Academic Achievement: The Subject Matters

Overview

The California Subject Matter Project (CSMP) is a network of nine discipline-based statewide projects that support ongoing quality professional development. Activities and programs are designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices that can lead to increased achievement for all students.

The CSMP network includes the subject matter content represented in the California K-12 standards and frameworks and all of the academic disciplines required to support college entrance requirements in our schools. The network is composed of the following:

- California Foreign Language Project (CFLP)
- California History-Social Science Project (CH-SSP)
- California International Studies Project (CiSP)
- California Mathematics Project (CMP)
- California Physical Education-Health Project (CPE-HP)
- California Reading and Literature Project (CRLP)
- California Science Project (CSP)
- California Writing Project (CWP)
- The California Arts Project (TCAP)

CSMP sites are organized into 15 regional councils consisting of site leadership that includes university faculty, school and district personnel, county office coordinators and teacher leaders who work together to respond to the needs of teachers and students across the state. Councils provide discipline-specific support, working with specific schools and districts to meet state and federal program improvement targets, support teachers of English Learners (EL), and develop leadership among teachers, principals, and others in roles that can make a difference in student achievement.

The mission of the CSMP is to improve student achievement and learning through comprehensive, discipline-based professional development of teachers, especially those who teach in the state’s high priority schools. Sites are hosted by regional campuses of the University of California, California State University, and independent colleges and universities.

The CSMP is directed by nine project Advisory Boards and a statewide Concurrence Committee and is administered by the University of California Office of the President. The Concurrence Committee is comprised of representatives from the California State Board of Education, University of California, California State University, California Community Colleges, Association of Independent Colleges and Universities, Governor’s Office, Commission on Teacher Credentialing, and the Supplemental Materials and Curriculum Commission.

CSMP was conceptualized as a model of professional development designed by teachers and for teachers, enabling them to access a variety of content specialists, and developing a cadre of teacher leaders.

JEAN TREIMAN
Executive Director
California Subject Matter Project
Based on the teaching model of the Bay Area Writing Project, developed by the University of California at Berkeley in 1974, the CSMP was launched as a network of nine projects authorized by California Statute in 1988. The primary purpose of the CSMP was to deepen teacher understanding of the K-12 subject matter content taught and to support content embedded instructional strategies that provide all students with access to a college-going curriculum. During the past decade, the CSMP has continuously incorporated new research into all of its programs that increase success for EL and low literacy students. Since the No Child Left Behind Act (2001), the CSMP has supported the California Department of Education (CDE) in its efforts to meet teacher quality goals and has organized regional support to better assist its K-12 partners with whole school change efforts in low performing schools. Since the CSMP’s authorization, the network has grown to close to 100 convenient sites across the state on campuses of the University of California, California State University, and independent colleges and universities.

The CSMP provides classroom teachers with a variety of professional learning opportunities such as workshops, leadership institutes, and in-service designed by teacher leaders and faculty content specialists to improve instruction for all learners. Participants engage in research and use research-based strategies to improve their practice in the teaching of reading, writing, literature, foreign language, mathematics, science, history, international studies, physical and health education, and the arts.

All programs infuse literacy strategies for improving the academic skills of EL and provide instructional techniques to meet the needs of students with low skills in reading, writing, mathematics, and science.

In many cases, university credit can be obtained for participants pursuing teacher quality goals and working toward National Board Certification.

Regional councils also provide technical support for schools and districts to identify the key components of sustainable professional development that addresses the alignment of K-12 content standards and frameworks and state-adopted materials. This includes high priority and program improvement school reforms, reaching adequate yearly progress targets, as well as attaining annual measurable objectives for teacher quality. The CSMP is administered by the University of California Office of the President and is hosted by regional campuses of the University of California (UC), California State University (CSU), and independent colleges and universities.

EVALUATION RESULTS

“...teachers consistently rate CSMP professional development more highly than other professional development.”

“With a consistent focus on high-quality support for teachers, the CSMP has evolved over time to meet the needs of teachers and the goals of state policy makers.”

“...the CSMP were successful in their efforts to serve teachers from low-performing schools and teachers of EL.”

SRI International

Evaluation

CSMP Independent Evaluation by SRI International

http://csmp.ucop.edu/CSMP_Evaluation
Teacher Leadership

The CFLP Leadership Program develops teachers’ leadership skills, which play an active role in curriculum planning and development. The program supports teachers’ ongoing learning and professional development, and includes support for those pursuing National Board certification and playing mentorship roles for their new professional colleagues.

Through CFLP regional sites, teachers can access year-round professional development programs, including intensive seminars and institutes and ongoing academic year workshop series that include appropriate leadership opportunities especially designed to advance California’s language teaching reform efforts. The CFLP has an impressive success rate for developing highly qualified teachers that meet the needs of districts and schools in staffing their diverse language and culture programs, which include immersion, dual immersion, Foreign Language in the Elementary Schools (FLES), and secondary world language programs. The project accomplishes this mission by exposing teachers to new research developments in the field and by providing a vibrant professional network aimed at supporting and retaining effective language educators in the field.
Programs

The CFLP professional development programs support the teaching of language and cultures at every level by deepening language educators’ understanding of the guiding principles espoused in the Foreign Language Framework for California Public Schools Grades K-12.

The CFLP central office and sites offer a range of professional development options for their participants. These include standards and framework-aligned institutes, seminars, and professional development workshop series that are especially designed to support teachers and to strengthen the overall communication skills of students while enhancing their understanding of other cultures. Assistance is also provided in the effective use of state-adopted instructional materials with students.

The CFLP staff provides programs and technical assistance to low-performing districts and schools focusing on strengthening teachers’ capacity to increase the literacy skills of all students, but especially those of English Learners (ELs). The CFLP also offers support to teachers of Arabic, Chinese, Hindi, Korean, Russian, Farsi, and other languages that have been determined by the federal government to be critical to our nation’s security and economic interests.

Additionally, CFLP continuously offers leadership development to ensure a ready pool of teacher leaders who can assist with the delivery of programs and advance new reform developments in the area of foreign language education.

Accomplishments

Teachers who participate in CFLP strengthen their competency in the languages and cultures they teach, learn about teaching language in context, and enhance their pedagogical skills to successfully teach language and cultures to students with diverse learning abilities at all levels of instruction. Each teacher has the opportunity to measure student progress on the College Board’s Language Learning Continuum, as set forth in the Foreign Language Framework for California Public Schools. All CFLP sites sponsor programs in appropriate pedagogy for ELs and students with low skills in reading and writing with an emphasis on the acquisition of academic content knowledge and language. To meet the growing needs of schools and districts, CFLP research and evaluation specialists provide relevant technical assistance on collecting, analyzing, and employing data to improve instruction and student performance.

Beyond the classroom, CFLP has established partnerships with foreign embassies and consulates’ offices, international organizations such as the Alliance Francaise, Goethe Institut, Hanban, and the Japan Foundation, to provide rich opportunities for language teachers and students to travel and study abroad in order to enhance their language skills and knowledge of diverse cultural contexts. Additionally, CFLP actively contributes to the profession and communities it serves by providing expertise in preparing and coaching teachers for National Board Certification, and assisting with the conceptualization and writing of grant programs that are funded by the Foreign Language Assistance Program of the United States Department of Education.

“The CFLP community supports teachers to effectively engage their students in becoming competent in a variety of languages and cultures that will enable them to thrive in the global economy of 21st century.”

YOSHIKO SAIITO-ABBOTT
Japanese Professor and Site Director
Monterey Bay Foreign Language Project
CSU, Monterey

Program Features

- Content-specific standards/framework-aligned professional development programs for teachers of languages and cultures.
- Materials and resources that address curriculum development and assessment needs of language educators to teach and assess students’ linguistic proficiency.
- Focus on high priority schools and their specific goals to support quality teaching and learning.
- Site-based teacher leadership activities and networking opportunities.
- Partnerships with low-performing districts and schools that strengthen the overall literacy skills of students and language programs in these schools.
- Effective strategies for using state-adopted instructional materials with their students.
- Research-based instructional strategies for teaching subject matter to EL and students with varying skill levels and abilities.

California Foreign Language Project Sites
Bay Area Foreign Language Program
Capital Foreign Language Project
East Bay Foreign Language Project
Los Angeles Area Seminars on Theories, Activities, Resources & Strategies
Monterey Bay Foreign Language Project
San Diego Area International Language Network
Second Language Instruction Central California

CSMP

http://csmp.ucop.edu/cflp

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Overview

The primary mission of the California History-Social Science Project (CH-SSP) is to improve students’ academic literacy and achievement in history-social science through standards-aligned, research-based, and classroom-tested professional development for teachers.

More specifically, the CH-SSP seeks to:

- Improve K-12 teachers’ content knowledge of history-social science aligned with the California Content Standards.
- Provide research-based teacher professional development in history and the social sciences designed to promote student achievement and academic literacy.
- Enhance teachers’ effective use of state-adopted textbooks.
- Identify, develop, and sustain teacher leadership.
- Develop and maintain professional history education communities to support ongoing opportunities for teacher networking and learning.
- Maintain strong partnerships with school districts to meet the needs of diverse student populations with special attention given to the needs of English Learners (EL).
- Strengthen student academic literacy in order to support student achievement, as measured by the California High School Exit Exam and the California Standards Tests in History-Social Science and English/Language Arts.

The CH-SSP sponsors seven sites and is one of the California Subject Matter Project (CSMP) statewide networks administered by the University of California Office of the President and is hosted by regional campuses of the University of California (UC) and California State University (CSU), and independent colleges and universities. Each project represents one of the nine disciplines required for graduation and admission to California universities.

Teacher Leadership

Identifying, developing, and sustaining teachers for leadership roles is a major emphasis of the CH-SSP. Teacher leaders share best practices that enhance the teaching of history for California’s diverse student populations, including EL. Using a teachers teaching teachers model, teacher leaders can improve on the teaching and learning of history through a deep understanding of what goes on in the classroom.

The CH-SSP also supports professional history education communities that provide ongoing opportunities for teacher networking and learning. Participation in important field-specific networks contributes to teacher effectiveness in schools. Teachers benefit by receiving the latest information on education research that informs practice.
Accomplishments

Research. Students of teachers engaged in CH-SSP professional development programs achieved higher scores than their peers in both content and literacy development. Gargani + Company, an outside evaluator, documented this substantial impact by analyzing discipline-specific writing tests and the California Standards Tests for both History–Social Science and English/Language Arts.

In 2006, the CH-SSP launched a larger and more rigorous research study into the impact of their academic literacy program upon student achievement. More than 100 history teachers and their 10,000+ students participated in a rigorous experimental evaluation that sought to answer the following questions:

1. What is the impact of the teacher professional development program upon student reading comprehension?
2. What is the impact of the teacher professional development program upon student performance on the California Standards Test in History-Social Science?
3. What is the impact of the teacher professional development program upon teacher motivation and efficacy?

Grants. Since 2002, CHSSP sites have leveraged their limited state funding with $7,668,000 in extramural contracts and grants. In 2008, for example, CHSSP sites at UC Berkeley, CSU Long Beach & Dominguez Hills, UC Irvine, and UC Davis won 2008 Teaching American History (TAH) grants in partnership with three California school districts and one county office of education.

These awards will provide close to $4 million in federal funds to support professional development programs for American history teachers in the Oakland, Inglewood and Lynwood, Orange School Districts and in Solano County for up to five years. These funds have enabled individual campuses to maintain, and in some cases, expand their service to local schools, even during the current state budget crisis.

Program Features

- Provide teachers with an approach for teaching content while developing literacy skills including reading, writing, and critical thinking.
- Expand student access to the curriculum through teacher training focused on the content and literacy needs of students with low literacy, including EL.
- Develop important field-specific networks that contribute to teacher effectiveness in schools.
- Provide university-based programs for teachers that not only offer an opportunity to receive credit for professional development requirements, but also can lead to university credit towards higher degrees in the field.

Programs

Building Academic Literacy Through History. Through both one-week summer institutes and year-round workshops, our Academic Literacy program provides background in linguistic analysis and practical strategies for teaching academic language, difficult text structures, and expository writing.

The History Workshop: Enriching the History Classroom. These grade-level workshop series for American and world history teachers offer content review from university historians and engaging, standards-based, model lessons developed and presented by regional teacher leaders.

Teaching American History & Teaching World History. Our one- or two-week summer institutes bring together history teachers who work in collaboration with university faculty to review the standards, enrich content understanding, exchange strategies, engage in research, and develop lessons and teaching methods to support student mastery of the standards.

Economics, Civics, and Geography. Social science teachers of 9th and 12th grades can participate in CH-SSP programs in economics, civics, or geography, led by university faculty and grade-level teacher leaders.

\[\text{“There probably is not a day that goes by, that I don’t use a strategy or activity I learned through the History Project.”}\]

TOOD WHALEN
Teacher
Kennedy High School
Sacramento City USD

California History-Social Science Project Sites
- The History Project at CSU Long Beach & Dominguez Hills
- The History Project at Fresno State
- The History Project at UC Davis
- The North State H-SSP at CSU Chico
- The UC Berkeley H-SSP
- The UCI History Project
- The UCLA History-Geography Project

CSMP
http://csmp.ucop.edu/chssp

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Overview

It is the mission of the California International Studies Project (CiSP) to prepare students to live, work, and be informed, active citizens in a world where conditions, peoples, and distant events may have a critical impact on our lives and those of others. CiSP is managed institutionally by the University of the Pacific.

It is CiSP’s goal that teacher participants and their students:

• Learn about the diverse cultures, histories, and traditions of the world.
• Understand the many forces that have shaped historical and contemporary events.
• See the interconnectedness of people, ideas, and experiences across time and space.
• Recognize that conflict within and across nations can be managed, if not resolved.
• Regard change as a natural and continuing process.

CiSP is a statewide network consisting of seven regional sites that collaborate with schools and districts to increase K-12 teacher competence. As part of the California Subject Matter Project (CSMP), CiSP addresses the California History-Social Science Content Standards while promoting integration of the English Language Arts and English Language Development Standards into the social studies curriculum. Summer institutes and school year standards-based programs focus on improving historical and contemporary knowledge of the world by exploring international themes and issues inherent in geography, economics, government, world and U.S. history, regions, cultures, and religions. The CSMP is administered by the University of California Office of the President and is hosted by regional campuses of the University of California (UC), California State University (CSU), and independent colleges and universities.

Teacher Leadership

CiSP builds teacher leadership through:

• In-depth experiences with history-social science academic content and instructional skills;
• Participation in a community of scholars that explore international studies in a range of project activities over extended periods of time; and
• Conceptualizing, organizing, and conducting site and statewide programs that bridge cultures, cultivate equity, and enhance access for California’s diverse student population.
Programs
CISP has a long tradition of offering interdisciplinary professional development programs designed to support history-social science teachers at all grade levels. Programs address:

- History and geography of the U.S. and the world.
- World cultures and regions—Asia, Oceania, Africa, Latin America, Europe, and the Middle East.
- Economics and world religions.
- Unresolved global issues—human rights, environment, migration, economics, international conflict.
- Relations among nations—student town hall meetings, simulations, international relations courses, and diplomacy exercises.
- Content literacy and academic language development.
- English Language Arts and ELD standards in relation to the social science curriculum.
- Participants’ needs for classroom support, including instructional coaching.
- The development of school and district partnerships, and funding initiatives to support jointly sponsored activities.

Accomplishments
For more than two decades, CISP has been a consistent advocate for increased attention to international affairs in K-12 education. The project has:

- Maintained a statewide network of professional growth to strengthen teachers’ subject knowledge and instructional skills in curricular areas that require international competence;
- Integrated regional sites into the institutional fabric of their sponsoring organizations to ensure strong support for continuing roles in the school community;
- Supported efforts to maintain a stable statewide system of professional growth in all K-12 teaching subjects;
- Established signature projects in regional studies, academic content literacy, international relations, equity and access, and study abroad; and
- Contributed to teacher retention by building strong professional learning communities.

“A host of new realities—globalization, terrorism, world markets, and the emerging economic, social and political aspirations of the world’s poor—are fundamentally altering the international landscape. Eliminating ignorance about this world and the U.S. relationship to it has become an urgent national imperative.”

RON HERRING
Executive Director
California International Studies Project

Program Features
- Address state-approved academic content standards in history-social science.
- Serve school communities with high proportions of English Learners, low-literacy and low-performing students.
- Establish linkages between the intellectual resources of public and private universities, and the academic and pedagogical needs of teachers, schools, and districts in CISP service regions.
- Examine contemporary and historical events from a range of disciplinary perspectives in the social sciences and the humanities.
- Integrate student activities into professional development programs for teachers.

California International Studies Project Sites
Bay Area Global Education Program
Claremont International Studies Education Project
Fullerton International Resource for Schools and Teachers
Inland Empire Consortium for International Studies
International Studies Education Project of San Diego
North Bay International Studies Project
San Joaquin Global Education Project

CSMP
http://csmp.ucop.edu/cisp

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Teacher Leadership

The CMP actively develops teacher leaders through a variety of mathematics programs. CMP teacher leaders are deeply grounded in mathematics content and work effectively with teachers by influencing them in a variety of ways to increase mathematics proficiency for all students. Teacher leaders assist their colleagues in understanding mathematics and pedagogical content, by providing rigorous, standards-based instruction, by providing access to high quality mathematics for all students, in developing and designing effective assessments, and in cultivating collaboration among teachers.
The CMP offers a variety of mathematics programs designed specifically to meet the needs of teachers, schools, and/or districts. These programs are funded from many sources including grants, district categorical funds, fee-for-service, and school/district contracts. CMP sponsors intensive professional development institutes, academic year programs, academic year support, and other programs. The content and focus are designed in collaboration with schools, districts, and teachers in response to identified needs. Examples include the following:

- Intensive professional development programs: specific mathematics content, English Language Development, assessment, new textbook implementation, using tools or technology to enhance student learning, or leadership development.
- Academic year programs: Series of monthly full-day workshops or after-school workshops, book chats, or weekend retreats.
- Academic year support: Lesson Study, coaching, and networking through communities of practice.
- Other programs: Young Mathematicians' Institutes (for students), programs for administrators, parents, or paraprofessionals, and academies (professional development for teachers in conjunction with student lab schools).

Programs also target specific teacher groups such as new teachers, teachers from hard-to-staff schools, teachers in urban or rural settings, teachers in a grade span, and teachers seeking certification.

Accomplishments

The most notable CMP accomplishments are: Increased focus on programs for teachers of English learners, success on generating revenue, and efforts on their teacher retention grant. All CMP sites include specific programs and/or strategies for teachers of English learners. Some use or have adapted the ELD Institutes in Mathematics Content (ELDI-MC) curriculum developed by CMP and UC Berkeley's Lawrence Hall of Science, whereas others have created their own programs. Some sites use Lesson Study to target how English Learners access mathematics content.

CMC is being asked to provide more conference presentations focusing on strategies for English Learners.

Most CMP sites have been successful in writing grants that led to awards, supporting professional development that increases student proficiency. These grants include: National Foundation Math and Science Partnerships, California Math and Science Partnerships, California Postsecondary Education Commission's (CPEC) Improving Teacher Quality, General Electric, Gear Up, Noyce Foundation, and Enhancing Education through Technology Competitive Grant.

One notable grant received by the CMP is the CPEC Improving Teacher Quality Grant for project titled “CMP Supporting Teachers to Increase Retention” (CMP STIR). CMP STIR is in the midst of the second year of a five-year grant. All 10 CMP sites that were awarded subgrants held intensive professional development and academic year sustained and systematic support and/or induction. CMP STIR has a research/evaluation component. Preliminary results have been disseminated at two conferences with proposals accepted at several future conferences.
California Physical Education-Health Project

Active Bodies, Healthy Choices: Active Healthy California Students

Overview

The primary mission of the California Physical Education–Health Project (CPE-HP) is to support students in the development of skills, knowledge, and attitudes that lead to physically active lifestyles and positive health behaviors.

The following goals are at the core of each CPE-HP program:

• Support the Health and Physical Education Standards and Frameworks of California.

• Implement standards-based physical education and health instruction in schools and districts throughout the state.

• Provide strategies to assess student learning outcomes and in-depth subject specific seminars that focus on the curricular needs of teachers.

• Provide curriculum to districts and schools that meet the needs of diverse student populations that include English Learners (EL).

The CPE-HP is a California Subject Matter Project (CSMP), one of the professional development networks statewide that are administered by the University of California Office of the President. Each CSMP network focuses on one of the nine disciplines required for high school graduation and admission to California universities, and is located at convenient sites on the campuses of the University of California (UC), California State University (CSU), and independent colleges and/or universities.

Teacher Leadership

The CPE-HP believes health literacy is as important in today’s complex, challenging world as linguistic, mathematical, and scientific literacy. Though CPE-HP currently maintains three active sites in the state, one at San Jose State University, one at California State University at Fullerton, and one at California State University at Sacramento, it will begin the process of expanding professional development programs for teachers in high priority regions. Services will be scaled-up in areas of the state where project activities are currently not available to teachers.

Teacher leadership is promoted through participation in self-reflective activities (writing, critical discussion, research), peer coaching or mentoring project colleagues, an in-depth study of the disciplines of health and physical education, and filling a variety of project leadership positions.

Developing teacher leaders is a high priority for the CPE-HP. Through the creation of a new forum, it is currently researching greater avenues for teachers to attain National Board Certification.
Programs

The CPe-HP has worked with the California State Board of Education to redesign the California Standards for Physical Education and Health Education to better serve schools and districts across the state. Along with the new rigorous set of content standards, the CPe-HP is helping to develop materials to better serve high priority schools and diverse student populations that include EL students.

The Governor’s Office has committed to improve physical education and arts education in the state with a generous allocation of $500 million. It is anticipated that these one-time funds will help to advance reform efforts and heighten awareness of the importance of physical education and health education for potential high need areas planned for CPe-HP scale-up efforts.

Accomplishments

By helping to develop K-12 physical education and health standards for public schools with the California State Board of Education, the CPE-HP can better address an urgent need for improved physical and health awareness for California teachers and students. Studies by the UCLA Center for Health Policy Research show child obesity is on the rise. Growing numbers of children and adolescents in both California and the country may be at greater risk for chronic, life-threatening diseases that could diminish quality of life, effect future productivity as working adults, cost billions of dollars in healthcare costs to businesses and tax payers, and decrease overall life expectancy. Recent health findings in the state show that 12.07% of adolescents are obese and 16.03% are at risk for being overweight. Researchers are also looking into growing numbers of Type II Diabetes in children, a disease linked to obesity that was previously only found in adults, but is now being documented in the state among children as young as 10 years old.

The CPE-HP is facilitating important discussions across the state on physical and health education reform. At least 25 CPE-HP experts are involved in researching improvements to the state content standards in these areas and are making an impact on statewide changes that will soon go into effect for California’s public schools.

Program Features

- Provide teacher leadership opportunities that include the latest instructional strategies.
- Maintain professional communities of physical and health educators to support ongoing opportunities for teacher networking.
- Provide equity and access for underserved students in high priority schools, including EL.
- Provide district- and school-wide health education and health promotion strategies that will help children and youth become informed individuals with a lifelong commitment to healthy active living.
- Provide strong partnerships with targeted districts and schools.
- Cultivate and expand partnerships with families, communities, and other educational groups.
- Develop health-literacy that will serve as a key to the well-being of future adults.

California Physical Education-Health Project Sites
CSU Fullerton
CSU Sacramento
San Jose State University

Childhood obesity and diabetes are just two examples of the dire need for physical education and health education in the state of California.”

SUSAN WILKINSON
Executive Director
California Physical Education-Health Project
Overview

The mission of the California Reading and Literature Project (CRLP) is to provide high quality, standards-based professional development for teachers in reading and academic language instruction. Through collaborative partnerships with schools and districts, CRLP supports and sustains continuous academic growth for all students, PreK-12.

The following goals are at the center of every CRLP program:

- Engage teachers in concrete tasks of teaching, assessment, observation, and reflection to understand processes of learning.
- Provide teachers with tools and instructional strategies to better prepare students to meet California Content Standards and increase student achievement.
- Strengthen research-based efforts in high priority schools and districts by building bridges between the university and the K-12 classroom.
- Focus effectively on the unique needs of English Learners, standard English Learners, and students with low literacy.
- Strengthen student academic content literacy in order to meet A-G requirements and lead to increased student success on the California High School Exit Exam (CAHSEE).
- Help underserved students prepare for higher education by deepening teacher understanding of the K-12 content and instructional strategies that provide all students access to college-going curriculum.

CRLP professional development offerings are grounded in the Results Teacher Learning Community Model:

- Standards-based assessment.
- Research-based instruction.
- Teamwork, data analysis, and lesson study.
- Teacher leadership development.

The CRLP is an inter-segmental professional development network comprised of 13 regional sites and one state office, and is part of the California Subject Matter Project (CSMP), administered by the University of California Office of the President and hosted by regional campuses of the University of California (UC), the California State University (CSU), and independent colleges and universities.

Teacher Leadership

Numerous professional development opportunities provided by the CRLP are designed to meet the “highly qualified teacher” requirements in all schools, but especially in high need schools. Teacher leaders work side by side with site and executive directors and faculty members to create “Signature Institutes” that help educators provide universal access for all students to grade-level content. Programs are designed to provide teachers with the strategies needed to teach students with varying skill levels, including tools that can improve achievement for EL.

CRLP programs provide an integrated approach that prepares teacher leaders to effectively teach academic language throughout the instructional day, with a particular emphasis on linking language instruction to reading instruction using the California State Board of Education adopted reading programs.

To help improve student achievement in PreK-12 classrooms, CRLP has developed a statewide pool of expert teacher leaders and university scholars who provide important evaluation skills in assessment and data analysis to help teachers target and plan more effective instruction.
Programs

The CRLP has designed several "Signature Institutes" that are offered by every site:

The Secondary Academic Language Tools (SALT) Institutes have been designed to provide secondary teachers with tools and instructional strategies designed to help them incorporate academic language development and reading comprehension strategies into their daily curriculum in order to increase student content literacy and provide access to and use of academic language.

The CRLP Results and Results for English Learners (SB 472 ELPD SBE-approved) Institutes are organized around standards-based assessment, teamwork and data analysis, and research-based instruction. Included is an academic language strand that includes both content and language objectives and routines for oral and written language practice. Participants develop competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that provide access to core curricula.

A Focused Approach to Frontloading English Language Instruction for Open Court Reading and Houghton Mifflin Reading are professional development institutes designed to prepare teachers to effectively teach academic language throughout the instructional day, linking language instruction to reading instruction in order to provide access to grade-level curricula.

Spanish-to-English Biliteracy Transferability Institutes (SEBT) provide biliteracy teachers with tools that will help their students’ transition from Spanish reading to English by creating a space for English literacy to be learned in an “additive approach” across grades.

Accomplishments

The CRLP has a significant history of providing comprehensive programs that promote improved student achievement for PreK-12 teachers across the state. Results-oriented initiatives such as the K-3 Reading Results, CRLP Results - K-6, Results for English Learners - K-6, Secondary Academic Language Tools, and A Focused Approach to Frontloading English Language Instruction, as well as leadership capacity-building efforts with large partnership districts, have proven to be highly effective.

The CRLP was recently selected by the California State Board of Education to be an approved statewide provider for SB 472 English Learner Professional Development Institutes for elementary classroom teachers in grades K-6. The CRLP Results for English Learners Institutes provide 40 hours of specialized training that supports the effective implementation of the Universal Access and English Language Development components of the SBE-adopted language arts programs. SB 472 ELPD provides $1,250 per participating teacher as incentive funds for districts who opt to take the ELPD training.

“This is the most exciting and promising educational reform project I have ever encountered. It is anchored in serious educational research, propelled in pace and quality through constant evaluation, and is owned entirely—in conception, conduct, and spirit—by the teachers themselves. Indeed, as identified through OERI’s (1997) massive project on Educational Reform, the CRLP Results Project embodies impact, scalability, longevity, and, of course, uniqueness.”

MARILYN JAGER ADAMS, PH.D
Harvard Graduate School of Education
Science Inquiry: Advancing the Frontiers of Knowledge

Overview

The central mission of the California Science Project (CSP) is to develop and enhance teachers’ science content knowledge to improve the teaching and learning of science for all students in grades K-12.

Every CSP program has at its core the following goals to:

- Improve K-12 teachers’ content knowledge of science aligned with the California Science Content Standards and California Science Framework.
- Design programs that meet the particular science needs of students, teachers, administrators, schools and districts.
- Enhance teachers’ practices to include effective methods for the teaching and learning of science by English Learners and speakers of non-standard forms of English.
- Expand science professional development opportunities statewide by creating a network of teacher leaders to sustain a dynamic teachers teaching teachers model.
- Promote teacher retention and support structures in high priority schools.
- Support schools and districts as they examine student data, develop assessment tools for science knowledge, content, instructional strategies and learning.
- Maintain strong partnerships with school districts identified for Program Improvement.

The CSP has 18 regional sites in the state and is part of the California Subject Matter Project (CSMP), a statewide professional development network comprised of the nine disciplines required for graduation from high school and admission to California universities. The CSMP is administered by the University of California Office of the President and is hosted by regional campuses of the University of California (UC), California State University (CSU), and independent colleges and universities.

Teacher Leadership

Through numerous workshops, institutes, series, and events, the CSP provides venues for exemplary and effective teachers to share their best practices in science. Teams of scientists and educators support grade level approaches, improved student learning and achievement, and forging links between universities and schools. Teacher professional development focuses on increasing teacher science content knowledge, acquisition of signature pedagogues in the teaching of science, in-depth practices for developing language skills and literacy in EL and low literacy students, student learning, and use of state-adopted materials for students with varying skill levels. The CSP assists and supports teacher leadership teams in the design and development of Lesson Study programs. All CSP sites focus on meeting the needs of districts for improving teacher quality in high priority schools.
**Programs**

The CSP offers a variety of professional development programs designed specifically to meet the needs of teachers of science and of schools and districts. Programs are directed and designed by leadership teams that include university faculty, classroom teachers and teacher leaders. Summer programs are usually intensive professional development experiences focused on both science content and pedagogical content knowledge. Academic year programs include workshops, short courses or a series of day programs that address very specific topics, strategies or issues. Programs are frequently tailored to meet specific district needs.

The Academic Language Development in Science Institutes are program offerings that target two very different but related challenges for science teachers. These institutes provide strategies and skills enabling teachers to meet either the challenge of English learners or the challenge of low literacy students in secondary science classrooms. They provide participants with strategies that integrate the signature pedagogies of both science and language development that are effective with students and enhance student achievement in both language and science.

Lesson Study teams bring together teachers from different grade levels, subjects, and backgrounds to discuss teaching and focus on the analysis and enhancement of lessons so as to improve student learning and achievement. Many CSP sites support Lesson Study teams and offer training in Lesson Study to assist teachers in the planning and improvement of lessons.

The CSP Teacher Retention Initiative is funded by the California Postsecondary Education Commission (CPEC). A critical component of this work is the development of professional learning communities that will focus on teacher needs and teacher identified problems facing them in their schools and impacting their instruction and programs.

**Accomplishments**

Many CSP directors and teacher leaders at University of California as well as California State University campuses are involved in providing both master and mentor teachers for teacher pathway programs through the UC Science and Mathematics Initiative (SMI) or the CSU Mathematics, Science Teacher Initiative (MSTI). Both the SMI and MSTI provide support for the recruitment, preparation, training, and retention of teachers with undergraduate majors in science and mathematics.

Several of the CSP regional sites have been successful in obtaining grants. These grants include the following: California Mathematics and Science Partnership (SMi) and MSTi provide support for the recruitment, preparation, training, and retention of teachers with undergraduate majors in science and mathematics.

The CSP Teacher Retention Initiative is funded by the California Postsecondary Education Commission (CPEC). A critical component of this work is the development of professional learning communities that will focus on teacher needs and teacher identified problems facing them in their schools and impacting their instruction and programs.

**Program Features**

- Regularly provide workshops, institutes, series and events through each site.
- Identify exemplary teaching practices in science classrooms and provide forums to support the implementation of effective practices for teachers across the state.
- Provide professional development in science that incorporates English language strategies that develop the academic discourse of students.
- Examine and develop research on learning, knowledge, and educational materials.
- Promote the effective use of the state-adopted curriculum materials.
- Maintain and support intellectually vibrant and mutually supportive professional communities that improve teacher quality and teacher leadership, as well as facilitate the improvement of school and district science programs.
- University credit and units available for participants pursuing teacher quality goals and higher education.

**CSMP**

http://csmp.ucop.edu/csp

California Science Project Sites
Bay Area Science Project
East Bay Science Project
California Science Project at Irvine
Central Coast Science Project
Central Valley Science Project
Delta Sierra Science Project
Imperial Valley Science Project
Inland Area Science Project
Inland Northern Science Project
Monterey Bay Science Project
Redwood Science Project
Sacramento Area Science Project
San Fernando Science Project
San Gabriel Valley Science Project
South Coast Science Project
UCSF Science Project
UCSD Science Project
UCLA Science Project

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Californian Writing Project

Writing Matters for Success In and Beyond School

Overview

Writing is pivotal to learning. No matter what they are studying, students benefit when they use writing to understand concepts, solve problems, communicate ideas, and make sense of what they read and learn. Because the California Writing Project (CWP) has a central mission—to improve student writing and learning by improving the teaching of writing—the following goals are at the heart of every Writing Project program:

• Concentrating efforts where literacy is most in jeopardy.
• Preparing students for the writing of school, college, the community, and the workplace.
• Emphasizing approaches to writing and reading for English Learners (EL).
• Supporting teachers as they prepare students to meet and exceed state and university standards.
• Serving California teachers, students, schools, and districts through a model of university/school collaboration.

The 35-year-old California Writing Project is a network of 17 regional sites, nine housed on University of California (UC) campuses and eight on California State University (CSU) campuses. Every year, teachers participate in CWP campus, school, and district programs. These teachers, representing all grade levels, from kindergarten through university, often teach in disciplines other than English. The project also provides programs that serve administrators, paraprofessionals, students, and parents. While over 85% of CWP programs take place in schools and districts, teachers are always welcome to join the project as individuals. One of the hallmarks of CWP is ensuring access for every interested teacher.

Teacher Leadership

Each California Writing Project site conducts annual Invitational Institutes that are attended by experienced teachers of writing from all grade levels and disciplines. To prepare for leadership roles, these teachers demonstrate their most effective classroom practices, study research, and improve their knowledge of writing by writing themselves. After the institute, these teachers make up the Writing Project's professional development cadre that conducts other summer and school-year programs throughout the state. Last year, over 2,000 CWP teacher leaders provided professional development programs such as classroom coaching and mentoring, partnerships with schools and districts, school-based professional learning communities, youth writing camps, and family literacy programs.
Programs

CWP provides standards-aligned, nationally tested and researched support for improving the writing and learning of all students, in all disciplines. To develop such programs, Writing Projects collaborate with schools and districts to tailor professional development offerings to the local needs of teachers and students. CWP programs include, but are not limited to:

Programs for teachers—
• Improving Students’ Academic Writing, a statewide CWP program which focuses on improving the academic writing and critical reading of non-traditionally college bound students.
• English Language Development Institutes that focus on scaffolding the writing improvement of EL students.

Programs for schools—Multi-year partnerships that include: workshops, summer institutes, teacher learning communities, writing across the curriculum seminars, embedded assessments of student writing, writing academies, and seminars for students.

Programs for administrators—Principals’ Institutes focused on improving the writing and reading achievement of high needs students and developing an effective school-wide writing program.

Programs for families—Young Writers’ Camps and Family Writing Workshops.

Accomplishments

CWP has had a positive, long-term influence on teachers and their students, as evidenced by numerous research and evaluation studies. Examples include:

• The Pathway Project, conducted by the UC Irvine Writing Project, has focused for the last decade on improving the writing and reading achievement of EL students in the secondary schools in Santa Ana Unified School District. Pathway students made significant gains in writing and reading when compared to students in matched, non-Pathway classrooms. To date, all Pathway students have graduated from high school, and more than 90% have continued on to post-secondary education.

• In partnership with the Bay Area Writing Project, Life Academy High School of Health and Bioscience—where over 70% of the students are eligible for free or reduced lunch—had the highest scores in the Oakland Unified School District on the California High School Exit Exam in 2004-2006. Seventy-three percent of the students passed, an increase from the 53% of previous years. In 2004, a state audit judged the school’s EL program to have “the most rigorous curriculum of any high school in Oakland.”

In recognition of CWP effectiveness, the National Staff Development Council commends CWP as a provider of high-quality professional development in its research reports: What Works in the High School: Results-Based Staff Development and What Works in the Middle School: Results-Based Staff Development.

“I teach in the urban high school that I attended many years ago. I stay involved with the writing project because it is the surest way for me to improve my own teaching and to help make schools better for my children and my neighbors’ children.”

Marlene Carter
English Teacher, Dorsey High School
Los Angeles Unified School District
The California Arts Project

The Arts: Imagine! Engage the Mind, Heart, and Body

Overview

The California Arts Project’s (TCAP) central mission is to improve the teaching and learning for all students in dance, music, theatre, and visual arts. TCAP’s statewide and regional leadership and professional development centers programs and services focus on teacher as teacher, teacher as learner, teacher as leader, and teacher as artist, with the goal of ensuring that all students have access to a rigorous, sequential, comprehensive, standards-based visual and performing arts education.

The following goals are at the center of every TCAP program:

• Enhance and deepen teachers’ subject matter content, aligned with the California Framework and Content Standards for the Visual and Performing Arts.
• Strengthen teachers’ practices to raise student achievement.
• Increase teachers’ capacity to teach the subject matter of the arts to English Learners (ELs).
• Meet the needs of the beginning teacher, the experienced teacher, and/or the accomplished teacher.

Established in 1989, TCAP is one of the nine California Subject Matter Projects. TCAP, the subject matter project for Visual and Performing Arts, consists of six regional centers and a statewide leadership and development center. TCAP’s goal of improving visual and performing arts education for all of California’s students is manifested through TCAP’s work in providing professional development, supporting a statewide network of arts educators, and developing both arts education and teacher leadership. TCAP designs programs to meet teachers’ career paths, wherever they are in their professional trajectory. The CSMP is administered by the University of California Office of the President and is hosted by regional campuses of the University of California (UC), California State University (CSU), and independent colleges and universities.

Teacher Leadership

TCAP identifies, develops, maintains, and expands a network of teacher leaders utilizing a teachers teaching teachers approach for PreK through post secondary teachers. TCAP’s network of teacher leaders work together to provide leadership support for teachers, deepening their understanding of the academic content knowledge, instructional strategies, artistic process, and skills of dance, music, theatre, and visual arts. In the pursuit of continuing development of expertise, teachers collaborate to learn how best to demonstrate successful instructional approaches in each arts discipline, engage in research, examine classroom practice, and student outcomes. TCAP recognizes that highly qualified teachers can enrich the lives of their students and promote greater student achievement.

Teachers learn by doing, engaging in study, and critiquing one another to improve their practice. By focusing on supporting teachers in developing and implementing standards-based instructional units for their classroom, TCAP provides teachers with rich opportunities to enhance their understanding of a particular arts discipline, develop confidence in teaching the arts, learn ways to provide important peer review, and further develop skills in utilizing feedback that will help their students assess their work.
Accomplishments

The teacher leaders in TCAP's statewide network are advocates striving to ensure access to a sequential, comprehensive, and excellent standards-based visual and performing arts education for all California students. Arts education is a critical link of every student's preparation for success in the 21st century. TCAP has partnered with others to develop new programs and services statewide, including statewide conferences to support the needs of educators in areas of arts assessment and in the career technical education sector of Arts, Media, and Entertainment.

Program Features

- Enhance teacher knowledge through intensive series, workshops, institutes, and peer review opportunities that focus on content and best practices.
- Develop professional communities of educators to support teacher networking and learning.
- Improve retention of teachers in low performing, high priority schools.
- Maintain strong partnerships with school districts to meet the needs of diverse student populations that include EL.
- Create important opportunities that bridge cultures and provide lasting benefits in schools and communities.
- Provide an important link with professional arts organizations.
- Extended education credits available for many programs.

Programs

TCAP seeks to provide excellence in student education by improving teacher knowledge of the academic content, basic processes, and skills in each art through a comprehensive instructional model based in current research designed by teacher leaders for teachers of the arts. Throughout the year, TCAP offers in-depth professional development series, workshops, institutes, and other types of ongoing teacher professional development opportunities.

TCAP has multiple institute models to meet the needs of the single subject arts teacher, multiple subject teacher, and teacher leaders. An example is the TCAP Collaborative Design Institute which meets the needs of single subject arts teachers through providing facilitated standards-based unit development, implementation, and lesson study. Another example of a TCAP institute model is Pathways to Understanding the Arts Disciplines (PUAD) Institute. The four PUAD models, each one focused on a single arts discipline, are designed to meet the specific needs of the K- multiple-subject teachers. The Pathway Institute consists of 68 – 72 hours of instruction in the basic processes, techniques, skills, and knowledge teachers need to begin teaching an arts discipline in the elementary classroom. All content and instruction is aligned to the California Content Standards in the Visual and Performing Arts.

The TCAP Statewide Leadership Academy and year round leadership programs provide ongoing professional development for TCAP teacher leaders, site directors, and the TCAP community.

Serving as a resource to schools, districts, and postsecondary institutions in assessing current arts education programs, and planning, developing, and implementing arts curriculum, TCAP fulfills its goal to strengthen and provide excellence in K-16 arts education throughout the state.

At all times, TCAP strives to enhance teachers' abilities to expand visual and performing arts education with studies of artistic expression from many cultures, while making arts education accessible to students from underrepresented groups, including those with special needs. TCAP honors the essential role the arts play in understanding issues of cultural diversity.

In 2006, the Governor's Office made a commitment to improve arts education and physical education with a one-time funding allocation of $500 million, as well as provide ongoing support for standards-based arts education in the amount of $105 million. It is anticipated that these funds will help to advance reform efforts and heighten awareness of the importance of arts education and physical education in the state.

Prominent Leaders

The California Arts Project Sites
Bay Area California Arts Project/ CSU San Jose
Northeast California Arts Project/ CSU Chico
RIMS California Arts Project/ CSU San Bernardino
Sierra North Arts Project/UC Davis
Southern Counties Arts Project/ CSU San Diego
Valley Sierra California Arts Project/UOP

CSMP
http://csmp.ucop.edu/tcap

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