organization
	High level of computer literacy
	Resourcefulness-bag of solutions
	Effective use of teaching technologies/pedagogy
	Application/delivery of effective pedagogical practices
	Classroom organization, managing groups, how to balance curriculum
	Teacher should be able to motivate students. (Especially students who come from a background where parents are without ed.)
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	Organization
	Skill to teach culturally diverse students
	Able to organize
	To be able to be versatile
	Classroom management
	Flexibility
	Sound instructional planning
	Ability to work with diverse populations
	Communication
	Ability to flexibly solve problems
	Extensive classroom management strategies
	Clearly be able to communicate ideas
	Be able to teach reading /writing
	Modify curriculum to meet student needs
	Bilingualism
	Bilingualism
	Multilingual
	Effective use and application of technology
	Communication
	Multilingual-multicultural
	Amen

Knowledge	
	Characteristics of population
	Of characteristics of good writing
	Of how to research what you don't know
	Of American political, economic, social institutions
	Curriculum integration and standards-based instruction
	Content knowledge
	Technology
	Knowledge of a diagnostic approach to their students
	Different approaches with different learning styles
	Teachers to know how to use data for instruction
	Being able to work with children using different modalities
	Characteristics, needs of gifted population
	Multiple style of teaching to reach all children
	Know the family o teach child
	Ability to differentiate instruction strategies in the classroom
	How to listen well
	Education as pedagogy and apply to goals
	Individual differences
	Classroom management
	Language acquisition theory
	Developmental knowledge of learning
	Broad based and well-rounded
	Deep, well rounded content knowledge
	There are no "boxes" and life long learner
	Positive view of the world
	Community organizing
	Content area
	Research based practice
	State standards
	How to use technology
	Learning styles
	Positive behavioral support
	Content with pedagogy
	Developing a vision
	Know how students learn-differentiated instruction
	Humanities with multicultural literacy
	Critical thinking processes
	Sound foundation in child, growth & development
	Content-breadth & depth
	Knowledge of good teaching practices

	Knowledge of standards & essential learnings
	Social services within the community
	Know resources for assistance-school and district
	Knowledge of community resources
	Understands cultural relativity
	Knowledge of how to teach 2 nd language learners-both academic and socially in English only classrooms
	Acquire knowledge that is organically connected to our world- (connect to daily life)
	Understand different learning styles
	Knowledge of cultural diversity and respect for the diversity of students
	Content knowledge and standards of teaching profession
	Differentiate instruction
	Adapt curriculum for every student
	Multi-tasking
	Ability to make instruction meaningful
	Feeling well prepared
	Knowledge of learning comm. Methodology
	Wide knowledge of differences in people/cultures
	Deep understanding read/write process
	Diverse methods of human self-expression
	Learning is ongoing
	Content area- where at-where going
	Grounded in past-knowledge of present
	Ability to recognize individual student needs
	Understanding of multicultures in the area
	Diversity not only of culture and needs of students
	Subject matter
	Go beyond what is required to do. Use of critical thinking skills- use of questioning
	High expectations for students

Dispositions	
	Desire to work collaboratively
	High expectations for students-putting children first
	Positive attitude
	Feeling of empowerment
	Being part of a team
	Collaborative
	All children can learn and have value
	Cooperative behavior with peers
	Passion
	A willingness for ongoing self-reflection and growth
	Flexibility and cooperation in order to put the student first
	Look past "label" of child
	Open to all levels of learners in a classroom
	Open to encompass new knowledge from all sources
	Passion for what education is all about
	Collaborative
	Compassion-energy
	Caring
	Adaptable-open to change
	Openness to diversity
	Love of learning
	Compassion and Positive attitude
	Flexibility
	An acceptance of every student, regardless
	Willingness to change
	Risk taker
	Life long learner/flexible
	Entrepreneurial thinker
	Confidence in abilities
	Mentoring/Desire to learn
	Embraces diverse point of view/sense of humor
	Diversity as an asset/reflector & inquirer
	To deal with the unexpected
	Open mindness
	Flexibility
	Compassion
	Flexibility
	Servant-leader
	Empathy
	Professional commitment/lifelong learner

Exhibit 7.2 Community Vision Meeting (2001)

	Sense of connectedness
	Feeling of being ready to teach/confidence
	Ability to think on your feet
	Friendly & innovative
	Openness towards cultural ethnic variations
	Sees each student as an individual/caring
	Mature, patient
	Flexibility
	Love all students
	Adaptability
	Adaptability and collegiality
	Positive attitude
	Compassion
	Empathy
	Commitment
	Appreciation of all diversity
	Positive about future
	Open to innovation
	Open to new ideas
	Belief all children can learn
	Tolerance of opinions of others
	Positive-look /expect the good
	Confidence to enter classroom
	Challenge existing conditions and practices
	Empathy
	Willingness act in/advocate for multi-cultural students
	Humor
	Empathy
	See teaching as problem posing/advocacy compassionate
	Passionate dedication

Inquiry #2: Dream

The year is 2011. Graduates from CSUCI's educator programs are highly valued in schools in this region and across California. County students are excelling. What did CSUCI and the community do to contribute to graduates' success? (Wander beyond, consider what might be, dream)

Priority	Descriptor
24	Graduates are comfortable with the skills of self-analysis, reflection, & self-critiquing of their teaching skills/attitudes; as well as working in collaborative, analytical teams
18	Expose undergraduates early and often to classrooms prior to credential program
15	CSUCI & the community instilled the belief that all students have ability to achieve high standards
14	Support for more personal contract, collaboration with veteran teachers (not only one master teacher)
9	Develop learning communities with a variety of ages, types of assignments, and grade levels, to support and give feedback to each other.
8	Induction Program provided ongoing support and coaching including a CSUCI "Warranty Program" at no cost
8	Graduated multilingual and multicultural students including first generation college students
5	Program that is do-able for working adults (i.e., Saturdays, evenings)
5	Identify model programs/classrooms
5	Teaching is a profession which requires ongoing learning, reflective and collaborative skills
4	CSUCI & the community taught the ability to be flexible in order to adapt for diverse learning needs.
4	Require student teaching in a variety of settings prior to actual teaching
3	University provided a broad based quality education in the liberal arts and sciences
3	Used "world class professors" and "distinguished teachers from community" who through lab schools, coaching and mentoring, established connections between practitioners and research
3	Blend general education and special education credential programs so students can easily complete either
2	Hiring faculty who modeled effective teaching practices
2	Ethnic diversity and cultural understanding
2	The classroom and field work were based on experiential learning with excellent modeling
2	Develop a good mentoring system-early on and later

2	Sufficient numbers of teachers are fully prepared to enter the classroom
2	Graduates should have exposure to a diversity of student populations and experiences
2	Instruction in how to "connect" with kids and families
1	The university & community provide personalized, long-term educational/material support for teacher program and graduates
1	Potential teachers began learning about teaching in high school due to partnerships with high schools and community college and CSUCI. These students participate in "blended" program (undergrad and teaching classes). Less than 5 years.
1	Opportunities for staff development on a continuing basis. Mentor teacher support. Internet.
1	CSUCI has a living curriculum and outstanding faculty, staff, etc.
1	Competitive salaries, incentives
1	CSUCI & the community created a broad-based education that enriched the graduates in the areas of technology, the arts, values, social skills, academics, languages, and cultural diversity
1	Participate in an effective school-wide program (i.e.-lab school-need to work with and see success in action)
1	Ongoing professional renewal options
1	University as the facilitator/convener of community issues relating to teaching and learning
0	Familiar with rich diversity of human experience/cultural diversity
0	Effective mentor training program/partnership with all stakeholders
0	Schools within county develop an established relationship with the professional development school and university
0	Community supports the schools and teachers philosophically and financially
0	The university demonstrates exemplary recruitment strategies for selecting faculty and students. (Reflects the diversity & disposition & core values)
0	Each student had an environment which encouraged self-vision
0	Students were encouraged to lifelong learning-taught to teach themselves
0	Curriculum was presented in a competency based model-portfolio based assessment
0	Have "Education degree"-more appropriate training for people, not fast track that puts people with other majors into the classroom with just one year of training
0	Breakdown the tier approaches to credentialing-encourage 1 st year teachers and veterans alike to return to university. Cyclical approach (roles cross over) Class experience-work with university professor-

Exhibit 7.2 Community Vision Meeting (2001)

	colleagues-new teachers-5 th year.
0	Schools and university are partners in a reciprocal relationship

Inquiry #3: Design

How do you suggest the community and CSUCI work together in the future as education programs are developed? (Consider the process, structures, content focus for working together....think high and low tech) (Sticky Wall half sheets)

Priority	Category Name	Descriptors
37		<ul style="list-style-type: none"> • Capture the talent of veteran teachers • A point person to coordinate all of CSUCI educational activities • Set up an exchange: University prof. and school district personnel program • Close link between master teachers and university faculty • Develop a "master teacher" program • Develop master teachers
34		<ul style="list-style-type: none"> • Policy board:community, k-12, CSUCI (faculty and students) • Develop broad-based community task force which includes community members, students, teachers, administrators, and university staff. • Advisory council involved in curriculum development and improvement • Tap into human resources available in our community (military, retirement) • Have pot lucks • Local school/district/university and community partnerships • Advisory committee that is diverse and includes educators, recent graduates, business persons, and community, graduates • Regular advisory groups with equal representation from schools/CSUCI • CSUCI faculty and staff members of community (forums, organizations, institutions) • K-12 in CSUCI advisory role • Teams-families-communities, UCLA student teacher support model
18		<ul style="list-style-type: none"> • Assess the success of graduates • Use the input of new teachers. What do they feel is needed? • School "Field" staff regularly review CSUCI teacher-prep curriculum • University professors visit schools to discuss

concerns and suggestions.		
15		<ul style="list-style-type: none"> • Website-community & CSUCI, joint • Forum for dialogue with other institutions in CA, the US and the world via technology • Access computer technology for communication and learning • Ongoing internet resource bank accessible to both parties (teachers and university) • Technology connections to classrooms for "real time" observations and dialogue • Utilization of all media (e.g. radio, TV, Internet) to inform stakeholders, etc. • Provide universal access to learning
11		<ul style="list-style-type: none"> • Credential program for full-time workers • Non-traditional ongoing education: study groups, teacher researcher projects, book clubs, institutes, multi-discipline multi-age. • Flexible schedules for students who must work full time, or \$
9		<ul style="list-style-type: none"> • Reciprocal responsibility for on-going professional development (recognizing we learn from one another) • Opportunities in a variety of settings for hands on experiences • Align university and district calendars, student teaching 1/2 year • Co-teach/research experiences with (eval tech asst) university and community educators
4		Develop resources for teachers, administrators and students (library)
3		<ul style="list-style-type: none"> • University advancement support • Use \$\$ to support joint projects-release time • Lobby legislators for joint partner funding
0		Student - operated performing arts center
0		School/university partnerships in collaborative action research
0		TVI credential offered (teacher of the visually impaired)