“Only the educated are free.” — Epictetus A.D. 100
Mission and Goals

The Charter College of Education at California State University, Los Angeles, is committed to leading educators in their efforts to transform public schools. Collaborating within the Charter College of Education and with public schools in the urban Los Angeles area, the faculty prepares professionals to be learner advocates who demonstrate competence in subject matter and professional knowledge and who are dedicated to improving the educational environment of all children and youth.

The College has kept the following goals in the forefront in every activity it pursues:

- Create collaborative programs that interact successfully with public schools
- Prepare teachers who are well grounded in subject matter and teaching methods
- Measure the effectiveness of teaching practices in real world classrooms
- Conduct research that leads to positive change in teaching practices
- Close the achievement gap for poor and minority children
The Charter School History

In 1993 the Chancellor of the California State University granted the Los Angeles campus special charter status for its School of Education. With that very important move, the School found itself at the center for educational reform in the state.

Under the charter, the faculty was free to design, develop and implement new educational programs and to do so unhampered by many of the more traditional state regulations.

When it requested charter status, the School was voicing the deep concerns of urban educators everywhere who were convinced that public education needed change before it could again claim success.

Now a College, it is on the leading edge of a major transformation in forging partnerships, collaboratives and alliances that will change fundamentally and positively the way school site personnel are educated and prepared for the challenge presented by urban schools in California and the nation.

A Major Urban University

Founded in 1947, California State University, Los Angeles, is a national leader among urban universities. Its campus hosts six colleges that offer a comprehensive range of liberal arts and professional programs in more than 50 fields.

The university is committed to free scholarly inquiry and to academic excellence in undergraduate, graduate and other post-baccalaureate and continuing education programs.

This commitment underlies strong educational programs as well as research, scholarship and creative and community service activities designed for the needs of a uniquely diverse student body.

The excellence of these programs derives from a highly qualified faculty and support staff. These individuals are the keystone of the institution.
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(Photographs in this publication were selected from views within the Charter College of Education and The Accelerated School.)
The Charter School of Education saw the 1999-2000 academic year as one of the most successful years in the school’s history. The five-year pilot for the charter originally granted by former CSU Chancellor Barry Munitz concluded successfully with an outstanding report of the external evaluation team from the Evaluation Center at Western Michigan University.

In the report, the team concluded “…the School of Education’s first period of approval...as a Charter School of Education has produced some remarkable results… The evaluation team found an academic unit that reflects commitment and dedication to a mission that is not only correct for this school, but likely most appropriate for many others across the country. It has redirected its mission to serve the needs of the local schools of its primary service area as well as the needs of enrolled students at CSULA”.

With the report serving as one of many sources of information regarding the success of the pilot phase of the charter, CSULA President James M. Rosser recommended that CSU Chancellor Charles B. Reed extend the charter for a period of ten years with an internal evaluation at five years and another external evaluation in ten years. On July 6, 2000, the Chancellor granted the ten-year extension of the charter by noting the many successes of the Charter School of Education while recognizing the challenges that remain to be addressed.

This annual report, the first formal one for the Charter School of Education, provides evidence of the successes of the faculty and staff of one of the most unique and innovative experiments in the history of higher education. The readers of this report will find ample evidence of a highly productive group of professionals whose commitment to the children in the schools remains firm and unswerving. Additionally, the school’s faculty and staff are committed equally to providing an outstanding environment for the preparation of high quality school sites and other school professional personnel.

The 2000-2001 academic year marks the beginning of a new era. Not only has the charter been extended, but the school has become a college so that we are now the Charter College of Education. This past year has produced many triumphs that we share with the readers of this report. Yet, many challenges remain. None of us can afford to be complacent about the state of public education. Far too many children fail to acquire the skills to allow them to participate fully in all that our society has to offer.

The Charter College of Education faculty and staff have looked toward the horizon and agreed that there is a better way. There is a way to change the educational destiny for the children in our schools through the creation of educator preparation models that value inquiry, prepare professionals in best practice, and value linguistic and cultural diversity as assets.

We envision a future when all children will be educated to their fullest abilities in neighborhood schools by concerned, dedicated, and highly skilled professionals.

We see a future when developing parent support in addressing and learning to understand the challenges faced by their children, and by working collaboratively with all stakeholders in a community, it will make it possible to close the achievement gap for poor and minority children.

We see a future where we and the professionals we educate can work collaboratively to empower segments of local communities to become directly involved in their schools and thereby affect significant change.

I hope you find this report both informative and inspiring. I welcome your comments and suggestions.

Allen A. Mori, Dean
The Office of Curriculum and Assessment has primary responsibility for oversight of the graduate degree programs and for ensuring the Charter College’s compliance with the regulations of University, State and national education agencies. As part of our charter status the office also assures that the College meets all standards for accountability as required by our accrediting organizations. With the cooperation of our faculty, staff, administration and community partners we successfully submitted documents for the following accreditation and evaluation/accountability reports:

- Annual Report to NCATE, October 1999
- Provost’s Strategic Planning Survey, CSULA, October 1999
- External Evaluation of the Charter School of Education, Western Michigan Evaluation Center, November 1999
- CSU Accountability Indicators, Spring 2000
- Outcomes Assessment Measures, CSULA, Spring 2000
- Program Document for the Interim Standards for Blended Undergraduate Teacher Preparation Program, California Commission on Teacher Credentialing, June 9, 2000
- Program Review of the Charter School of Education, Program Review Subcommittee of the CSULA Faculty Senate, June 15, 2000
- Program Review of the Model Teacher Education Program, California Commission on Teacher Credentialing, June 30, 2000
- Draft of Response to the new Technology Standard for Multiple and Single Subject Credential, California Commission on Teacher Credentialing, June 2000

Additionally, the office coordinated the visiting arrangements and interviews, and assisted with the submission of reports for the following:

- Revisions to the Adapted Physical Education Credential, California Commission on Teacher Credentialing, March, 2000

- Program Review of the Applied Behavior Analysis Program of the Department of Psychology and the Division of Administration and Counseling, Association for Behavior Analysis Accreditation Board, April 2000
- Revisions to the Self-Study Document for the Reading Certificate/Credential Program, California Commission on Teacher Credentialing, May, 2000
Graduate Studies

Four hundred forty-nine graduate students advanced to candidacy for M.A. degrees in 1999-2000: 192 in Administration and Counseling, 97 in Curriculum and Instruction, 106 in Educational Foundations and Interdivisional Studies, 52 in Special Education, and 2 Special Interest. The office also handled all petitions for course substitutions and program changes.

Two task forces were convened to examine issues related to advanced degrees - the M.A. Advising and the Level II Credentials and Doctoral Degrees - on which the Office played an active role.

Curriculum

The Innovation, Curriculum & Assessment Committee (ICAC) approved the implementation of the pilot Urban Learning Major for Undergraduate Teacher Preparation and eight other blended programs in three other colleges within the university. The new blended programs allow aspiring elementary school teachers to earn a bachelor’s degree and preliminary teaching credential concurrently. The program provides options for students in either a preliminary multiple subject credential or an education specialist internship credential.

A Memorandum of Understanding was signed with Pasadena City College to articulate the blended undergraduate program courses with approved community college courses. Other seamless transfer agreements are planned for additional feeder community colleges.

The associate dean meets regularly with her counterparts in the other colleges to discuss curriculum issues related to the blended programs, curriculum relative to the Los Angeles Unified School District (LAUSD) Paraeducator Career Ladder, and the Model Teacher Education Program. An Education Curriculum Task Force approved the curriculum process to be in effect during the next ten-year period of the Charter.

Grants

The office took primary responsibility for writing the following successful grants:

- CSU/High School Collaborative Academic Preparation Initiative, CSU Chancellor’s Office
  - $500,172
- Better Educated Science Teachers (BEST), California Commission on Teacher Credentialing
  - $47,768

It also assisted in securing subgrants for:

- Teacher and Reading Development Grants (Chancellor’s Office of the California Community College) for Glendale Community College
  - $11,100

All of these Office of Curriculum and Assessment activities combined to help make 1999-2000 another year of achievement and validation for the CCOE.
The Office for Student Services is responsible for the processing of students for admission into teaching credential programs, clearances for directed teaching, verification for emergency permit renewals, and credential recommendations to the California Commission on Teacher Credentialing (CCTC). It maintains an advisement center, staffed with faculty outreach and credential advisors.

In addition, the office provides eligibility verification for financial aid and the Reading Instruction Competence Assessment (RICA), manages scholarship and grant programs and coordinates special events for students.

**Accomplishments and Activities**

During the academic year, 1,266 students enrolled in either *The Teaching Profession: Education as a Career and Learners and Teachers in a Cultural Setting (EDCI 300AB)* or *Introduction to Special Education (EDSP 300)* seeking admission to the teaching credential program. The office provided all the staff support for these courses and processed all the paperwork for all students including the creation and maintenance of their credential files. Approximately 65% of the students completed this course and received “Credit”.

Determining students’ eligibility for a supervised practicum, placing students enrolled in traditional student teaching and assigning University supervisors is a major charge of the office.

A two-hour mandatory directed teaching meeting is conducted each quarter and University Supervisors’ Workshops are held three times a year.

More than 1,000 students applied for directed teaching/demonstration of instructional competencies and 781 students completed their supervised practicum. Nearly 16% of those students completed traditional student teaching.

The office also processes and recommends to the CCTC all credentials for the entire University, including credential programs not housed in the college, such as Nursing or Adaptive Physical Education.

**Scholarships and Grants**

During 1999-2000 the office processed scholarships and grants to students in excess of $160,000 from public and private sources:

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends of the Charter College of Education Scholarship</td>
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<tr>
<td>Edison International Teachers for Tomorrow Scholarship</td>
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<tr>
<td>Harcourt Foundation Scholarship</td>
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<tr>
<td>Scholarships in Special Education*</td>
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<tr>
<td>Scholarships in Curriculum &amp; Instruction*</td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$163,870.00</strong></td>
</tr>
</tbody>
</table>

* Donor Designated

*Friends of the Charter College of Education Scholarship* provided support for 13 students completing traditional student teaching assignments.

*Edison International Teachers for Tomorrow Scholarship* provided $5000 for five full-time post-baccalaureate students pursuing a teaching credential.

*Harcourt Foundation Scholarship* provided $8,100 ($2,700 per year for three years) for students enrolled full-time in blended undergraduate degree and credential programs.

*Cal Grant T* is a state tuition/fee award for one academic year only, paying up to $1,506 to post-baccalaureate students working towards an initial teaching credential.


**Eligibility Verification**

Besides processing students for the Assumption Program of Loans for Education (APLE), the office also completed the extensive participant eligibility verification report for 94 CSULA APLE participants. Administered by the California Student Aid Commission, APLE assumes up to $11,000 in outstanding education loan balances in return for service as a public school teacher in designated areas.

**Reading Instruction Competence Assessment (RICA) Verification of Candidate Eligibility**

Prior to the administration of the RICA, the CCTC provides institutions the opportunity to determine whether candidates completed their reading methodology course work at the institution they designated to receive their scores.

**Special Events**

**Honors Convocation - April 28, 2000**

A time-honored event for students who maintain a 3.85 GPA and have completed 85% of their program as of the previous Fall Quarter. The associate dean and five members of the Student Services Office coordinated all behind-the-scenes program activities and staffed the moving ceremony for families and friends of the nominees.

**Day of the Teacher - May 10, 2000**

With assistance from the Dean’s Office and faculty and staff from the Divisions of Curriculum and Instruction and Special Education, Student Services coordinated all aspects of this traditional induction event for newly-credentialed teachers including: soliciting nominations for the “Golden Apple” outstanding directed teaching award from University Supervisors; arranging for distinguished alumna, Maria Casillas, as guest speaker; and preparing individual certificates of recognition. Special thanks to the Friends of the Charter College of Education for providing the beautiful awards.

**Commencement - June 10, 2000**

The highlight of each academic year, Student Services helped another generation of Charter College of Education graduates don cap and gown to march down the aisle toward their dream of making a significant contribution to the community and the profession. The Dean, faculty, staff and donors welcomed family and friends in the King Hall courtyard for cake and refreshments to celebrate the achievements of the Class of 2000.
Each year the Charter College of Education conducts outreach programs at some 800 local high schools and community colleges as well as school districts to attract qualified professional teacher and administrator candidates, and each year we are impressed with the results. We also host on-campus events such as the Future Educators Institute that introduces high school students to the profession. With over 3,000 students in all degree and credential programs, enrollment at the Charter College is the second largest on the CSULA campus.

The College offers two bachelor's degrees, 22 state approved credential programs, six master's degrees with 26 options, 11 certificate programs, and a doctorate in special education jointly with UCLA.

In 1999-2000*, our student profile revealed a well-balanced blend of gender, ethnic background, academic preparation and professional aspiration:

We are committed to serving the needs of California and the nation by maintaining the scope and quality of our teacher recruitment efforts as well as our preK-12 partnerships to help better prepare all students for college and careers in the new global workforce.

*unofficial data
To fulfill its mission of producing high-quality education professionals, the Charter College of Education relies on generous financial support from alumni, friends, faculty, corporations and foundations. Through this vital assistance, the College is able to support the innovative teacher preparation programs being developed and implemented each day to better serve the school children of Los Angeles and communities across the country. Many of these exciting programs are described elsewhere within this annual report.

Increased scholarship availability for talented young people pursuing advanced teacher preparation studies is tremendously important as the competition for promising students in all disciplines escalates. Several new endowed scholarship funds were created by forward-looking donors to ensure that the Charter College of Education’s tradition of developing highly effective classroom instructors continues. These include the Joey Lopez Fund for Masters candidates pursuing an option in Autism (the only specialized certification of its kind), and the Hutto-Patterson Fund that assists students in the traditional credential program.

An invaluable source of annual unrestricted financial and scholarship support and advice since 1978 is the Friends of the Charter College of Education. One of the oldest support groups at California State University, Los Angeles, the Friends regularly sponsors or co-sponsors activities that enhance education in general and the art of teaching in particular. From academic workshops and professional development for faculty to annual new teacher recognition and student recruitment activities, to one of Los Angeles County’s most highly regarded professional achievement awards – the Distinguished Educator Award – the Friends help to create and sustain the unique strengths of the Charter College.

The Dean, faculty and community partners of the College depend on such private charitable giving to pursue high priority initiatives and to provide the margin of excellence for programs not adequately supported by State funds. Thus, they allow the Charter College of Education to develop cutting-edge teacher preparation reforms such as the Urban Learning undergraduate major whose model served as the basis for legislation establishing similar programs at all of the State’s colleges of education. Our sincerest thanks to all the donors and volunteers whose generous contributions throughout 1999-2000 helped make these achievements possible. Each gift, from a modest donation to an ample endowment, is essential to maintaining our high standards and commitment to serve all children and youth. For information on Friends membership, establishing a scholarship fund or making other types of gifts to the Charter College of Education, please contact the Development Office at (323) 343-4446 or visit us on the web at www.calstatela.edu/academics/csoe.
One of the greatest assets of the Charter College of Education is its committed, diverse faculty. Experienced professors trained at many of the country’s top doctoral institutions, engage in real world collaborations and research to inform all aspects of our renowned, student-centered professional educator program.

Organized into four Divisions with interlocking clusters and themes that address current issues strategically to devise reforms with long-term sustainability, faculty lead local, national and international educators and policymakers in numerous efforts to improve student outcomes and better public schools. Unique in the world of higher education, the Charter College recognizes and rewards community-based professional activities that develop and disseminate new knowledge on successful teacher preparation, counselor training and school administration, in addition to traditional scholarly publication and outstanding classroom instruction.

Administration and Counseling

During the academic year the Division of Administration and Counseling went through two accreditation processes. Dr. Martin Brodwin and Dr. Elizabeth Cardoso prepared the documentation for review by the Commission of Rehabilitation Education (CORE).

The Master of Science degree in Counseling with an option in Rehabilitation Counseling was granted full accreditation.

Dr. Roy Mayer (Counseling) and Dr. Barry Lowenkron (Psychology) prepared the documentation for review by the Association of Behavior Analysis (ABA). The joint Master of Science degree in Counseling with an option in Applied Behavior Analysis and the Master of Arts degree in Psychology with an option in Applied Behavior Analysis was also granted full accreditation.

Awards and Grants

The division’s faculty received many grants during 1999-2000. Dr. George Hong and Dr. Marcel Soriano were involved in Innovative Initiative Grant to provide training for counseling students and service to the community via parenting groups for parents of children enrolled in Saturday programs of the C. Lamar Mayer Learning Center on campus. This was an inter-divisional collaboration between Drs. Hong and Soriano and the Division of Special Education with Drs. Andrea Zetlin and David Palmer.

Dr. Franklin Campbell Jones was involved in a grant through the Charter College of Education that provided skills training for minority administrators.

Dr. Roy Mayer was involved in three different grants. He, along with Dr. Lisa O’Connor from the Department of Communication Disorders, was the co-director of “A Collaborative Model for Service Hispanic Students with Limited English Proficiency and Who Demonstrate Language/Learning Disabilities.” This award, from the U.S. Department of Education (ED), supported 14 graduate students and an additional graduate student to work in the Diagnostic Resource Center.

Dr. Mayer was the director of “Training Bilingual School Psychologists with Certification to Serve as Behavior Intervention Case Managers (BICM).” This grant also was
awarded by the ED, supporting 14 school psychology graduate students.

In addition, Dr. Mayer was awarded a state-funded, five-year grant to hire 20 graduate research assistants each year to collect data on the behavior and achievement of juvenile delinquents throughout Los Angeles County.

Dr. Marcel Soriano received a grant from the Centerpoint Institute to develop a collaborative program with the University of Wisconsin, Madison, using CD-ROM technology and web-based distance learning education. Also, Drs. Soriano and James Wiebe (Educational Foundations and Interdivisional Studies) are the lead developers of a Cultural Proficiency CD-ROM, funded by the Kellogg Foundation.

**Professional Activities**

The division’s faculty published nine professional journal articles, three chapters in textbooks, three books and three newsletter articles. The division faculty delivered one presidential address, three keynote presentations, seven invited presentations and 18 professional presentations, at a variety of local and international conferences.

During 1999-2000, the division elected Dr. Marcel Soriano as the new chair and hired two new faculty, Dr. Clint Taylor (Administration) and Dr. Elizabeth Cardoso (Rehabilitation Counseling).

Three faculty members announced their retirement: Dr. Alex Pulido (Administration), Dr. Sherri Johnson (Counseling Educational Leadership) and Dr. Ray Hillis (Division Chair Emeritus).

**Curriculum and Instruction**

The Curriculum and Instruction Division houses the elementary and secondary teacher education programs and masters degree programs. Faculty members are committed to improving urban schools by educating students to become well qualified and well prepared teachers.

The division continued to grow, with two new faculty members joining in 1999-2000: Dr. Paula Arvedson, who teaches courses in social science methodology in the elementary teacher education program, and Dr. Albert Jones, who focuses on classroom management courses in the secondary teacher education program.

Following suggestions from practitioners in the field, faculty modified the elementary program this year to include a required course on classroom management. During the fall term, Dr. Dennis Heim taught the first section of Classroom Management in the credential program.

Faculty members are also working on a comprehensive assessment system to better evaluate the supervised field experience of credential candidates. Dr. Robert Land wrote the instrument, with input from division colleagues. Initial field testing of the new assessment instrument began during Winter Quarter, 2001.

The masters degree programs continue to grow. At the 2nd Annual C&I MA Hooding Ceremony, Dr. Norman Unrau hooded the first graduate of the new Middle and Secondary Education MA program. Faculty also recognized the achievements of MA students in Mathematics Education, Science Education, Early Childhood Education, Reading, and Curriculum and Instruction.
Collaborative Programs with School Districts

Division faculty members direct or participate in many collaborative programs with public school partners. Some of these include:

Dr. Rosario Morales directed a Beginning Teacher Support and Assessment (BTSA) program that serves beginning teachers in Los Angeles Unified and the San Gabriel Unified school districts.

Dr. Margaret Moustafa, in collaboration with educators in the Crenshaw-Dorsey Cluster of Los Angeles Unified School District (LAUSD), provides professional development in literacy education for teachers at several schools in the Crenshaw-Dorsey Cluster.

Dr. Gay Wong continued her work as the University Practitioner Team Leader for the DELTA project housed at Loreto School in LAUSD.

For the first time, courses in the credential program were team taught with LAUSD professionals at the Professional Development Center at Loreto. Dr. Sabrina Mims continues as co-director of the Accelerated Schools Center. Dr. Noriko Saito is developing a cooperative program with Head Start teachers in the Garvey School District.

Dr. John Eichinger is a consultant for the Art and Science Professional Development Institute at the Getty Center for the Arts and the California Science Center. He also advises two teams of local middle school teachers from Foshay Learning Center and 32nd Street Elementary School as they create successful interdisciplinary curriculum linking art and science.

The Glendale Special Sessions On-Site Graduate Reading Program concluded in the spring with the graduation of the second cohort of MA students. Forty-two Glendale Unified teachers earned their MA in Reading and the Reading/Language Arts Specialist Credential over a three-year period. Dr. Darlene Michener is director of this program. During the course of the three-year program, professors from the division taught the graduate courses on site in Glendale.

Dr. Ann Barbour directs the IEYC (Inclusive Education for Young Children) Professional Development Center whose goals are to establish mutually enhancing relationships between the CCOE and the early childhood community. During its inaugural year, the Center held two one-day conferences for early childhood practitioners, center directors and community college students. One conference, “Career Pathways in Early Education”, provided information about various career opportunities and preparation requirements in early childhood education and early childhood special education. The second conference included sessions on brain research, multicultural children’s literature, behavior management and appropriate curriculum approaches.

The center established a web site (www.calstatela.edu/ieyc) that is a clearinghouse of information about career development, early education resources, tips for working with young children and programs/projects by the IEYC.

Dr. Joy Morin directs the CSULA BCLAD/CLAD Multiple Subject Internship program. Cohorts of new teachers complete a program that provides support and enhanced field supervision as the teacher pursues an elementary teaching credential. Dr. Morin advises students in the program, acts as the outreach director and supervises the program for teachers in school districts in the San Gabriel Valley.

Dr. Jean Adenika–Morrow was selected to serve as the Teacher Trainer of Integrated Science and Mathematics and curriculum developer for the American-Egyptian Master Teacher Exchange Program in Egypt during the summers of 2000 and 2001.
Collaborative Efforts with University Partners/Grants

Faculty members took leadership roles in the development of new, innovative programs on campus:

Dr. Cheri De Jong-Hawley continued her role as director of the Model Teacher Education Program (MTEP). MTEP faculty members from the division include Dr. Frances Lang, Dr. Sabrina Mims and Dr. Judy Washburn.

Dr. De Jong-Hawley was also involved in a new initiative that began in 1999-2000. The Better Educated Science Teachers (BEST) program, housed in the School of Natural and Social Sciences, is an integrated undergraduate program to prepare secondary science teachers. As part of this project Dr. Andrea Maxie developed and taught an early field experience course, Exploring Science in the Classroom, School, and Community.

Dr. Robert Land and Dr. Carolyn Frank have received grants from the National Writing Project and the California Writing Project for the Cal State L.A. new Central Los Angeles Writing Project housed in the division was the first Summer Institute for the project.

Dr. Jean Adenika-Morrow was awarded two grants. The first is Partnership: An Inquiry Aeronautical Science Distance Learning Education Project from the NASA Dryden Flight Research Center. The second is the Excellence in Science and Math Education for Hard to Staff Urban Schools from the NASA Headquarters: Minority University Mathematics Science and Technology Awards for Teacher Education Programs.

With an Innovative Instruction Award, Dr. Frances Lang and Dr. Fred Uy established the division’s Math Resource Center. In-service and pre-service teachers may borrow materials for use in class lessons.

The Literacy Cluster Center, established for the enhancement of literacy instruction by the Reading faculty, provides students with materials, books, and lesson plans to use in class both on campus and in their schools.

Dr. Fred Uy collaborated with the Mathematics and English departments on the CSU High School Initiative Program grant.

Faculty Contributions to the Field

Members of the division’s faculty have contributed to the growing knowledge of the field by serving as officers on committees, by publishing and making presentations.

Dr. Andrea Maxie served the university as a member of the SB2042 Advisory Panel to the California Commission on Teacher Credentialing. During the past year, Dr. Maxie served as president of the California Association of Colleges for Teacher Education.

Dr. Margaret Moustafa is the vice-president of the California Professors of Reading and Language Arts.


Dr. Frances Lang and Dr. Fred Uy co-authored an article for the National Council of Supervisors of Mathematics journal.

Dr. H. G. Cadenas’ article, “Revitalize Your Teaching – Four Key Elements of Success,” appeared in the Winter edition of Contemporary Education.

Dr. Moustafa wrote three book chapters and two articles for publication. She was also invited to debate Marilyn Adams, a leading proponent of traditional reading instruction at Harvard University.

**Educational Foundations and Interdivisional Studies**

The division began 1999-2000 with a faculty retreat held off campus at the Naval Submarine Base at Point Loma, CA. Its purpose was to discuss the implementation of assessment standards and rubrics as well as course syllabi for NCATE, program update on the Bachelor of Arts Degree in Urban Learning with the Preliminary Multiple Subject Teaching Credential and a prospective joint Ed.D. program.

The division also initiated an agreement with the University of Costa Rica, San Jose and CSULA to foster academic, scientific and cultural cooperation. This has led to interest in future course development between our institutions, as well as discussion for program courses and exchange of students in several programs such as Computer Education, Educational Leadership, and Teaching English to Speakers of Other Languages (TESOL).

**Faculty Accomplishments**


Anne Hafner made six presentations at the local, national and international level:


She has coauthored with Simeon Slovacek, “Improving teaching effectiveness by chartering a school of education,” published in the Proceedings of the International Conference on Teacher Education. Hong Kong: Hong Kong Institute of Education.

During Fall 1999, while a visiting scholar at the University of Waikato in Hamilton, New Zealand, Dr. Hafner gave workshops and training sessions to members of the education faculty. Also, she participated on the Technical Review Panel of the National Center for Education Statistics 2000 Census School District Project and the National Research Council’s Committee on the Evaluation of the Voluntary National Test.

Dr. Hafner has been awarded several grants that include: a State of Delaware accommodation grant ($47,000), a Stuart Foundation grant to evaluate a BEST cohort and
a grant to serve as principal investigator for subcontract to UCLA School of Public Health to conduct a linguistics and cultural adaptation of the California Health Interview Survey ($15,000).

She also serves as a consultant and evaluator for the National Association of Community Health Centers on a CDC grant, under subcontract with the Roybal Center at Cal State L.A.

Dr. Lia Kamhi-Stein made presentations or copresentations at TESOL 2000 in Vancouver, Canada: “NNES Educators’ Perspectives on Teacher Preparation,” “Interdisciplinary Collaborations in High School Programs” and “Web Strategies for EFL Teacher Educators” and at AAAL ‘2000, in Vancouver, Canada: “Thematic Instruction across Disciplines.”

At the University level, she presented “Teaching Our Diverse Population,” with Marguerite Ann Snow, Faculty Instructional Technology Support Center, and “Integrating Computer-mediated Communication (CMC) Tools in the Practicum,” Faculty Instructional Technology Support Center.

During the year, she had several publications pending in various journals and books, all of which were on the press or would be published in 2000-2001.

Dr. Kamhi-Stein served as a consultant for the Coastline Community College, Project FLUENCY and with the Los Angeles Unified School District as Title VII project evaluator.

She has assumed many leadership roles such as founding member of the Nonnative Language Educators’ Issues Interest Section, CATESOL, 1999; Assistant Secretary of CATESOL, 1999-2000; Newsletter Editor, Nonnative English Speakers in TESOL Caucus, TESOL Organization, 1999-2000; and Program chair, Los Angeles Regional CATESOL Conference, 1999.

Various grant and research projects have been awarded to Dr. Kamhi-Stein including: CSLA Research, Scholarship, and Creative Activity Program, “Factors Contributing to Language and Ethnic Minority Teacher Success or Failure;” CSU Information Competence Workgroup Award, “Preparing Second Language Teachers to Integrate Information Competence into their Classroom;” and the CSLA Excellence in Graduate Programs Initiative Award, 1997-2000.

Antony Kunnan published an edited volume, “Fairness and validation in language assessment,” (Cambridge, 1999), and presented two papers at the Language Testing Research Colloquium, Vancouver, and the Southern California Association for Language Assessment Research, Los Angeles.

He received two USAID contracts (one with Simeon Slovack) to train 64 Egyptian educators at CSULA in language testing during the year. He traveled to Cairo, Egypt, to conduct a 12-day workshop on language testing for Egyptian college professors in January 2000.


Guide to Realistic Evaluation.” All are published by Pyrczak Publishing.

James Wiebe produced an instructional CD-ROM on Cultural Interactions and did a series of technology workshops for teachers in the Los Angeles County High School of the Arts.

He is involved in the CSULA-University of Costa Rica project, receiving an $18,000 Innovative Initiative grant to develop online courses for this project.


He is on the leadership team and co-author of a book, “National Educational Technology Standards for Students: Connecting Curriculum and Technology.” He also wrote a grant proposal for $70,000, Linking Teachers and Technology, funded through the CSU Chancellor’s Office and the State of California, and presented a research paper on CCOE faculty workload at the CCOE Research Colloquium.

**Special Education**

The Division of Special Education continues its longstanding tradition of providing leadership in the areas of special education methodology and educational reform. Moreover, every faculty member works in close partnership with the community, providing staff development, implementing grant projects on site and obtaining consistent input from community advisory committees. Faculty projects involve both school districts and community agencies.

Below are selected examples of projects that were conceptualized, written, and directed by individual faculty members in 1999-2000.

Dr. Diane Haager has completed Year 1 of a U.S. Department of Education (ED) grant to support “Project PLUS,” a partnership project with Harrison Elementary School to improve early literacy outcomes in urban schools. This project involves intensive staff development and outcomes evaluation related to literacy instruction.

Dr. Diane Klein began a new ED grant extending the work of a previous three-year project. This project will support the national dissemination and technical assistance of “Project Support.” This model trains individuals to provide support for infants and young children with disabilities who are placed in community early childhood settings.

Dr. Diane Fazzi continues to direct two federally funded projects. One is a Rehabilitation Services award to train orientation and mobility (O & M) specialists. The other is supported by ED personnel preparation grant to train individuals for dual certification in O & M and Visual Impairment.

Dr. Christina Kimm continues to provide leadership in the area of special education transition for students with disabilities from minority backgrounds. She is the Project Director for two federally funded grant projects. One is through the Office of Rehabilitation Services to enhance employment outcomes of individuals with disabilities from national empowerment zones. The other is from the ED to support M.A. degree training for transition specialists.

Dr. Andrea Zetlin received funding from state and local agencies for a variety of projects. She received a grant from the California Department of Education to provide support to pre-interns who are working on obtaining special education credentials while already employed by school districts. A second grant supports the Even Start Family Literacy Program. She also received funding from the Judicial Council of California to conduct a review of the educational needs of children involved in family and juvenile court proceedings.
An additional grant project, originally written and directed by Dr. Jamie Dote-Kwan prior to her appointment as associate dean, is a leadership-training grant funded by the U.S. Office of Education. This project, currently directed by Dr. Sherry Best, supports students enrolled in the division’s Joint Doctoral Program (with UCLA) to develop research and training expertise and leadership skills in the area of low incidence early childhood special education.

Division faculty are continuously sought as consultants and collaborators with school districts and other community organizations such as:

- Dr. Phillip Chinn, as director for the Pacific Rim region, collaborates with Vanderbilt University’s Alliance Project that provides technical assistance in grant writing to minority universities.
- Dr. Mary Falvey, in collaboration with San Diego State University, serves as a primary consultant for the California Confederation on Inclusive Schools.
- Dr. William Frea developed a unique certificate program in the area of autism and has established collaborative relationships with several school districts for training in the area of autism and positive behavioral support.
- Dr. Christine Givner collaborated in the recently funded Health Start project with Drew Medical Center and Bienvenidos Community Services. This is a federally funded project to strengthen early identification and intervention for children at risk for emotional and behavior disorders.

The extramural projects highlighted above represent just a sample of activities of the Division faculty. The remainder of this report provides a quantitative summary of Division activities. This report does not describe faculty’s enormous involvement in teaching and supervision in six distinct credential training programs and eight M.A. degree specializations, as well as participation in faculty governance within the university. Rather, the summary below represents those activities above and beyond their day-to-day university responsibilities.

**Publications**

The 12 faculty members of the division included in this report published 22 books and articles, with an additional 15 currently under review or in press. Publications included five textbooks, six book chapters and eight refereed journal articles, of which three were research projects. These publications were related to a variety of special education topics, including intervention and educational strategies for working with students with low incidence disabilities, policies and guidelines for educational inclusion, cultural diversity, transition services, gifted education, parent training and positive behavioral support.

**Presentations**

Special Education faculty made presentations at a range of national and international as well as state and local conferences. National and international presentations included 21 papers and workshops. Conferences included: Council for Exceptional Children, Vancouver, British Columbia; American Association for Mental Retardation, New Orleans, LA; Association for Behavior Analysis, Chicago, IL; Conference on Research Innovations in Early Intervention, San Diego, CA; Autism Society, Los Angeles, CA; CEC Teacher Education Division, Palm Springs, CA; Technology and Persons with Disabilities International Conference; Division on Career Development and Transition International Conference, Charleston, SC; OSEP Personnel Training Conference, Washington, D.C.; World Congress on Deaf-Blindness, Lisbon, Portugal; Division for Early Childhood, Washington D.C.; Contemporary Forums National Conference on Children with Special Needs, San Francisco, CA; Hilton Perkins Conference on Services to Young Children with Visual Impairment, Vancouver, BC.
In addition, faculty made presentations at 24 state and local conferences, many of these reflecting school-university partnerships.

The total for all grants within the division for 1999-2000 was $1,700,000. Faculty were involved in 18 different grant-funded projects. In addition to university and CCOE grants, several faculty were project directors for large federally funded projects as described earlier. In nearly every case, faculty serving as project directors were the initiators and authors of the grant proposals.

**Community Contributions and Involvement in Professional Organizations**

Special Education faculty provided consultation to 21 school districts and programs and participated in a wide variety of community activities, serving on numerous advisory boards and making local presentations related to disabilities and special education best practices.

Faculty served as officers or board members for 18 different professional organizations. They also participated on 12 editorial boards for professional journals and were field reviewers for 16 additional publications.

**Grants**

Following are additional grants written by Charter College of Education faculty:

- **High Risk Infant and Family Special Care Center**
  - **Family Preservation; Pomona Unified School District**
    - $70,000 – Aja Lesh
- **High Risk Infant Follow-Up Program; California Department of Health Services**
  - $230,854 – Aja Lesh
- **Alternative Certification Program; Alhambra School District**
  - $140,810 – Andrea Zetlin
- **Evaluating the Impact of Test Accommodations; Delaware Department of Education**
  - $47,395 – Anne Hafner
- **Ongoing Consulting for Local School Districts/Central L.A. Writing Project; Los Angeles area school districts**
  - $15,000 – Carolyn Frank
- **Bilingual Teachers and Personnel Program; U.S. Department of Education**
  - $243,040 – Charles Leyba
- **Master’s Degree Program for School-to-Work Transition Specialists from Minority Backgrounds; U.S. Department of Education**
  - $195,961 – Christina Kimm
- **Long Term Training: Rehabilitation of the Blind – Orientation and Mobility; U.S. Department of Education**
  - $99,976 – Diane Fazzi
- **Low-Incidence Personnel Preparation: Orientation and Mobility and Teacher Education in Visual; U.S. Department of Education**
  - $164,678 – Diane Fazzi
- **Project PLUS: Partnership Linking University School Personnel to Improve Early Literary Outcomes in Urban Schools; U.S. Department of Education**
  - $282,315 – Diane Haager
- **Training Bilingual School Psychologists with Certification to Serve as Behavior Intervention Case Managers; U.S. Department of Education**
  - $170,291 – G. Roy Mayer
- **Juvenile Delinquency Project; Los Angeles County**
  - $452,670 – G. Roy Mayer
- **California Reading and Literature Project Montebello Unified School District**
  - $139,200 – Gina Chavez
- **Preparation of Leadership Personnel in Low Incidence Early Childhood; U.S. Department of Education**
  - $196,009 – Jamie Dote-Kwan
- **An Inquiry Aeronautical Science Distance Learning Education Project: Designed for Teachers Serving Students Underrepresented in NASA’s Mathematics, Engineering and Technology Programs; NASA**
  - $199,999 – Jean Adenika-Morrow
- **Excellence in Science and Math Education for Hard-to-Staff Urban Schools; NASA**
  - $199,940 – Jean Adenika-Morrow
Master Teacher Exchange Program; Institute of International Education – $628,278 – Jose Galvan

California Reading Professional Development Institutes; University of California – $110,000 – Judith Washburn

Building Bridges Between Practice Knowledge in Non-Profit Management Education; Centerpoint Institute – $8,000 – Marcel Soriano

California Confederation on Inclusive Education; San Diego State University – $24,000 – Mary Falvey

NSA Partnership with CSLA: Courseware Research and Evaluation; National Security Agency – $111,985 – Penelope Semrau

The Accelerated School Family Partnership; Los Angeles Annenberg Metropolitan Project – $37,500 – Simeon Slovacek

EMELT II; Institute of International Education – $264,792 – Simeon Slovacek