

CHARTER and By-LAWS
California State University Channel Islands
SCHOOL OF EDUCATION ADVISORY COMMITTEE (SEAC)

I. INTRODUCTION

The **School of Education Advisory Committee (SEAC)** makes recommendations and suggestions which will assist the further development and improvement of the School of Education at California State University Channel Islands.

PURPOSE OF THE COMMITTEE

Mission Statement:

- To assist the School in identifying needs and trends for professional preparation among the educational communities in the region
- To act as advisors to improve the curricula and activities of the School
- To foster interaction between the School and the educational community
- To assist the School in expanding its external visibility
- To foster awareness and knowledge of the School in the educational community and community at large
- To devise ways to support the School's long term development
- To advocate for the School by communicating to the School the ideas and opinions of friends, alumni and members of local educational communities interested in the welfare of the School
- To expand the opportunities available to the School and its students
- To provide a formal network of contacts and information to support students and the work of the School
- To strengthen ties between the School and its alumni, alumni relations activities and student services.

II. EDUCATION ADVISORY COMMITTEE STRUCTURE

The Education Advisory Committee shall be organized as follows:

A. MEMBERSHIP

The Education Advisory Committee will consist of distinguished members from the educational community at large across Ventura and southern Santa Barbara counties, faculty representatives of the School of Education and the University, Director of the School of Education, representatives of University Preparation School and parents, as well as future prominent alumni of the School of Education. All members will be voting with the exception of the School of Education faculty and administrators.

B. *EX OFFICIO* MEMBERS OF THE EDUCATION ADVISORY COMMITTEE

Selected faculty from the School of Education and the Director will serve as *ex officio* (non-voting) members of the Committee. Four faculty members from the School will be designated as

the faculty liaison to the Committee. These members will be elected by the faculty and appointed by the President to serve.

3. *Ex officio* members shall serve annually at the pleasure of the President of CSUCI.

C. METHOD AND TERM OF APPOINTMENT FOR ELECTED MEMBERS OF THE ADVISORY COMMITTEE

The faculty of the School of Education shall submit recommendations for membership on the CSUCI Education Advisory Committee to the President of CSUCI. Recommendations for membership may also be submitted by the Committee. The President of CSUCI shall appoint the members of the Education Advisory Committee.

1. Members shall serve for a period of three years. Members appointed in the first year of the committee will be appointed for one, two or three year terms so that membership will be staggered.

2. There is no limit to the number of terms for members of the Education Advisory Committee.

D. OFFICERS

The officers of the Education Advisory Committee will be Chair, Vice Chair, and Secretary. The Chair will be selected annually by the Committee. The Vice Chair and Secretary will be elected from the voting members of the Education Advisory Committee.

E. SUBCOMMITTEES

The Education Advisory Committee may appoint standing subcommittees.

III. MEETINGS

The advisory Committee will normally meet no less than once and no more than three times during the academic year at the call of the Chair or the Director of the School of Education. Meetings will be announced at least two weeks in advance of the proposed date. An agenda will be sent to members prior to the meeting.

Additional meetings of the Education Advisory Committee and any constituted sub-committees may be held as needed.

IV. AMENDMENT OF THE CHARTER

This charter will be amended by a majority vote of the Committee at a meeting announced as described above. Suggestions for changes to the Charter should be communicated to the faculty liaison members and the Chairperson. The President of CSUCI is the final approver for all changes to the SEAC, its charter and its membership.

Charter as amended April 2008

UPDATED 3/11/09	SCHOOL OF EDUCATION ADVISORY COMMITTEE		
LAST NAME	FIRST NAME	ADDRESS	POSITION
Antilla-Garza	Julie	Las Posas Elem School, 75 Calle La Guerra, Camarillo, CA 93010	Principal Las Posas Elementary, Camarillo (Pleasant Valley School District)
Arriaga	Trudy	Ventura Unified Schools 255 W. Stanley Ave. Ventura, CA 93001	Superintendent- Ventura Unified School District
Beltran	Bijou	Pacifica High School, 600 East Gonzales Road, Oxnard, CA 93030	Academy Administrator/Assistant Principal
Carroll	Nancy	Ocean View School District 4200 Olds Road Oxnard, CA 93033	Superintendent- Ocean View School District
Dean	Michelle	Montalvo School 2050 Grand Avenue Ventura, CA 93003	Principal- Montalvo School Ventura Unified School District
Dunlap	Jody	Oxnard Union High School District 309 South K Street Oxnard, CA 93030	Superintendent Oxnard Union High School District
Eaton	Jennifer	6576 Partridge Drive Ventura, CA 93003	Previous student
Evans	Charmon	Univ. Preparation School, 550 Temple Avenue, Camarillo, CA 93010	University Preparation School
Hasson	Monalisa	Rio School District 2500 Vineyard Avenue Oxnard, CA 93036	Assistant Superintendent Human Resources
Hernandez	Martha	Ventura Co. Office of Educ., 5189 Verdugo Way Camarillo, CA 93012	Director, District & School Support Services
Kane	Sheila	Pacifica High School, 600 East Gonzales Road, Oxnard, CA 93030	TECA
Kent	Ruth	9211 Village 9, Camarillo, CA 93012	Community Member
Lopez	Manuel	1911 Cascades Court, Oxnard, CA 93030	Former Oxnard Mayor
Lovo	Paula	Ventura County Office of Education, 5189 Verdugo Way Camarillo, CA 93012	Director of Teacher Support Services, V C Superintendent of Schools
McFadyen	Ian	Pacifica High School, 600 East Gonzales Road, Oxnard, CA 93030	TECA Academy Coordinator
McGrath	Roz	788 N. Wood Rd. Camarillo, CA 93010	Community Member
Michael	Rae Ann	Dos Caminos Elementary School 3635 Appian Way Camarillo, CA 93010	Principal

Exhibit 1.1 School of Education Advisory Board

Montero	Cuba	Pacifica High School 600 E. Gonzalez Rd. Oxnard, CA 93036	School Counselor
Morgan	Barbara	88 La Patera Dr. Camarillo, CA 93010	Community member
Murphy	Carrie	Ventura County Office of Education, 5189 Verdugo Way Camarillo, CA 93012	Preschool for All Coordinator
Nagel, D.D.S.	Norman	1539 Via Aracena, Camarillo, CA 93010	Community Member
Ngarupe	Linda	University Preparation School 550 Temple Ave. Camarillo, CA 93010	Principal, University Preparation School
O'Neill	Dawn	Rio School District 2500 Vineyard Avenue Oxnard, CA 93036	Director, Curriculum
Palazuelos	Adrian	Hueneme High School 500 West Bard Road Oxnard, CA 93033	Principal
Rife	Douglas	Corwin Press 2455 Teller Road Thousand Oaks CA 91320	President and Publisher Corwin Press
Riley	Deborah	Simi Valley Unified School District 875 E. Cochran Street Simi Valley, CA 93065	Director of Elementary Education
Rocklin	Pamela	1337 Ramona Drive, Camarillo, CA 93010	Community Member
Samples	Mary	SELPA Ventura County Office of Education 5189 Verdugo Way Camarillo, CA 93012	Assistant Superintendent Executive Director SELPA - Ventura Cty Supt of Schools Office
Sherry	Steve	Phoenix School, 500 Airport Way, Camarillo, CA 93010	Ventura County Behavioral Health--Phoenix School
Simmons	David	5100 Adolfo Rd. Camarillo, CA 93012	Director, Certification Development Services
Towner	Dr. Terrence	1101 Seal Court, Ventura, CA 93001	School Superintendent (Retired)
Turner	Marcia	Ocean View School District, 4200 Olds Road, Oxnard, CA 93033	Assistant Superintendent of Curriculum Instruction and Assessment
Vaca	Jesus	Anacapa Middle School Ventura Unified School District 100 S. Mills Road, Ventura, CA 93033	Principal
Warner	Judy	439 Mint Lane Ventura, CA 93001	Community Member

CSUCI MEMBERS

Arner-Costello	Fran	VCOE SELPA Coordinator
Adler	Mary	English
Bleicher	Bob	Education, MS
Cortez	Sandra	Mini-Corp
Duffin	Barbara	Advising Center
Francois	Marie	History and Chicano Studies
Karp	Joan	Director of School of Education
McNeil	Alex	Liberal Studies
Milburn	Trudy	Communications
Pacheco	Pilar	Service Learning
Pulido	Patti	Credential Office
Quintero	Elizabeth	Education, ECS
Rivera	Paul	Economics
Rummel	Tim	Education, Admin Services
Thompson	Mona	Education, Precredential, MS
Toshalis	Eric	Education, SS
Vaidya	Ashish	Dean of Faculty
Wakelee	Dan	Associate Dean of Faculty
Wakenhut	Charlotte	Education Support Coordinator
Wallace	Amy	Dean of Library
Wyels	Cindy	Mathematics

**Education and Liberal Studies Programs
Founding Members Advisory Committee
October 25, 2007
University Hall Training Room**

Agenda

1. Introduction of community members, faculty and staff
2. Discussion of the purposes of the Education and Liberal Studies Programs committee
3. Description of the education programs offered by CSUCI and their relationship with the community
4. New developments with the Education and Liberal Studies Programs
5. Other community members who should be invited to participate on the Advisory Committee
6. Establishment of a meeting schedule-best days, times and locations
7. Confirmation of a commitment to participate on this Advisory Committee
 - a. Curriculum review and future program needs/development
 - b. Community outreach and fund raising
 - c. Guest lecture series

Functions of the Education Program Advisory Committee

- A. To take the pulse of the community-identifying trends and needs for the preparation of teachers, school administrators and potential areas of research
- B. To receive feedback about our programs so that they are the most effective programs for preparing teachers and administrators to work with our children and families
- C. To inform our community about our programs
- D. To build a donor base

**Education and Liberal Studies Programs
California State University Channel Islands
Founding Members Advisory Committee Meeting**

**October 25, 2007
University Hall Training Room**

In Attendance: Ruth O. Kent, Michelle Dean, Linda Ngarupe, Charmon Evans, Paul Rivera, Jody Dunlop, Adrian Palanzuelos, Ian McFadyen, Sheila Kane, Pilar Pacheco, Tim Rummel, Alex McNeill, Elizabeth Quintero, Trudy Milburn, Charlotte Wakenhut, Jeanne Grier, Kaia Tollefson, Patti Pulido, Barbara Duffin, Jacki Gilmore, Joan Karp, Merilyn Buchanan, Cindy Wyels, Manuel Correia, Eric Toshalis, Tiina Itkonen.

1. Introductions
2. Purpose of the committee:
 - A. To take the pulse of the community in terms of current and future needs for teachers and educational leaders.
Education Programs will be most effective if our educators work with our community. If what we create is not responsive to your needs, we are not doing our job, so we want feedback from the community.
 - B. To inform the community of what we are doing.
 - C. To build a donor base.
3. Programs:

Multiple Subject—Merilyn Buchanan: Multiple Subjects is the first education program launched in 2002 and the largest of the programs. We prepare teachers for kindergarten to grade six with No Child Left Behind. Approximately 400 students have completed CSUCI Multiple Subjects Program thus far. We place graduates from the program throughout the districts in Ventura County and Southern Santa Barbara county. We have a very good relationship with the University Charter Schools (UCS). Many students have had placement in the UCS. The Multiple Subject Credential Program is a companion to the undergraduate Liberal Studies Bachelor of Arts program..

Liberal Studies—Alex McNeill: There are two options in Liberal Studies. The Teaching and Learning option provides subject matter content for elementary school teachers. The Concentrated Studies offers a degree program for students whose major area of interest is not currently offered at CSUCI. Merilyn Buchanan and Bob Bleicher are submitting an integrated program to allow students to achieve the Liberal Studies Bachelor of Arts and Multiple Subjects Credential Program concurrently. This program will be one semester less than the current four year bachelor's degree plus the one year credential program. In the process we will be modifying the Teaching and Learning major so the first six

semesters the students will take the same course work in the integrated program. By the time they become seniors they can complete either the Liberal Studies bachelor's or enter the regular credential program with the bachelor's degree.

There is no shortage of Multiple Studies teachers in the county, however, there is a prediction that in 3-5 years that will not be the case. We are starting with freshmen next year so they would be prepared in four years. We are hoping the two points will merge--the need for Multiple Subject teachers and the integrated program. We have two years to work with the community colleges so students completing their associates degree will have the correct coursework to enter the integrated program and complete it in two and a half years at Channel Islands.

Single Subject—Jeanne Grier: We started in spring of 2004, opening with Science, Math, and English Single Subject credentials. We have prepared over 100 secondary teachers. All candidates student teach in middle and high school. At first students are reluctant to teach in middle school and then they really like it. We will be starting secondary Social Studies/History credential program in the spring of 2009. We will have subject matter waivers for English, Math, Biology, Social Studies, and Chemistry for undergraduate students. With a subject matter waiver, students can take their subject matter coursework and will not have to take the CSET test. The new Social Studies credential program has yet to be approved by the California Commission on Teacher Credentialing. It is in the process of being approved by the University Curriculum Committee now.

A large portion of our single subject credential students are interns, with several in English. They are teaching full-time without a credential. (Interns are beginning teachers who are hired by the school districts in an area of teacher shortage. They have the background subject matter knowledge in their teaching area, but have not completed a teacher preparation program. In order to become an intern a candidate must enroll in a credential program while beginning teaching.) We are meeting their needs by offering them classes in the evenings and part-time university work in the first semester. Our intern program is a minimum of three semesters.

Special Education—Tiina Itkonen: There are three different programs that are separate and individual. Level I: Of the thirty five students enrolled, twenty-three students are interns. We separate traditional students and interns, so interns can receive more support in their classroom. In the Level II: Professional Clear Program, beginning teachers are required to come back to the university for additional coursework. For this program, we partner with Ventura County Office of Education. Twenty-five percent of the students' Level II instructional activities are professional development activities that they complete off campus. We just began a Masters of Arts in Education Program with two specialties: Educational Leadership and Special Education. The Special Education Masters can be combined with the Level II program.

Educational Leadership—Tim Rummel: Principals Leadership began in 2004. This is a Master's Program with an Administrative Services Credential. We have had four cohorts to date. It began in Extended Education because the resources were not available in CSUCI. Many classes have been taught at UCS.

To date we have enrolled 75 students. Two of those cohorts have graduated and one more will graduate in June. We moved from Extended Education to “stateside” this year and hope to continue to build this program in the next few years.

Early Childhood Studies—Elizabeth Quintero: This is an undergraduate, four-year degree program in Early Childhood Studies, a unique program. One of the strengths is that we are able to provide course work and practice by incorporating field work throughout the program. We have a good relationship with the community. Credentialing is different in California than other states. In other states it is birth to 7 or 8 and California is only birth to Pre-K. We are looking at our credential to see how we could incorporate kindergarten to grade 3.

BCLAD—Kathy Contreras: We now have a California Commission on Teacher Credentialing-approved BCLAD program which includes teaching credential candidates in Spanish about how to most effectively teach children who have English as their second language. In 2002 the commission would not let us start a program because they were revising the standards. Recently CSU Channel Islands was allowed to apply for this credential and was approved.

Teacher Performance Assessment: Starting July 1, 2008 every new credential for a Multiple or Single Subject teacher in California will need to demonstrate their teaching capabilities using a standard assessment process. The state has two versions: the California TPA and PACT. Each campus can choose from one of them or do their own. We have chosen to pilot PACT. Students plan, implement, assess, and reflect on their teaching. They do a demonstration video and are scored in each of these areas by community members and professors who have been trained. We will be implementing it on July 1, 2008. Candidates will need to demonstrate their competencies on this standardized assessment before they can receive a credential. It is unfunded at this time. It has an impact on our schools since student teachers must be allowed to video in the classroom. Jack O'Connell wrote a memo requesting schools collaborate with the universities and work on the issue of video tape permissions. We are experimenting with it this year to determine the best time for the students to complete their PACT teaching event and the most optimal conditions for candidates to complete this high stakes assessment of their competence. Candidates need the opportunity to redo it if they do not do well the first time. It is an important formative tool in addition to being a summative tool.

We need community assistance for this mandated assessment. Implementation in secondary and elementary schools has different issues associated with each.

Math and Science Grant—Jeanne Grier: There is a nation-wide shortage of mathematics and science teachers, especially in Southern California. We have received a grant from the CSU Chancellor's Office for three years to help attract students into science and math teaching. Part of the money is helping to fund scholarships for math and science students. It will also fund a lesson plan database where teachers can share their lesson plans with others in the county. A speaker's bureau is planned where faculty and community members will be available to go talk to K-12 classes. How can we best communicate with schools about who needs what, so it is relevant to the classroom? One idea is to team teach in the classrooms. We would love some feedback.

We have expedited pathways with Moorpark and Ventura Colleges for students interested in becoming math and science teachers or have an interest in math and science. We are also working with the community. We also have a companion Boeing grant with scholarship money.

The Math and Science grant is working on gathering a cohort of retirees at the military bases who might be interested in teaching. We are considering delivering the initial coursework in the summer.

Teacher Recruitment/Diversity—Patti Pulido: Money has been given to the Education Program from lottery funds to assist pre-teachers financing of the examinations necessary for enrolling in a credential program, such as the CBEST and CSET tests, and live scan fingerprinting. We have test preparation booklets for BCLAD, CSET, and CBEST available for candidates and pay for the tests. There are scholarships for up to \$300 for them to take workshops on test preparation.

Economics of becoming a teacher: Many students must work while student teaching. There is a tremendous need for us to offer scholarships. This is one of the reasons we have so many interns. They can earn money while securing a credential. We need assistance with how to best communicate the need for people to help with scholarship funding. Perhaps we can get some students to tell their stories and difficulties with completing a credential and its finances. We used to receive \$5,000 scholarships from Edison (CSUCI students received 5 out of 40 scholarships). Edison has stopped funding them.

APLE Award—Patti Pulido: APLE is a student loan repayment plan sponsored by the state of California. Two years ago we received 19 of the 43 awards submitted. Last year we submitted 62 and received 32. The APL award is for teachers who will commit to teaching in high needs areas over a 4-year period and they will receive up to a \$19,000 rebate on any outstanding student loans. Thanks to the Credential Program for really publicizing it to our students. They can apply in their junior year. All of the areas mentioned previously would be a great area to target for fund raising.

Do you have an accelerated program like a summer boot camp that would help students finish sooner? At this point we have two semesters with one for pre-requisites. Previously we were able to offer pre-requisites in the summer but a couple of years ago there was a challenge and we could not continue it. The way the CSU's are configured they are either on an academic year or a year-round schedule. We are not large enough for the year-round campus so summer classes were discontinued. However, in the next five years we are going to consider going to year-round and then we could look at some of these options.

4. New developments with the Education and Liberal Studies Programs:

The campus has been in the process of creating a School of Education. The President, the faculty, and the Academic Senate are in all support of it. It will probably be announced soon. They have posted a position for the Director and Sr. Associate Dean. We are very pleased that the campus has recognized the size and scope of what we are doing.

5. Other community members who should be invited:

- A. County Office of Education
- B. Service Learning
- C. First Five
- D. Corporate and business partners
 - i. Agricultural community (Dole, etc.)
 - ii. County farming families
 - iii. Banks (Bank of America, Washington Mutual, etc.)
 - iv. Verizon
 - v. Boeing
- E. Mental Health/Probation
- F. United Farm Workers
- G. Community Colleges
- H. Elementary, middle school, and early childhood teachers and students
- I. Graduates

6. Purpose: There is a need to create by-laws and specific duties. Our goal is to meet three times per year with specific items to discuss and to provide more opportunities for community to share their ideas with us.

We will form three subgroups: 1. Curriculum review, program development, and future needs. 2. Community outreach and fund raising. 3. Community dialogue.

Questions to consider at future meetings: How can we insure our Pre-K to 12 programs are effective? How can we be sure of good service to our community? People are so eager to join with CSUCI, how do you gain entry? Are parents, teachers, students, universities, communities open to come together to talk about the accountability for the programs? They don't have the opportunity to talk about accountability. No Child Left

Behind is currently up for re-authorization. How to we invite people to the table? We will be conducting a “Testy Times” event on November 15th from 7-9pm and again on December 6th for joint conversation.

For this committee it was decided we will hold one more group meeting in a late November as a breakfast meeting (8-9:30am on a Thursday morning) to continue conversation and define rules and then break into smaller groups. A draft of rules will be provided to start conversation.

School of Education

**Founding Members Advisory Committee
Meeting 2**

**December 13, 2007
University Hall Training Room**

Agenda

1. Introduction of community members, faculty and staff
2. Reviewing and commenting on draft of charter and by-laws
3. What information, issues, and concerns should we discuss in the future?
4. Planning for Spring meetings
 - a. When should we meet?
 - b. Which topics are priorities?
5. Interest groups
 - c. Curriculum review and future program needs and development
 - d. Community outreach and fund raising
 - e. Guest lecture series

First time members—If you have time, Joan will briefly review the minutes from the first meeting held in October following today's meeting.

For additional information contact Joan Karp, Senior Associate Dean and Director of the School of Education Joan.karp@csuci.edu 805 437-8871 or Charlotte Wakenhut, Support Coordinator for the School of Education, charlotte.wakenhut@csuci.edu 805-437-8594

**Education and Liberal Studies Programs
California State University Channel Islands
Founding Members Advisory Committee Meeting**

**December 13, 2007
University Hall Training Room**

In Attendance: Patti Pulido, Bijou Beltran, Jeanne Grier, Jen Eaton, Mona Thompson, Ruth Kent, Joan Karp, Eric Toshalis, Kaia Tollefson, Elizabeth Quintero, Bob Bleicher, Trudy Milburn, Dawn Witt, Barbara Morgan, Rae Anne Michael, Kathy Contreras, Alex McNeill, Adrian Palazuelos, Terry Towner, Judy Warner, Ian McFadyen, Manuel Correia, Tiina Ktkonen, Mary Adler, Jesus Vaca, Amy Wallace, and Charlotte Wakenhut

1. Community members, faculty and staff introduced themselves. Joan Karp will have a new title when we become the School of Education, to be announced soon. We would like to hear from the community including our former students, juvenile court system, teachers, etc.
2. By-Laws: Members should include 3-4 from the School of Education and an Administrative representative. Non-School of Education members will be appointed by the President. They will have a 3-year term which is renewable. Others can attend but not vote. All of School of Education will be ex-officio, not appointed by the President. By-laws will be revised, as requested by the Committee and brought back to the next meeting.
3. What is the information desired, issues and concerns that should be discussed in the future? We should invite others who represent groups such as mental health and community colleges. Issues to discuss include declining enrollment, fewer jobs, and student teachers who don't want to teach after the student experience. What are realistic part-time jobs for students? No jobs here after 6 years of education. There will be many retirements coming soon. Let students know they can take the CBEST and substitute teach. Community needs to know what is going on with the School of Education. Let students know these opportunities are coming.

Gather information and share with students, such as APLE Grants. Last minute job needs. Email districts with student teacher names and follow up with principals. Administration is responsible for students being placed and helping them get jobs. How can the School of Education communicate with the principals with jobs and support? Principals spoke about how they are assisting student teachers enter the job market and get hired.

Ideas about interns: Majors in Special Education...what do they think when a candidate is from CSUCI? The surveys done at 1 and 3 years should be shared with principals. What are you saying as employers....good and bad? Patti Pulido: credential sends the surveys out and have a hard time getting the feedback. The school administrators need to see the results so they know why it is important. Mock interviews help students and give the faculty and staff feedback about student strengths and areas in need of improvement. With this information we can change preparation for areas in which the student do not do well.

Special Education interns: Placement is critical. Some interns are placed with very emotionally disturbed children. Don't put interns in the hard ones. The University has no control over where they are assigned. We set them up for failure.

Special Education teachers are in and out of the program quickly. They often enter special education as a stepping stone. Soft skills important, such as getting along with students, etc. Behaviors of children in programs are at different levels. What are they going to do? Need practical experience vs. knowledge. It is a good idea to substitute teach to find out what it is like.

Kathy Contreras: How can we best capitalize on CLAD or BCLAD for our English Language learner?

Kaia Tollefson: All Pacifica teachers have taken it. Which students have access to entering education programs? White....some middle class. What could be done to improve access? TECA=90% Hispanic girls. How to make it more accessible to men? Relationship with parents...How can we have teachers building relationships with parents? How can we promote access to higher education and how to get a four-year education? We should examine para-professional programs and scholarships.

Is principal involvement with student teachers, in high school a realistic expectation given principals duties? In some schools administrator take student teachers seriously and see how they will soon be the next teachers in their school.

CSUCI is using a new teacher performance assessment system: Performance Assessment of California Teachers (PACT). It assesses teacher competence with authentic tasks like lesson and unit planning, teaching and reflection on the teaching.

Respectfully submitted,
Charlotte Wakenhut

**School of Education
Advisory Committee**

**Agenda
March 6, 2008**

- 1) Introduction of community members, faculty and staff
- 2) Finalize revision of by-laws
- 3) Results of a survey of recent graduates and their supervisors; What do these results mean for our community?
- 4) Small group meetings-identifying questions, concerns, and developing action plans-
 - a) Curriculum review and future program needs,
 - b) Community outreach and fund raising or
 - c) Guest lecture series

**Education and Liberal Studies Programs
California State University Channel Islands
Founding Members Advisory Committee Meeting**

**March 6, 2008
Collaboratory BT1302**

In Attendance: Ruth O. Kent, Ian McFadyen, Tim Rummel, Elizabeth Quintero, Cuba Montero, Charlotte Wakenhut, Patti Pulido, Barbara Duffin, Joan Karp, Eric Toshalis, Amy Wallace, Mary Adler, Julie Antilla-Garza, Rae Anne Michael, Bijou Beltran, Debbie Riley, Terry Towner, David Simmons, Jesus Vaca, Manuel Lopez.

1. Introductions and welcome to the CSUCI School of Education. Our new Broome Library is planning an educators/librarians meeting. Details will be provided in the near future.
2. Finalization of by-laws: Accepted with two revisions. (1) Specifying “academic” year. (2) School of Education members are not voting members. Faculty who are not in the School of Education at CSUCI will be voting members.
3. Results of a survey of recent graduates and their supervisors. What do these results mean for our community? We have not received this year’s results. Results from last year were reviewed. This survey is done across the CSU’s with students who are graduated from our system a year before. Students and their employers are asked many questions to see how well prepared the teachers were to do their job.

One area that showed lower results was technology. We need to make sure our teachers are prepared when they go into the community so they can help their students with it. Need to pay attention to all of the components of being a good teacher so they can work with special needs students, English-learners, technology, etc. Suggestion that the county offer technology classes that could be a part of continuing education and in a non-threatening environment for people not ready for technology. Suggestion there be a 2-hour meeting to exchange ideas and available software.

4. Small group meetings—identifying questions, concerns, and developing action plans:
 - a) Curriculum review and future program needs
 - b) Community outreach and fund raising
 - c) Guest lecture series
 - 1) Identify the purpose of the group
 - 2) Most important questions or concerns
 - 3) What steps can we take?

Group reports: Attached

Respectfully submitted,
Charlotte Wakenhut

Community Outreach and Fund Raising

What is the purpose or objective of your group?

- Raise funds
- Develop relationships with local LEFS, donors and national organizations. Develop all with local, regional, and national funding. Support current and future efforts.

What do you see as the most important questions, ideas, issues or tasks to discuss?

- Community days, free parking, tours promote VISTA bus. Be more visible in the community and be accessible for the community (i.e., parking).
- Scholarships for our “home grown” students who want to be teachers. Support the development of scholarships for students to get a Bachelor’s degree and a credential and teach in the community (like TECA) but for scholarships so they can stay there. Know languages and cultures so we don’t have to work so hard to teach those things.

Why are these important?

- Find donor(s) who want to support school-name?
- Names on plaques? Bricks?
- Advertise APLE, Teacher Diversity Project, etc. Grant-funded and loans—how to apply and go through steps.

What steps can you take to address at least one of the questions, ideas, issues, or tasks?

Action Step	Person(s) responsible	When
• Eric’s plan to follow mini-grant	Eric	Summer/Fall 2008
• Recruitment events	Patti	Ongoing
• Ruth’s son!	Ruth	Anytime

Curriculum Review and Future Program Needs

What is the purpose or objective of your group?

- Future employment needs
- Pilot for new credentials
- Areas to be strengthened
- Alignment with what is happening in county
- Focusing on differentiation
- Conversations about school improvement/state wide
- Ability for new candidates to work within a group setting

What do you see as the most important questions, ideas, issues or tasks to discuss?

- Skills of new teachers in working in/with teaching staff
- How do field supervisors mediate working within faculty
- How to create more positive attitudes toward math/science among those going into multiple subject candidates

Why are these important?

- Earth science program growing across country-do we have an earth science program
- Declining enrollment
 - Retooling-helping student transition to new opportunities
- Disposition to teach-NCATE
- Holistic—multiple ages of adult peers. Administration to help and share with more experienced people. Take advantage of those experienced teachers (making entry into the social group, etc.).

What steps can you take to address at least one of the questions, ideas, issues, or tasks?

Action Step	Person(s) responsible	When
Data on future employment needs	David	
Brainstorm 3 topics and have time for discussion Select topic at beginning	Select topic at group members responsible for offering	

Needs-Information on timeline to add credentials

Rae Anne	Ian	Cuba Montero
Betsy	David	Manuel Lopez
Tim	Jesus	Bijou Beltran
Debbie	Julia	Terry Towner

Guest lecture series

What is the purpose or objective of your group?

- Promote education/lifelong learning/CSUCI presence/importance in the county
- Identify presenters
- Audience? Staff, students, community (combos)

What do you see as the most important questions, ideas, issues or tasks to discuss?

- Issues of education/current events
- Who is it important to? Why? Impact information—where? Pacifica High used a lot—sponsored by CSUCI but in community.
- Where? Out in community (esp. during CSUCI construction)

Why are these important?

- 2 levels of presentation (basic/general or detailed)
- Costs (limited funds) (\$100-\$1,000)
- ** Topics: Testing stress/bullying/acceptance tolerance/CTE/College planning** Promote University to elementary, college, and community organizations.

What steps can you take to address at least one of the questions, ideas, issues, or tasks?

Action Step	Person(s) responsible	When

What do students know about technology? Graduates could come back and share with students what is out in the community.

Parents working 2-3 jobs and never discuss why school is important. Help parents get the word out to the kids.

**School of Education
Advisory Committee**

**Agenda
May 1, 2008**

1. Introduction of community members, faculty and staff
2. Planning for CTC Site Visit Spring 2009
3. Compensating Cooperating Teachers
4. Results of 2007 survey of recent graduates and their supervisors; What do these results mean for our community?
5. Small group meetings-identifying first actions-
 - a. Curriculum review and future program needs
 - b. Community outreach and fund raising or
 - c. Guest lecture series
6. Handout Final By-laws

**School of Education
Advisory Committee**

**Minutes
May 1, 2008**

Attending: Elizabeth Quintero, Paul Rivera, Barbara Morgan, Alex McNeill, Cindy Wyels, Ruth O. Kent, Michele Dean, Roz McGrath, Barbara Duffin, Adrian E. Palazuelos, Nancy Carroll, Mary Samples, Judy Warner, Eric Toshalis, Patricia Pulido, Mona Thompson, Tim Rummel, Jacki Gilmore, Charlotte Wakenhut and Joan Karp

1. Community members, faculty and staff were introduced
2. California Commission on Teacher Credentialing will conduct an accreditation site visit to CSUCI on May 12-14, 2009.
3. Compensating Cooperating Teachers

Questions were posed, would there be other ways to compensate cooperating teachers than the \$25 per unit they currently receive? Would cooperating teachers be receptive to a workshop or professional development activity especially one that provides information on the CSUCI teacher preparation programs and mentoring and coaching of student teachers?

The Committee's consensus is that teachers appreciate the money that they receive. They often use it in their classroom. Teachers are receiving many inservice or professional development activities and are often stressed, so another half day workshop or inservice would not be appreciated. The School of Education should consider a video with a take home self study. Perhaps visual and media arts students could help produce it.

4. Results of 2007 survey of recent graduates and their supervisors; What do these results mean for our community?
Overall the CSUCI School of Education graduates and their supervisors find that the recent graduates are well prepared in all areas of teaching. Each credential program will be carefully analyzing the data and the School of Education will share results of the program by program analysis in future meetings.
5. Possible sources of funding were identified. It was suggested that the School of Education should contact California Retired Teachers Association and Association of California School Administrators (ACSA) and the California Teachers Association.
6. Final By-laws were distributed

California State University Channel Islands

School of Education Advisory Committee

Agenda October 2, 2008

1. Welcome and introductions
2. Continuing Series on Accountability in Education-on Monday September 29 Jack O'Connell presented at CSUCI on how the state is responding to mandates for accountability
3. Election of officers-Chair, Vice Chair and Secretary
4. Setting Member Terms
5. Accreditation Efforts
 - a. Fall 2008 Liberal Studies Program External Review
 - b. Spring 2009, May 12-14 Credential Programs Site visit by CTC
 - i. Biennial Report and its implications for programs
6. Question-How can we work with our local school sites when the requirements for preparing teacher credential candidates may not be aligned with the practice in the district, school or classroom?
7. Curriculum review and future program needs- examining academic master plan

Handout: Minutes of May 1, 2008 Advisory Committee meeting

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SCHOOL OF EDUCATION ADVISORY COMMITTEE
MINUTES of the OCTOBER 2, 2008 MEETING

Attending:

Ian McFadyen, Adrian Palazuelos, Barbara Morgan, Cindy Wyels, Charlotte Wakenhut, Charmon Evans, Trudy Milburn, Amy Wallace, Patti Pulido, Bob Bleicher, Pamela Rocklin, Jesus Vaca, Bijou Beltran, Cuba Montero, Julie Antilla-Garza, Mary Adler, David Simmons, Paula Lovio, Tim Rummel, Eric Toshalis, Joan Karp, Dawn Neuman.

1. Welcome and introductions.
2. Announcements:
 - The jointly sponsored (Political Science and School of Education) presentation and conversation with Jack O'Connell on Reframing Accountability was held on campus on September 29, 2008.
 - University Preparation Schools building fund will sponsor a fundraising show at the Rubicon Theater on December 7th. The flier and tickets are available in CSUCI Credential Office.
 - The Single Subject teacher preparation program in History/Social Studies will begin Spring 2009 semester if there are sufficient applicants. Also new in the Single Subject Program is the infusion of literacy into the content area methods courses. A new prerequisite on adolescent development has been added to the Single Subject program.
3. The following officers were elected to the School of Education Advisory Committee: Bijou Beltran, Chair; Barbara Wagner, Vice-Chair; Cindy Wyels, Secretary.
4. The Liberal Studies Program as part of its five year accreditation review is having an external site visit on October 30-31. Two reviewers will be on campus to meet with students and faculty. The program has three distinct sub-programs; Teaching and Learning, Concentrated Studies, and Accelerated Studies. Teaching and Learning is designed to be the Multiple Subject program's subject matter preparation program. About two-thirds of the students are enrolled in Teaching and Learning. In Concentrated Studies, students design their own major. The Accelerated Program, that was begun in Fall 2008, combines Teaching and Learning with a Multiple Subject Credential Program so that the students can complete their credential in four and one-half years.
5. In spring 2009, there will be a CCTC accreditation site visit. CSUCI has not yet had a full accreditation site visit because our programs are so new. The School of Education has started making sure our documents are in place. The Advisory Committee will be part of the process. The CTC normally visits programs every seven years.

6. The School of Education submitted a Biennial report to the CTC on August 15, 2009. In it we summarized how candidates are progressing and how we are using candidate performance data to assist us in examining our programs and revising them where necessary. On our plan of action we focused on implementing the new requirements for teacher performance assessments and using technology. (The Biennial Report was distributed at the meeting.)
7. We are in the process of revising our conceptual framework. We are asking for the Advisory Committee's guidance on how we should roll it out to our local schools. Also how do we talk with our local school district personnel when our vision or practices and their vision or practices are not aligned?

Schools have to be visited in training our future teachers. We realize that there are tensions at times between preparing teachers for the future and the immediate roles they must play. Student teaching is extremely critical. It begins the process of professional development and identity formation for new teachers.

The Advisory Committee members suggested incorporating information into the student teaching handbook or letters sent to school district personnel and to cooperating teachers about expectations for all requirements including the new requirements such as PACT. In terms of rolling out the conceptual framework or discussing challenging issues, it is important to begin any discussions at the district-level and then move onto conversations with local school administrators before going to faculty. After the administrators are aware of the changes or challenges, then they can guide us on how best to discuss the conceptual framework or challenges with teachers in their building.

There is a need to develop a formal network of program development schools. Perhaps some teachers could be part of a team that would develop and formalize a University-district team partnership. This group could look at all of the processes and documents and get feedback from cooperating teachers on how to improve the processes.

An example of scripted curriculum as being a challenging area that could be part of a university local district conversation prompted a lively discussion of the ramifications of challenging state or district led mandates for classroom teachers. It illustrated the complexity of dealing with controversial issues and the many viewpoints held by all different levels of school personnel. It also revealed a sense of loss of control over the education of students by both teaching and administrative personnel.

School of Education Advisory Committee

Thursday, March 12, 2009
8:15 am to 9:30 am.
John Spoor Broome Library 1730

Agenda

8:20-8:30 am	Introduction of community members, faculty and staff
8:30-8:35 am	Establishment of 1, 2 and 3 year terms for members
8:35-8:55 am	Presentation and discussion of the revised School of Education conceptual framework guiding our programs
8:55-9:05 am	Preparation for the Commission on Teacher Credentialing Site Visit May 12-14.
9:05-9:20 am	Discussion of how CSUCI can assist local school districts in this difficult economic time
9:20-9:30 am	Announcements
	School of Education Conference on Social Justice Saturday, April 25, 2009 Liberal Studies Program Review Update UPS-School of Education Partnership as future agenda item

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SCHOOL OF EDUCATION ADVISORY COMMITTEE
MINUTES of the MARCH 12, 2009 MEETING

Attending:

Ian McFadyen, Adrian Palazuelos, Cindy Wyels, Charlotte Wakenhut, Trudy Milburn, Amy Wallace, Patti Pulido, Bob Bleicher, Pamela Rocklin, Cuba Montero, Paula Lovo, Eric Toshalis, Joan Karp, Sandra Montecalvo, Marie Francois, Rae Ann Michael, Pilar Pacheco, Elizabeth Quintero, Carrie Murphy, Barbara Wagner, Judy Warner, Mona Thompson, Mary Samples.

1. Welcome and introductions.
2. Establishment of 1, 2, and 3-year terms for members. See attached list.
3. Preparation for the Commission on Teacher Credentialing Site Visit May 12-14.
The visit by a team of 10 from the Commission is scheduled for May 12-14, 2009. The CSUCI School of Education has submitted Preconditions Report, that is the first of three parts that must be completed prior to the visit. The other two portions that are currently being prepared are the Common Standards and the Program Standards. Joan Karp reviewed the nine Common Standards topics: 1. Leadership, 2. Unit assessment and evaluation, 3. Resources, 4. Faculty and instructional personnel, 5. Admissions, 6. Advice and assistance, 7. Field experience and clinical practice, 8. District-employed supervisors, and 9. Assessment of candidate competence. These documents must be submitted one month prior to the review. When the Commission reviewers are here there is no need to memorize anything. Just honestly talk with the reviewers about your participation with the School of Education Advisory Committee and experiences with the faculty, staff, students and administrators. Meetings with groups such as school administrators may be held at the same time as the Advisory Committee session which is tentatively set for May 13th. The Commission has asked that we identify individuals who have multiple roles such as school administrator and member of advisory committee with designation on name badge.

4. Presentation and discussion of the revised School of Education conceptual framework guiding our programs.

After reading the revised conceptual framework, the Advisory Committee members raised the following questions: Is technology included? How are grading practices referenced, including use of technology for grading? What about the use of electronic tools to record and manage grades? How are policies regarding change of behavior and control incorporated? The Advisory Committee made the following suggestions for changes. "Responsive" in the center doesn't relate to the rest of the document. Is it the correct term? It is more than that, not strong enough. Knowing: paragraph 5, last sentence-- change teaching and learning/those teaching and learning decisions. How should the vision be stated? It currently is in a form that reflects critical pedagogy so the positive and negative sides are used in

contrast. Should it be that way or should it be only stated in the positive? It is still a working draft. The use of the term “Colonial” was questioned. Since this is a working document the SOE faculty would like to keep the issues alive but use the document as a working draft as is.

To be resolved:

1. Use of term “Colonial”
2. Negative/positive (more positive than negative)
3. Believing: first paragraph--Recommend to add to list of individual differences terms, “mental health and citizenship/nation status”.
4. Knowing: Last paragraph—Teacher needs to know their community but would like to see it in the “connecting” also. It was meant to be there.

5. Discussion of how CSUCI can assist local school districts in this difficult economic time.

- Help the teachers to see that they are prepared to do so many things with their background and experiences besides teaching. They often have very good organizational skills and relate well with people. Identify the skills needed to invest in themselves during these times. It is important that they learn to identify their skills and how to use them. Also to be actively involved so they can say this is what I am doing to invest in myself, my community, and my country. What are the next steps you can take to invest in yourself?
- Assist the teachers in seeing ways that they can use the time not working to increase their background as they have time not being a teacher. Teachers who have done other things in life are stronger teachers.
- Assist teachers in seeing how they can acquire added credentials (especially in high need areas such as speech and language pathology, special education, math and science secondary teaching).
- Facilitate the entry to university for teachers seeking additional credentials.
- We prepare the new teachers and send them out to feeling good about themselves, then they receive pink slips and then don't feel very good. We need to help them to feel positive about themselves.
- CSUCI School of Education credential application period is open until April 22 for Fall 2009 admissions. Masters in Educational Leadership and Special Education open until June 1. The campus is currently closed only for undergraduate students. Multiple and Single Subject Programs admit fall and spring semesters. Education Specialist and Masters admit only in Fall.
- If teachers already have a credential in Multiple Subject or Single Subject they can apply for the Special Education credential program. If they have a Multiple Subject credential and want a Single Subject credential they only have to take two courses and pass the subject matter in that area (or get a waiver). They can do this through our

Extended Education program which is less expensive. Currently the courses are held in the evenings. We will probably not have summer sessions this year but may have one next summer (2010). They need to contact the Credential Office to be sure that they have the correct information about the requirements of each credential because each is different. CSUCI will be represented at the Teacher Support Fair on April 3rd.

6. Announcements: Eric Toshalis: The Conference for Social Justice in Education will be held on April 25, 2009 from 9am to 4:30pm on the CSUCI campus. The website is: www.education4liberation.com and the deadline for proposals has been extended to this Friday. Free registration on line will be ready next week or the week after. Parking will be free in specified lots. Reframing accountability...may be annual. Fliers: will send and post to get more educators and students to attend.

Joan Karp: We had a Liberal Studies undergraduate program review. There were two reviewers who interviewed faculty, staff and students and checked our documentation. The results were positive with a few suggestions. The report will go to Joan and Alex McNeill and a faculty committee who will make recommendations to the Program Assessment Review Committee then to the Provost.

Bob Bleicher, Barbara Wagner and Trudy Milburn: We have begun thinking about what our advice would be for the School of Education's relations with University Preparation School. We will propose where we might be going with it and we would like input. We have a foundation in place and would like to build on the campus site. We are starting to build a strategic map and thought we should bring this group in for input. This will be a topic of discussion at the next Advisory Committee meeting in the Fall.

Amy Wallace: The library will be holding its Children's Reading Celebration on April 4th from 9am-12pm. They are partnered with the Ventura County Reading Association. Books will be read by children in the community. They will have book-making, story writing, etc. They will have an author for a guest speaker. She will send fliers. The focus is on children of pre-school to 6th grade ages. Free parking in a designated lot will be available.