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ABSTRACT

Name of the IHE: California State University, Northridge

Title of the Program:

Preparing Asian ESL and Bilingual Teachers for the 21st Century Classroom

Consortia Partners:

CSUN: Los Angeles Unified School District, Local Districts 1, 2, & 4; Glendale and Burbank School Districts

CSU Los Angeles: Los Angeles Unified School District, Local Districts 3, 4, & 5; Alhambra, Glendale, and Burbank School Districts

CSU Long Beach: Los Angeles Unified School District, Local Districts 6, 7, & 8 and Long Beach School District

CSU Pomona: Los Angeles Unified School District, Local Districts 5, 6, & 7 and Pomona School District

California Department of Education

Project Description: California State University, Northridge (CSUN), one of 23 universities in the California State University system, is the lead campus of the Asian Bilingual Teacher Education Program (BTEP) Consortium, a partnership between four California State University campuses in Southern California (CSUN and CSU Los Angeles, Long Beach, and Pomona). CSUN, a novice applicant to the NPD program (Competitive Preference Priority 1), proposes to implement a professional development program designed to (1) prepare teachers of Chinese (Cantonese/ Mandarin), Filipino (Tagalog), Hmong, Korean, and Vietnamese backgrounds for State ESL and bilingual authorization in Asian languages; (2) provide training to in-service teachers (preferably of Asian background) for State ESL or Bilingual Authorization with an MA in Multilingual and Multicultural Education, in order to improve their teaching skills and outcomes for English language learners (Invitational Priority 2); and (3) provide training in the use of instructional technology and multicultural education to project students in core subjects (i.e., **math, science**, English, and social studies) (Competitive Preference Priority 3) to effectively work with English learners of multilingual and multicultural backgrounds.

There is a large and growing number of Asian students who are ELs. Nationwide, nearly 29% of Asian American students in public schools speak English with difficulty, according to the National Center on Educational Statistics (NCES, 2010). With nearly one-third of this student population at risk, it is imperative that we recruit and prepare Asian “bilingual” teachers to effectively serve the needs of these immigrant Asian students. According to the 2000 census, 68.5% of all Asians in the nation were foreign-born; 73.4% of them, age 5 years and older, speak languages other than English at home (US Census Bureau, 2005, 2008). This means that, as a whole, Asian Americans are a new and emerging ethnic group in the educational arena.

Currently, California has 30.3% of the nation’s total Asian and Pacific Islander student population, and 11.7% of the total California student population is Asian and Pacific Islanders, but only 6.9% of public school teachers are Asian Americans (California Department of Education, 2010). In response to these circumstances, CSUN and its partners intend to build the instructor pool of Asian K-12 educators, improve the knowledge and skills of in-service teachers, and positively impact the learning outcomes of students in their classes.

With this project, the consortium will be expanded to include an additional seven CSU campuses – Fullerton, Fresno, San Diego, San Francisco, Stanislaus, San Jose, and Sacramento -

Preparing Asian ESL and Bilingual Teachers for the 21st Century Classroom

A. Quality of Project Design (40 points)

California State University, Northridge (CSUN), one of 23 universities in the California State University system, is the lead campus of the Asian Bilingual Teacher Education Program (BTEP) Consortium, a collaboration of four California State University campuses in Southern California (CSUN and CSU Los Angeles, Long Beach, and Pomona). CSUN, a novice applicant to the NPD program (Competitive Preference Priority 1), proposes to implement a professional development program designed to (1) prepare teachers of Chinese (Cantonese/ Mandarin), Filipino (Tagalog), Hmong, Korean, and Vietnamese backgrounds for State ESL and bilingual authorization in Asian languages; (2) train in-service teachers (preferably of Asian background) for State ESL or Bilingual Authorization with an MA in Multilingual and Multicultural Education, in order to improve their teaching skills and outcomes for English learners (Invitational Priority 2); and (3) provide training in the use of instructional technology and multicultural education to project students in core subjects (i.e., **math, science**, English, and social studies) (Competitive Preference Priority 3) to effectively work with English learners of multilingual and multicultural backgrounds.

Low numbers of Asian bilingual teachers compared to the number of English learners (ELs): The English learners of Chinese (Mandarin/Cantonese), Filipino (Tagalog), Korean, Hmong, and Vietnamese backgrounds in California public schools are new ethnic groups, and their needs are not being properly met due to small numbers of bilingual teachers in these languages (Table 1). For example, although there are 227 Asian bilingual teachers in California, the ratio between Chinese/Mandarin bilingual teachers and English learners (ELs) of Chinese/Mandarin background is 511: 1, while the ratio between Vietnamese bilingual teachers

and ELs of Vietnamese background is 7,311:1. The numbers are staggering and it is urgent that we prepare more bilingual teachers in these Asian languages.

Table 1. English Learner Students and Teachers in California, 2009-2010

Language	LEP Students	Teachers with bilingual authorization	Teachers with ELD and/or SDAIE authorization
Spanish	1,242,911	4,732	0
Korean	14,558	47	0
Mandarin	12,794	25	0
Cantonese	20,076	137	0
Filipino (Tagalog)	21,221	6	0
Vietnamese	36,555	5	0
Hmong	16,446	2	0
ELD Only	---	---	15,306
ELD and SDAIE	---	---	137,259
SDAIE Only	---	---	46,748
Others	104,210	13	0
Total	1,468,771	4,967	199,313

Source: California Department of Education, Educational Demographics Unit- Language Census Data 2009-2010

Currently, 83% of America's teaching workforce in k-12 programs is white (National Center for Educational Statistics [NCES], 2009a) while the size of the white student population is only 57.8% (NCES, 2009b). However, only 1.2% of the nation's public school teachers are Asian and Pacific Islanders (APIs) (NCES, 2009a); although 5.0% (2,423,172) of the total student population (48,690,379) is comprised of APIs (NCES, 2010). This trend reflects the

proportionally much smaller percentage of API college graduates with a major in education. In fact, only 1.9% of total API college graduates had a major in education, while 7.6% of total U.S. college graduates (8.9% white, 5.1% Hispanic, 4.9% African American) majored in education (NCES, 2008a). Similar patterns were observed among master's degree graduates. While 29% of total master's degree graduates (34.3% white, 36.8% Hispanics, 31.2% African American) had a major in education, only 12.8% of master's degree graduates of API backgrounds had a major in education (NCES, 2008a), which was approximately one-third of the other ethnic groups. This means that proportionally much smaller numbers of API students choose the education field as a career option.

Large and growing number of Asian students who are ELs: Nationwide, nearly 29% of Asian American students in U.S. public schools speak English with difficulty (NCES, 2008b). With nearly one-third of this student population at risk, it is imperative that we recruit and prepare Asian “bilingual” teachers to effectively serve the needs of these immigrant Asian students. According to the 2000 census, 68.5% of all Asians in the nation were foreign-born; 73.4% of them, age 5 years and older, spoke languages other than English at home; and 90% of them spoke English less than “very well” (U. S. Census Bureau, 2005, 2008). This means that, as a whole, Asian Americans are a new and emerging ethnic group in the educational arena.

Currently, California has 30.3% (734,025) of the nation's total Asian and Pacific Islander student population (2,423,172) (NCES, 2010), and 11.7% (734,025) of the total California student population is Asian and Pacific Islanders (NCES, 2010), but only 6.9% (21,690) of public school teachers (299,666) are Asian Americans (California Department of Education [CDE], 2010a).

Nationally, 11% of the total student population (5,346,673) is English learners (National Clearinghouse for English Language Acquisition, 2011). In California, the figure is more than double: 24%. Among these ELs, 10.8% (158,105) are Asian Americans (CDE, 2010b). However, only 4.6% of California bilingual teachers are Asians (CDE, 2010c). Thus, the shortage of Asian American teachers is acute across the country, but the shortage of Asian “bilingual” teachers is more acute, especially in states such as California where newcomer students of Asian American backgrounds are concentrated. Therefore, there is not only an urgent need to prepare Asian American teachers, but there is even more urgent need to prepare “Asian bilingual teachers” (Park, 2009). With these data in mind, CSUN and its consortium partners propose to recruit and prepare Asian bilingual teachers in Chinese (Mandarin and Cantonese), Filipino (Tagalog), Hmong, Korean, and Vietnamese for bilingual authorization.

Project Design. Planning has been undertaken by the four California State Universities in Southern California that are part of the consortium: CSU Northridge, CSULA, CSU Long Beach, and CSU Pomona. With this grant, we plan to expand the consortium and include seven additional California State Universities with large Asian student enrollments, with the goal of sharing resources among 11 CSU campuses, as we will be able to provide financial support for faculty release time and scholarships for students. For example, San Jose State University has 23.3% Asian student enrollment, while CSU Stanislaus has 10.4%. Eight of the 11 CSUs currently have Asian bilingual teacher education programs, while San Francisco State University and CSULA are in the process of obtaining approval from the California Commission on Teacher Credentialing (CCTC), and CSU Fullerton is expected to obtain their approval soon for Korean and Vietnamese bilingual programs.

Courses will be available statewide. We propose to offer **all Consortium courses online**, just like the courses currently offered among the four CSUs in the consortium, with faculty development to both existing and new faculty participants who teach Asian culture and bilingual methods classes at all eleven CSUs, in order to help them **convert their traditional (face-to-face) classes to online classes** by employing strategies already tested by the original consortium members. Then, this **CSU system-wide Asian BTEP Consortium** will become an innovative and efficient **national model for bilingual teacher education**.

The following two tables show the resources and responsibilities of each CSU in the Consortium in offering Asian culture or bilingual methods courses.

Table 2. Current Consortium Courses Offered by 4 CSUs in the Consortium

	CSUN	CSULA	Pomona	Long Beach
Chinese Culture		X	X	X
Chinese Methods		X		X
Filipino Culture		X		
Filipino Methods		X		
Korean Culture	X			X
Korean Methods	X			X
Vietnamese Culture				X
Vietnamese Methods				X

Table 3. Courses To Be Offered by 7 Additional CSUs

	Fullerton	Fresno	San Diego	San Fran	Stanislaus	San Jo	Sacramento
Chinese C			X	X		X	X
Chinese M			X	X			X

Filipino C			X				X
Filipino M			X				X
Hmong C		X			X		X
Hmong M		X			X		X
Korean C	X						
Korean M	X						
Vietnam C	X						
Vietnam M	X						

Building the instructor pool of Asian K-12 educators: We plan to conduct outreach to Asian bilingual students from the undergraduate pool of these 11 CSUs, with a total of 55,872 Asian students, which represents 16.5% of the total student population at these campuses. and from the pool of 6,226 Asian bilingual classroom aides who work in local school districts in the service areas of the Consortium universities, including Los Angeles, Glendale, Burbank, Long Beach, Pomona, Fullerton, Fresno, Cupertino, San Diego, San Francisco, San Jose, Sacramento, and Stockton Districts, all of which have large numbers of Asian immigrant students, who are served mainly by these Asian bilingual paraprofessionals and sporadic Asian bilingual programs (CDE, 2010). We will also utilize Asian ethnic new media (i.e., The Korea Times or The Chinese International Daily) to recruit Asian bilingual credential students, as suggested by recent studies (Park, 2007; Park, 2009). This strategy has proven effective in that, as newcomers to the U.S., the majority of Asian immigrants tend to subscribe to their ethnic newspapers.

Two types of students will be recruited and prepared for Asian bilingual authorization.

In California, there are two paths to obtain a bilingual authorization. One path is that credential students enrolled in basic teaching credential programs can obtain a Chinese, Filipino, Hmong,

Korean, or Vietnamese bilingual authorization concurrently with their basic teaching credential, which includes ESL authorization. The other path is that individuals can add such a bilingual authorization to their teaching credential by meeting three requirements (target language proficiency, knowledge about the target Asian culture, and knowledge about bilingual methods), as long as their credentials have ESL authorization.

This project will serve Asian credential students in both graduate and undergraduate teacher education programs. Unlike other states, in California, most (95%) teacher education programs are postbaccalaureate programs. This is the case at CSUN and at all the Consortium Campuses, where students must successfully complete their undergraduate studies to be admitted into a credential or master's degree program offered by their College of Education.

This project will provide academic support services to project students in preparation for various state-mandated tests (i.e., preparation workshops for Reading Instruction Competence Assessment [RICA], California Subject Examinations for Teachers (CSET), especially in "Writing Skills", as well as California Basic Education Skills Test (CBEST) in Math, English Composition, and Reading Comprehension). In California, all students must pass these State-mandated tests in order to enter and complete the teaching credential programs. On the CBEST, statewide, Asian students' passing rate is only 77.0%, while that of white students is 91.9% (CCTC, 2010).

For the multiple subject credential, students must also take the California Subject Examinations for Teachers (CSET) before they begin their student teaching. The pass rate for Asian students on the CSET is only 90.4%, while that of white students is 94.2%. Similarly, Asian students' pass rate of the CSET Writing Skills is only 70.3%, while that of white students is 85%, reflecting the reality that many Asian teaching credential students have poor English

skills, although many of them possess excellent Asian language skills and have readily transferable teaching skills, sometimes because they have been teachers in their native countries (Chong, 2005; Park, 2009). Moreover, multiple subject credential students must also take the Reading Instruction Competence Assessment (RICA) before they exit the credential program. The pass rate of the RICA by Asian students is 96.3%, while that of white students is 97.6% (CCTC, 2010). In order to increase the number of Asian bilingual teachers statewide, it has become clear that Asian bilingual authorization students may need additional academic support services outside of their regular credential coursework.

This project will improve the K-12 school achievement of Asian ELs. The Consortium's focus on preparing Asian bilingual teachers is closely linked to our broader goal to improve the academic achievement and success of Asian immigrant students in k-12 grades in California public schools. We believe that by improving the preparation of Asian ESL and bilingual teachers and increasing their numbers, we can positively impact the educational outcomes for Asian ELs struggling to meet standards at every level – elementary, middle school, and senior high. The increased number of Asian ESL/bilingual teachers will positively contribute to the overall performance of ELs of Asian language backgrounds. The annual STAR Tests results show much lower performance of the ELs than all students tested, as expected. With this program, the Asian ELs' performance on the California State STAR (Standardized Testing and Reporting) tests of English-Language Arts, mathematics, science, and social studies is expected to improve. Our objective is that these students will perform better than the state average of ELs in each subject matter. This will be measured, in year 5, in a close partnership with California Department of Education, Assessment, Accountability, and Awards Division (Competitive Preference Priority 2).

The following table shows the enrollments of English learners of Asian language backgrounds in California public schools. Please note that although the great majority (84.6%) of California's EL population is comprised of Spanish speakers and 8.3% are Asian language speakers (i.e., Korean, Chinese, Filipino, Hmong, and Vietnamese), California ELs speak more than 50 different languages (Table 4). Further, the ethnic composition of student populations in California public schools is quite diverse. In fact, only 27.0% of students are white, and the rest is a combination of various minority groups. Therefore, it is imperative for these Asian ESL and bilingual credential students to develop multicultural and multilingual instructional skills to effectively work with students of multilingual and multicultural backgrounds. That is why this project proposes to provide enrichment workshops in multilingual and multicultural education for our project students.

Table 4. English Learners in California by Languages, 2009-2010

Language	Number	Percent
Spanish	1,242,911	84.6%
Korean	14,558	1.0%
Chinese	32,870	2.2%
Filipino	22,702	1.5%
Vietnamese	36,555	2.5%
Hmong	16,446	1.1%
Others	102,729	7.0%
Total	1,468,771	100%

Source: California Department of education, educational Demographics Unit, 2009-2010

Employment outlook for teachers of Asian backgrounds: The poor economic times have proved difficult for some teachers, with layoffs and constricted hiring. However, the employment outlook for Asian bilingual teachers remains strong. Indeed, as the number of non-English-speaking students in U.S. school systems continues to grow, coupled with a shortage of minority teachers, efforts to recruit minority teachers are expected to intensify (U.S. Bureau of Labor Statistics; collegegrad.com, 2010). When coupled with training that prepares new teachers for placement in English, math, and science classrooms, job opportunities are even greater.

Table 5. Estimated Number of Teacher Hires during 2010-11 by Subject Area

	English/ Drama	Life Science	Math	Physical Science	Bilingual Education	Multiple Subject
California	1,128.9	597.7	1,275.0	495.9	263.0	2,755.6

Source: California Department of Education - Educational Demographics Unit, 2010

The combination of low numbers of Asian bilingual teachers, increasing numbers of Asian K-12 student enrollments, and demand for more bilingual educators has resulted in an urgent need to prepare Asian bilingual teachers. In addition, as many existing teachers in Los Angeles area schools and elsewhere return to CSUN for a master's degree or a certificate (ESL or bilingual authorization), the project plans to recruit them and help them to obtain ESL or bilingual authorization, and concurrently receive a Master's degree in Multicultural and Bilingual/Multilingual Education, in order to help them become instructional leaders who can effectively work with immigrant children and parents of Asian and other cultural backgrounds. This project plans to offer scholarship funds and loan textbooks to project students to support their progress through the credential or graduate program. Asian students at CSUN and throughout the system are primarily drawn from low-income families. Most of our students must work at least part-time while pursuing their studies, delaying time-to-credential or degree. In

order to encourage credential students to complete the credential program or MA degree, they need financial support.

This project also plans to offer enrichment workshops to improve participants' skills in the use of instructional technology. There is an increasing demand on technology skills for teacher preparation. Credential and Master's degree students are increasingly required to become versatile users of instructional technology to keep pace with the technological developments in industry and to provide effective instruction to their students. Students must be prepared in their subject matter; they must also be able to effectively utilize technology in instruction (e.g., use of internet sources, advanced PowerPoint presentations, Excel grade book, Moodle, Elluminate, online discussion groups, skyping, video-conferencing, video-editing, etc.). Teacher preparation faculty and content faculty at CSUs in the Consortium and in-service teachers in local school districts will be invited to these workshops and Summer Institutes.

CSUN is well positioned to lead the Asian BTEP Consortium: The University is regionally focused, but nationally recognized. The Michael D. Eisner College of Education is among the top three teacher education institutions of the 23 California State Universities which prepare most teachers in the state of California (CCTC, 2009). In fact, in 2002, the Carnegie Foundation recognized the CSUN College of Education as one of the best four teacher education institutions in the nation.

The College has pre-established, on-going, collaborative relationships with the Los Angeles Unified School District, Glendale and Burbank Unified School Districts. Similarly, all other CSUs in the Asian BTEP Consortium work closely with local school districts in their immediate service areas, namely, Long Beach, Pomona, Fullerton, Fresno, Cupertino, San Diego, San Francisco, San Jose, Sacramento, and Stockton. All of the CSUs in the Asian BTEP Consortium

place their student teachers in their schools, and provide support services to them with the help of the district's veteran mentor teachers. In addition, many of the district's school administrators, curriculum specialists, and veteran mentor teachers teach the Colleges' classes on a part-time basis, thus contributing to the overall quality of our instructional programs, with current practitioners' perspectives.

Anticipated Outcomes. The 11 California State Universities in the Asian BTEP Consortium, in partnerships with California Department of Education, Los Angeles, Glendale, Burbank, Long Beach, Pomona, Fullerton, Fresno, Cupertino, San Diego, San Francisco, San Jose, Sacramento, and Stockton Unified School Districts, propose to prepare 80 Asian teachers for ESL and bilingual authorization, especially in math and science, and 20 in-service teachers of Asian background for ESL or bilingual authorization with an M.A. in Multicultural and Multilingual Education at CSUN to effectively serve k -12 students of Asian and other diverse backgrounds. Because many of the existing teachers work with students of multilingual and multicultural backgrounds, this project plans to help them obtain an ESL or bilingual authorization along with Master's Degree in Multicultural and Bilingual/Multilingual Education. Federal assistance is requested to (1) financially support Asian ESL and Bilingual credential students to successfully complete their teaching credential program and/or Master's Degree; (2) provide regular and timely academic advisement to these students; (3) provide preparation workshops for various state-mandated tests (CBEST, CSET, and RICA); and (4) provide preparation workshops for PACT, Cal TPA, or FAST to successfully complete the credential program.

Table 6 Resources and Activities of the Partners: 11 CSUs, School Districts, and CDE

Organization	Resources	Activities
CSUN	Korean Culture/Methods	Coordinate the Consortium;

		Recruit, Advise, & Supervise
CSULA	Ch/Filipino Culture/Methods	Recruit, Advise, & Supervise
CSULB	Ch/Ko/Viet Cult/Methods	Recruit, Advise, & Supervise
CSU Pomona	Chinese Culture	Recruit, Advise, & Supervise
CSU Fullerton	Kor/Viet Cult/Methods	Recruit, Advise, & Supervise
CSU Fresno	Hmong Cult/Methods	Recruit, Advise, & Supervise
San Diego State	Chi/Filipino Culture/Methods	Recruit, Advise, & Supervise
CSU San Francisco	Chinese Cult/Methods	Recruit, Advise, & Supervise
CSU Stanislaus	Hmong Cult/Methods	Recruit, Advise, & Supervise
San Jose State Univ.	Chinese Cult/Methods	Recruit, Advise, & Supervise
Sacramento State	Ch/Fil/Hmong Cult/Methods	Recruit, Advise, & Supervise
Calif. Dept. of Educ.	Student Performance Data	Analyze the data upon request
Los Angeles Schools	Chinese/Korean Bil. Classes	Recruit/Place student teachers
San Francisco Schools	Chinese Bilingual Classes	Recruit/Place student teachers
San Diego Schools	Chi/Filip. Bilingual Classes	Recruit/Place student teachers
Sacramento Schools	Chi/Fil/Hmong Bil. Classes	Recruit/Place student teachers
Cupertino Schools, etc.	Chinese Dual Immersion Classes	Recruit/Place student teachers

1. Goals, objectives, and outcomes are clearly specified & measurable (35 points)

The project design for **Preparing Asian ESL and Bilingual Teachers for the 21st Century Classroom** consists of the following goals, objectives, and measurable outcomes:

Goal 1: Prepare 80 Asian ESL and bilingual teachers for State Certification in multiple and single subjects (math, science, & English) and 20 Asian teachers for an ESL or

Bilingual Authorization with an M.A. in multicultural and multilingual education in order to increase the number of qualified Asian teachers who can provide high-quality education to all students, by the end of 2016. This project proposes to prepare 30 multiple subject and 50 single subject (**math, science**, English/ESL teachers, preferably bilingual) teachers and 20 M.A. students with scholarships to be provided by this grant.

Objective & Outcome 1.1: By December, 2013, 20 Asian ESL/bilingual credential students (25%) will complete their credential program, to be measured by their transcripts and student teaching evaluations (culminating experience of a credential program).

Objective & Outcome 1.2: By December, 2014, an additional 20 Asian ESL/bilingual credential students (25%), a total of 40 students (50%), will complete their credential program, to be measured by their transcripts and student teaching evaluations.

Objective & Outcome 1.3: By December, 2015, an additional 20 Asian ESL/bilingual credential students (25%), a total of 60 students (75%), will complete their credential program, to be measured by their transcripts and student teaching evaluations.

Objective & Outcome 1.4: By December, 2016, an additional 20 Asian ESL/bilingual credential students (25%), a total of 80 (100%), will complete their credential program, to be measured by their transcripts and student teaching evaluations.

Objective & Outcome 1.5: By June, 2016, 20 Asian in-service teachers (100%) will obtain an ESL or bilingual authorization along with an MA Degree in Multicultural and Multilingual Education, to be verified by their transcripts, an ESL or a Bilingual Authorization and MA Degrees.

Goal 2: **Enhance the use of instructional technology** (computer skills) of project participants to diversify instructional strategies and help their students' school achievement. Diversifying

teaching strategies, and helping students to visualize instructional content, has proven to be highly effective for student learning, and even more effective for English learners because English learners do not comprehend written words due to their limited language skills. In addition, numerous studies (Park, 1997, 2000, & 2002) show that minority students, including Asian students, tend to be highly visual, more visual than white students, and prefer to learn visually. To address this, our teacher preparation programs must improve training in the use of instructional technology.

Objective & Outcome 2.1: At the completion of the program, 100% of project students will demonstrate adequate computer skills in integrating internet sources and instructional technology into the curriculum, as measured by their lesson plans.

Objective & Outcome 2.2. At the completion of the program, 100% of project students will demonstrate competency in creating an electronic portfolio (PACT, Cal TPAs, FAST), as measured by their completed electronic portfolio (Performance Assessment for California Teachers, Cal TPA, FAST), which is required of California credential students to exit the program. The electronic portfolio consists of a video clip of their classroom performance, teaching events, and their commentaries of their teaching, along with samples of PowerPoint presentations that they have used, in order to meet the State Teaching Performance Expectations Requirement (TPEs). All project students will achieve technology competency needed for effective teaching and learning through regular course work and **enrichment workshops** to be provided by this project. The PACT, Cal TPA, or FAST Preparation Workshops will be offered, if necessary, to all Asian credential students to help them successfully complete the credential program and obtain a California teaching credential (bilingual or ESL authorization), and gainful employment. Five CSUs (CSUN, CSU San Diego, San Francisco, San Jose, and Sacramento)

utilize PACT while CSU Fullerton, Los Angeles, Long Beach, Pomona, and Stanislaus use Cal TPA, but both utilize a task-stream website. CSU Fresno is the only CSU that uses FAST (Fresno Assessment of Student teaching).

All project students will attend **enrichment technology workshops** to develop their skills in the use of internet sources (“skyping,” “Moodle,” “Elluminate,” “Live-Chat,” “Online Discussion Board,” “Smart Board,” Video-conferencing, and Video-editing), as well as creating their own Websites, advanced PowerPoint presentations, and use of Excel grade book, to be verified by attendance sheets, their individual websites, and a computer competency checklist. This is important because Asian students enrolled in the University’s credential programs, Asian BTEP Consortium programs, and the University’s MA program, need to acquire these skills and learn to effectively incorporate them in their teaching, in order to become highly competent and versatile teachers and instructional leaders in their schools and districts.

Goal 3: Train all project students (credential and/or Master’s Degree students) in conducting **multicultural education and instructional technology**. Their competence in providing multicultural education will be verified by their lesson plans and attendance sheets. They need to acquire these skills through coursework (equity and diversity class) and enrichment activities outside of their regular coursework. (Note that although the course title may vary from campus to campus, the course is required of all basic teaching credential programs in California.)

Objective & Outcome 3.1: Conduct **Summer Institutes** of the training workshops on **multicultural education** for which the educational practitioners who work with schools in our service areas such as Los Angeles, Glendale, Burbank, Long Beach, Pomona, Fullerton, Cupertino, Fresno, San Diego, San Francisco, San Jose, Sacramento, and Stockton districts, will be invited as workshop leaders, in addition to other **outside consultants**. These educational

practitioners and project students can intermingle with one another and learn how to infuse multicultural topics in daily, weekly, and semester lesson plans. Thus, this project plans to provide effective instruction and services for Asian ESL/bilingual credential students and MA students, who will ultimately benefit their students of various Asian and other multicultural backgrounds and communities. Other in-service teachers in participating school districts and teacher preparation faculty and content faculty at CSUs in the Consortium will be invited to these workshops and Summer Institutes, as well.

Objective & Outcome 3.2: Provide **Enrichment workshops in instructional technology** in conjunction with the Summer Institutes. Topics will include the use of internet sources, creating and using advanced PowerPoint presentations and Excel grade book, Webpage creation, Skyping, video-conferencing, and video editing, the use of multimedia, Moodle, Elluminator, and/or LecShare, etc., to improve project students' versatility in the use of instructional technology. These workshops will be provided as part of the annual Summer Institutes and/or independently.

Goal 4: Provide regular and timely academic advisement and support to all project students in teaching credential programs and also in Master's Degree programs, at least once a semester or more, to be verified by the advisement form. Although our Asian bilingual credential students tend to be fluent in their respective Asian languages, and in many cases, are former teachers in their native countries, most of them are first-generation immigrants, and they are unfamiliar with the American school system or credential coursework, thus lack proper role models in their immediate surroundings in the American public school system (Rong, 1997; Su, 2002; Park, 2009). Therefore, they need timely and regular academic advisement and support to help them successfully complete their credential coursework.

Objective & Outcome 4.1: Ensure all project students attend advisement sessions with the project director, or a consortium adviser, once a semester or more. If necessary, the project director will skype or conduct video-conferencing, or use the questionnaire on <sites.google.com> to advise students at consortium campuses. Therefore, all project students will be on the right track to complete the credential/certificate program and/or Master's Degree. This will be verified by advisement form.

Objective & Outcome 4.2: Confirm that all project students attend test preparation workshops for the CBEST, RICA, and/or CSET test, as needed, to be verified by their attendance form and their passage rates of these state-required tests. Their passage rates are expected to be greater than the State average of Asian students, as noted earlier.

Objective & Outcome 4.3: Ensure all project students attend PACT, Cal TPA or FAST preparation workshops (Performance Assessment for California Teachers), as needed, to be verified by their attendance form. Their passage rates of the State-Mandated performance test are expected to be better than other students in the credential program.

The project will have a cohesive plan that links identified needs, goals and activities:

Identified Needs	Goal 1 & Objectives	Timeline	Activities
<u>Need 1:</u> a) There is a shortage of Asian ESL or bilingual teachers in California schools..	Obj.1.1: 20 Asian students (25%) will complete ESL or bilingual credential program.	Dec. 2013	Prepare 20 Asian teachers with scholarship.
	Obj.1.2: 20 More Asian students	Dec. 2014	Prepare 20 More

	(50%) will complete ESL or bilingual credential program.		Asian teachers.
	Obj.1.3: 20 More Asian students (75%) will complete the ESL or bilingual credential program.	Dec. 2015	Prepare 20 More Asian teachers.
	Obj.1.4: 20 More Asian students (80=100%) will complete ESL or bilingual credential program.	Dec. 2016	Prepare 20 More Asian teachers (80 total)
b) There is a shortage of Asian teacher leaders in CA schools	Obj. 1.5: 20 MA students will complete their MA degree with ESL or Bil. Auth.	June 2016	Prepare 20 MA students with ESL or Bil. Auth.
Identified Needs	Goal 2 & Objectives	Timeline	Activities
<u>Need 2: Asian students in the Asian BTEP Consortium of 11 CSUs need computer skills in the use of instructional technology.</u>	Obj.2.1 & 2: 100% of project-trained Asian teachers (100) will develop adequate computer skills and <u>demonstrate their competency in integrating instructional technology into their curriculum.</u>	On-going (1-5 yrs)	a) Take a computer class; attend tech.workshops; b) create an electronic portfolio (PACT, Cal TPA, FAST) of student teaching video=via Task-Stream, PowerPoint presentations, Excel

			grade book), etc.
Identified Needs	Goal 3 & Objectives	Timeline	Activities
<u>Need 3.1:</u> There are growing numbers of students of multilingual and multicultural backgrounds in K-12; Asian credential students need to develop <u>competence in providing multicultural education.</u>	Goal 3.1: Students <u>demonstrate competence in providing multicultural education.</u>	Once/Year (1 – 5 yrs)	Summer Institutes of workshops on multicultural education.
<u>Need 3.2:</u> Asian students need to <u>develop skills in using instructional technology.</u>	Goal 3.2: Students <u>demonstrate competence in using instructional technology.</u>	Once/Year (1 – 5 yrs)	Summer Institutes of workshops on instructional technology.
Identified Needs	Goal 4 & Objectives	Timeline	Activities
<u>Need 4.1:</u> Asian credential students face multiple barriers	Obj.4.1: All project students will attend advisement sessions once/semester or more.	On-going (1- 2 times/ semester)	<u>Provide regular, timely advisement.</u>

to completion; they <u>need regular, timely advisement.</u>				
<u>Need 4.2: Asian credential students score poorly on admittance tests; need preparation workshops for CBEST, CSET, & RICA.</u>	Obj.4.2: Project students will attend workshops to prepare for CBEST, CSET, & RICA, as needed.	On-going (1 – 2 times/ semester)	Provide prep workshops for CBEST, CSET & RICA.	
<u>Need 4.3: Asian credential students need preparation workshops for PACT or Cal TPA or FAST to successfully exit the credential program & obtain a California teaching credential.</u>	Obj.4.3: Project students will attend workshops to prepare for PACT, Cal TPA (electronic portfolio), or FAST, as needed.	On-going (1 – 2 times/ semester)	Provide prep workshops for PACT or Cal TPA (electronic portfolio) or FAST, as needed, to successfully complete the credential program	

2. Services reflect up-to-date-knowledge from research and practice (5 points)

- This project will also provide **timely academic advisement at least once a semester or more, and other academic support** as new research about teacher preparation and retention

recommends (Park, 2009; Petersen, 2008) (i.e., preparation workshops for various state-required tests (CBEST, CSET, RICA, & PACT)) to help project participants' smooth admission into and exit of their programs.

- This project will also provide a **Summer Institute** each year in which project students can learn how to infuse **multicultural topics** in their respective classes. Numerous recent studies (Banks, 1993; Chinn & Gollnick, 2001; Nieto, 1996; Tiedt & Tiedt, 1999), show that multicultural education is necessary to improve minority students' self-concept and academic achievement and to develop cross-cultural competence among all students that our graduates will work with after completing our credential and/or MA program.
- This project will also provide a **Summer Institute** each year in which students develop skills in the effective use of instructional technology and become competent and flexible users.
- Therefore, the quality of project services is of high caliber, appropriate, and sufficient to prepare highly qualified Asian school teachers and help them remain in teaching profession, who can provide high-quality instruction to students in public schools. Thus, providing high-caliber services to Asian students at CSUN and other CSUs in the Consortium will have broader impact, and much beyond the Universities' classrooms.

In summary, this project is designed to successfully address the needs of Asian students enrolled in the CSU Asian Bilingual Teacher Education Program (BTEP) Consortium. All CSU teacher training programs are California State Commission-approved, comprehensive, and recognized as the finest quality programs; the Bilingual or ESL (CLAD) certification programs, as well as the Traditional/ Regular, University Intern, and Accelerated Collaborative Teacher (ACT) are all approved by the State Commission on Teacher Credentialing. The project will increase Asian students' access to teacher preparation programs for ESL or Bilingual

Authorization, according to *California Standards of Quality and Effectiveness for the Multiple and Single Subject Teacher Education Programs* criteria and will provide faculty development for Asian culture and bilingual methods instructors at eleven CSU campuses to help them convert their courses to online courses, and develop (or revise) new Asian culture or methods classes (i.e., Filipino culture, Hmong culture), if necessary.

All students will be trained in effective instructional strategies and assessment measures for English-only students. They will also learn how to conduct specially-designed academic instruction in English in content classes (**sheltered instruction**) and how to develop literacy skills according to *California Content Standards* and *California English Language Development Standards*, as well as how to modify assessment measures for limited English proficient (LEP) students, and the use of California Standards Tests results and portfolio assessment. Finally, the project will require students to conduct 20 hours of community-service learning at Asian community agencies, and 20 hours of service to immigrant students of Asian and/or other backgrounds at a school in which they provide tutoring services after school or play sports with them after school or on Saturdays to facilitate their fast and smooth adjustment to American schools.

B. Quality of Project Personnel (10 points)

1. Qualifications of the Project Director

- **Dr. Clara C. Park** is Professor of ESL & Bilingual Education and Director of ESL & Bilingual Education & Asian BTEP Consortium of the CSUs. She teaches Content Area Literacy, ESL and Bilingual Methods, Theory and Research in ESL Instruction, and other method classes. She has gained extensive and directly relevant experience in managing federally-funded projects since 1987. Two of them were teacher education projects which she managed at California State University, Northridge since 2001 for a total of \$2.7 million.

With these two grants, she successfully prepared 246 new teachers of Hispanic and other minority backgrounds for both multiple subject and single subject credentials. Therefore, she can readily transfer these skills and experiences to the proposed project, once funded.

- In addition, she has served on numerous advisory committees and program review committees of the California Department of Education and California Commission on Teacher Credentialing over the last 20 years. Presently, she serves on the Institutional Reviewers' Board of the California Commission on Teacher Credentialing. And she also reviewed the documents of the new Bilingual Authorization Certificate Programs submitted by Teacher Education Institutions in California.
- Further, she is the co-editor and co-author of six research anthologies on Asian and Pacific American education, including *New perspectives on Asian American parents, students, and teacher recruitment* (2009), *Asian American education: acculturation, literacy development, and learning* (2007), *Asian and Pacific American education: Learning, socialization, and identity* (2006), *Asian American identities, families, and schooling* (2003), and *Research on the education of Asian and Pacific Americans* (2001), and *Current issues in Asian and Pacific American education* (1998), as well as a comprehensive book on Asian American education entitled, *Asian-American education: Prospects and challenges* (1999). She has also published numerous research articles on the learning styles preferences and educational and occupational aspirations of diverse students including Hispanic students. She has a Ph.D. in Education, has done postdoctoral work in ESL/bilingual education at the University of Southern California.
- Currently, she is a board member of the National Association for Bilingual Education. She was the President of National Association for Asian and Pacific American Education, 2005-

2007, as well as the President of California Association for Asian and Pacific American Education, 2001-2005. She also served as Chair and Program Chair of the SIG-Research on the Education of Asian and Pacific Americans of the American Educational Research Association, 1999-2004. She is Korean-American.

- Duties and responsibilities: Dr. Clara C. Park will be responsible for the day-to-day management of the project, organizing all project activities, conducting student interviews and advisement, and collection of evaluation data for annual progress reports.

2. Qualifications of Key Project Personnel (5 points)

- Project Coordinator (full-time) will have a Master's degree in education (or higher) or related field, and have adequate administrative experience preferably in managing federally-funded projects, and/or classroom and/or student advisement experience. He/she will be a person from underrepresented background, preferably from Asian background.
- Duties and responsibilities: The coordinator will help manage the project on a daily basis, coordinate all project activities, schedule enrichment workshops and conduct the workshops, Summer Institutes, help conduct student interviews for entry and exit, provide student advisement, collect project data, and help analyze it in collaboration with project director, evaluator, and consortium advisors.

C. Quality of the Management Plan (20 points)

1. Adequacy of the management plan to achieve project objectives (15 points)

The proposed project has excellent mechanisms in place to ensure high-quality products and services, as follows: (1) the project has clear and measurable objectives that tie the planned project activities to anticipated outcomes; (2) this project also has specific activities linked to achievement of project objectives with individuals and operations identified to ensure that

benchmarks are achieved each year, as planned; (3) we have a detailed evaluation plan that includes both formative and summative evaluation. The multiple data sources and opportunities to monitor progress toward achievement of project objectives will support ongoing and continuous feedback, a key element of any quality assurance plan; (4) the broad representation of stakeholders on the planned Advisory Committee (multiple Colleges, school administrators and mentor teachers, project students at CSUN and 10 other CSUs, and project key personnel) is expected to ensure that activities are developed and implemented as planned, and that feedback on program quality leads to program improvements, reduces barriers to participation in undergraduate and graduate programs for ESL and bilingual credential, and expands access to opportunities for Asian students in the entire state. Student feedback is considered especially valuable; the annual survey of project participants, exit interviews, and online surveys of the project services and the instructional program will help project administrators to ensure high quality products and services. The following table illustrates how we intend to manage the project, specific milestones for each project objective, who is responsible, and the timeline for achieving activities that support achievement of the objectives.

Management Plan

Goal 1	Responsible by	Timeline	Milestones
Obj.1.1 20 Asian students (25%) complete the credential program.	Proj. Dir./ Coord & Consortium Advisers at 10 CSUs; and School Administrators	By Dec., 2013	20 Asian students (25%) obtain California teaching credential (ESL or bilingual).
Obj.1.2: 20 more	Proj. Dir./ Coord &	By Dec., 2014	20 more Asian students

Asian students (50%) complete the credential program	Consortium Advisers at 10 CSUs; & School Administrators		(50%) obtain California teaching credential (ESL or bilingual) - a total of 40 teachers.
Obj.1.3: 20 more Asian students (75%) complete the credential program.	Proj. Dir./ Coord & Consortium Advisers at 10 Other CSUs; & Sch. Adm.	By Dec., 2015	20 more Asian students (75%) obtain California teaching credential (ESL or bilingual) - a total of 60 teachers.
Obj.1.4: 20 more Asian students (100%) complete the program	Proj. Dir./ Coord & Consortium Advisers at 10 Other CSUs, & Sch. Adm.	By Dec., 2016	20 more Asian students (100%) obtain California teaching credential (ESL or bilingual) - a total of 80 teachers.
Obj. 1.5: <u>20 Asian students (100%) obtain a bilingual authorization and complete their M.A. program at CSUN</u>	Proj. Dir./ Coord & Other Faculty	By June, 2016	20 students (100%) obtain both an ESL or a bilingual authorization <u>and</u> MA in multilingual and multicultural education.
Goal 2	Responsible by	Timeline	Milestones
Obj.2.1 & 2: Demonstrate	Proj. Dir./ Coord. & Consortium Advisers	At the completion of	100% of students (100) will demonstrate computer skills

computer skills in the use of instructional technology.	at 10 CSUs, & Consultants	the credential program.	in the use of instructional technology.
Goal 3	Responsible by	Timeline	Milestones
Obj.3.1: Competence in providing multicultural education.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs, & Consultants	At the completion of the credential program.	100% of students (100) will demonstrate competence in providing multicultural education.
Obj.3.2: Competence in using instructional technology.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs, & Consultants	At the completion of the credential or M.A. program.	100% of participants (100) will demonstrate competence in using instructional technology.
Goal 4	Responsible by	Timeline	Milestones
Obj. 4.1: Asian credential students <u>need regular, timely advisement.</u>	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs	On-going (1- 2 times/ semester)	<u>Students receive regular, timely advisement.</u>
Obj. 4.2: Asian credential students <u>need preparation workshops for CBEST, CSET, &</u>	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs, & Consultants	On-going (1 – 2 times/ semester)	Students attend prep workshops for CBEST, CSET & RICA.

<u>RICA.</u>			
Obj. 4.3: Asian credential students need <u>preparation</u> <u>workshops for PACT,</u> <u>Cal TPA, FAST</u>	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs, & Consultants	On-going (1 – 2 times/ semester)	Students attend prep workshops PACT, Cal TPA, FAST (electronic exit portfolio), as needed.

2. Time commitment of project director; key personnel are adequate (5 points)

To efficiently manage the project, the project director will devote 50% (6 units/semester) of her time to direct the proposed project activities, while the project coordinator will work full-time. To properly coordinate among 11 CSUs in the Consortium, each consortium adviser at 10 other CSUs will annually receive 3 units of re-assigned time to coordinate bilingual teacher education programs, and to recruit, advise, and provide academic support services to project students at respective campuses. Therefore, if he/she does not get any re-assigned time from his/her institution, to perform the afore-mentioned tasks for the consortium, this project is expected to help release him/her from their teaching duties. Due to the Consortium arrangement among 11 CSUs and 12 partner school districts in the service areas of each of the 11 CSUs, the proposed project requires a close collaboration between the project director, project coordinator, Consortium Advisers, school administrators, and/or ESL/Bilingual Coordinators, and teacher leaders at local schools (where student teachers are placed and supervised) in Partner School Districts (Los Angeles, Glendale, Burbank, Long Beach, Pomona, Fullerton, Fresno, Cupertino, San Diego, San Francisco, Sacramento, and Stockton), an evaluation specialist, and graduate student tutors. The management plan includes organization of a Community Advisory

Committee, consisting of the educational practitioners of the participating local schools in respective service areas of the Consortium campuses. The educational practitioners will identify schools with Asian bilingual classroom aides for recruitment into Asian consortium programs, help place students for student teaching, and their subsequent employment. We expect to convene annually to review feedback collected from students, faculty, and project administrators, and to solicit Advisory members' input and analysis of findings, recommendations, and suggestions for modifications or improvement based on these data. If necessary and feasible, skyping, video-conferencing, or the questionnaire on the <sites.google.com> will be also utilized for this purpose. Routinely, through regular advisement and attendance at enrichment workshops and one-on-one tutoring, there will be opportunities for informal solicitation of feedback from the students; this information will be used to assess progress toward objectives during weekly meetings among project staff.

Project staff and presenters will collect feedback from all students at the conclusion of each of the enrichment workshops for CBEST, CSET, and RICA, as well as workshops to be provided during Summer Institutes, with the goal of sharing data with presenters and making appropriate adjustments to project components in subsequent years.

As each cohort of students completes the credential or master's degree program of studies, students will be asked to participate in an exit survey. This will take the form of an online survey, and a personal interview, focusing on their assessment of project services and the Consortium courses and programs, as well as the University's instructional programs. Data will be shared with all participating CSU Consortium Advisers whose credential students would be directly served by this project, with the goal of incorporating student feedback in the implementation of the project in subsequent years.

D. Quality of Project Evaluation (30 points)

1. Methods are thorough, appropriate to the objectives and outcomes (10 points)

This project will hire an **outside evaluator** to provide performance feedback, including data on participant progress, and conduct periodic assessment of progress toward the proposed outcomes of the project. The evaluator must have relevant training and experience in staff development, teacher education, and project evaluation. Experience in federal project evaluation is preferred.

The methods of evaluation will provide for examining the effectiveness of project implementation strategies, will use objective performance measures that are clearly related to the intended outcomes, and will produce quantitative and qualitative data as follows:

Formative and summative evaluation methods

Project evaluation will include both formative and summative evaluation. *Formative evaluation* data and tools will be used to assess ongoing program activities, determine if implementation strategies are being conducted as planned, and to assess progress toward project goals and objectives. This monitoring and oversight allows the project team to modify plans or specific elements during program implementation to assure progress toward intended outcomes is proceeding as planned. *Summative evaluation* will utilize measures that assess the impact of the project on students, faculty, tutor/mentors, and staff. These data will include measures that allow us to assess the performance of project students enrolled in the proposed curriculum, and to compare their learning outcomes to baseline data, as reported in the needs statement. The baseline/comparison group data include student performance during the years prior to project funding, and data collected during project implementation.

Examples of formative evaluation data include workshop attendance records, workshop evaluations completed by students, outcomes of advisement sessions conducted by the project director, project coordinator, and consortium advisers, and feedback for graduate students implementing tutoring sessions (English or math) with project participants. Summative evaluation data will include outcomes of project activities (e.g., portfolio assessment -PACT, Cal TPA or FAST) as well as test scores on statewide exams, and survey results.

Data collection plan: Both quantitative and qualitative data will be collected, in order to provide opportunities for project personnel to develop a rich set of data for analysis. This approach also allows for a more culturally responsive evaluation plan, important for a project serving such a diverse group of participants.

Data will take the form of documentation of outreach and advisement, faculty development, staff training, numbers of students enrolled, continuation and program completion and graduation rates, as well as data from course evaluations, annual project evaluations, event flyers (of summer institutes), attendance sheets of various test preparation workshops (CBEST, CSET & RICA), and Adopted Mentor List (Asian school administrators, instructional advisers, counselors, etc.). For each cohort, summative data will include portfolio assessments, teacher evaluations, and surveys of program completers concerning the project, the University and the Asian BTEP Consortium courses or programs.

2. Includes objective performance measures; quantitative, qualitative data (10 pts)

For each project objective, performance indicators have been identified, along with the project personnel responsible and timeline associated with achievement of the objective.

Evaluation Plan

Goal 1	Responsible Party	Timeline	Evaluation Tools & Success Indicators
Obj.1.1: 20 Asian (pre-service) students (25%) will complete the credential program.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other California State Universities (CSUs)	Dec. 2013	Exit interviews, transcripts, student teaching evaluations, electronic portfolios (PACT, Cal TPA, FAST) & surveys of project completers.
Obj.1.2: 20 more Asian (pre-service) students (50%) will complete the program.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs	Dec. 2014	Exit interviews, transcripts, student teaching evaluations & electronic portfolios (PACT, Cal TPA, FAST) & surveys of project completers.
Obj.1.3: 20 more Asian (pre-service) (75%) students will complete the credential program.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs	Dec. 2015	Exit interviews, transcripts, student teaching evaluations, electronic portfolios (PACT, Cal TPA, FAST), & surveys of project completers.
Obj.1.4: 20 more Asian (pre-service) (100%) complete the program.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs	Dec. 2016	Exit interviews, transcripts, student teaching evaluations, electronic portfolios (PACT, Cal TPA, FAST), & surveys of project completers.
Obj. 1.5: 20 Asian (in-	Proj. Dir./ Coord. &	June 2016	Exit interviews, transcripts, &

service) MA students (100%) obtain an ESL or a bilingual authorization <u>and</u> complete their program.	Other Faculty at CSUN		surveys of MA Degree completers.
Goal 2	Responsible Party	Timeline	Tools & Indicators
Obj.2.1 & 2: Instructional technology skills	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs, & Consultants.	At the completion of the credential program	Classroom observations, student teaching evaluation forms, & lesson plans, PowerPoint Presentations, Electronic Grade Sheets, and their own Websites, etc. which show that they have conducted either partial or full on-line classes, and exit portfolio (PACT, Cal TPA, FAST).
Goal 3	Responsible Party	Timeline	Tools & Indicators
Obj.3: Competence in providing multicultural education.	Proj. Dir./ Coord. & Consortium Advisers at 10 Other CSUs, & Consultants.	At the completion of the credential program.	Summer institute <u>attendance sheets & lesson plans</u> .
Goal 4	Responsible Party	Timeline	Tools & Indicators