

# THE STATUS OF THE TEACHING PROFESSION 2011



# Key Themes

- Principals are fairly new to the job and challenged by their dual roles of school manager and instructional leader
- There are fewer but more experienced teachers in the workforce
- Severe budget cuts have reduced supports and resources for teachers and principals, jeopardizing their ability to adequately educate California's students
- Both teachers and principals identify concerns with the current teacher evaluation system's ability to provide ongoing support for improving teaching quality

Teachers are facing increased class sizes, reduced instructional days, and fewer resources to pay for materials and equipment. At the same time, teachers have less support from other school personnel.

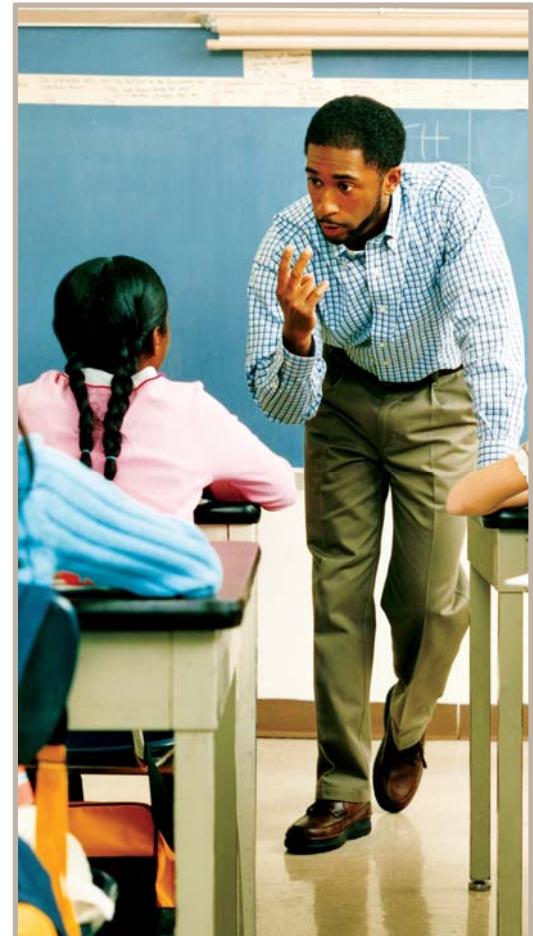
# The New Normal

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- \$20 billion has been cut from California schools over the past three years
- Class sizes have gone up, with the majority of principals reporting increases, though high performing schools seem to be more affected
- The teacher workforce has shrunk by 13,000 yet the number of students enrolled has increased slightly
- The school year has been cut by 5 days and could be shortened more if the “mid-year trigger” goes into effect

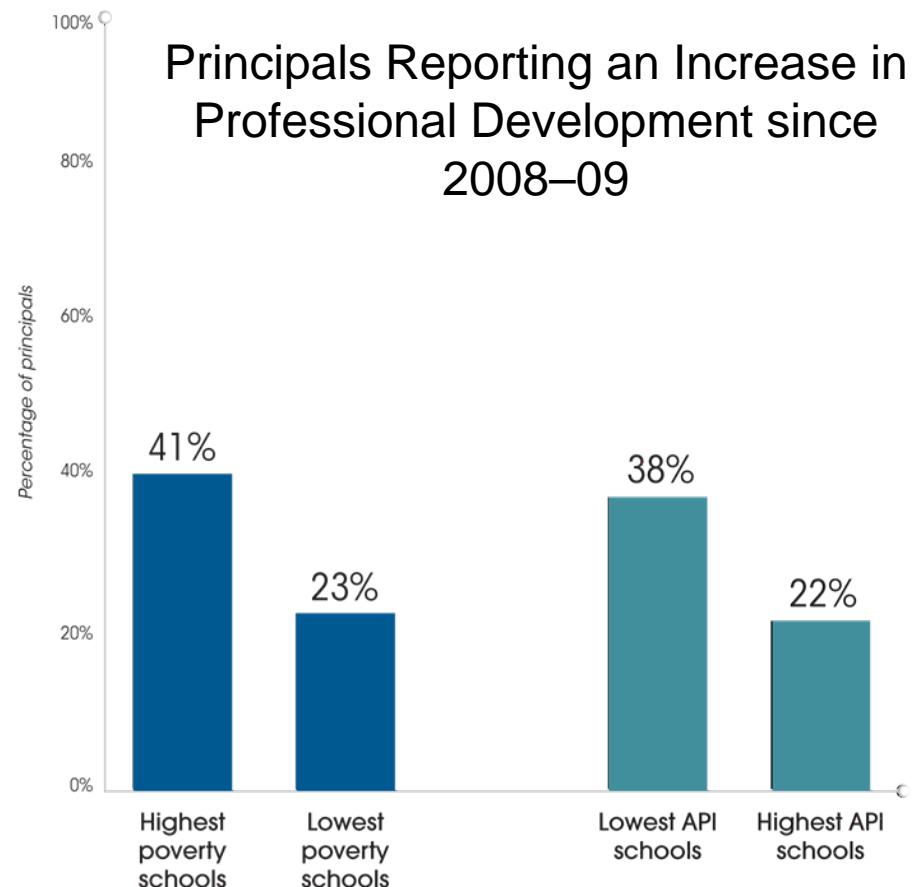
# Teacher Professional Development

- More than \$100 million has been cut from PD funds since 2007-08, most of the remaining funds have been “flexed”
- While nearly one third of principals reported that PD has decreased since 2008–09, 30% report that PD has increased during the same time



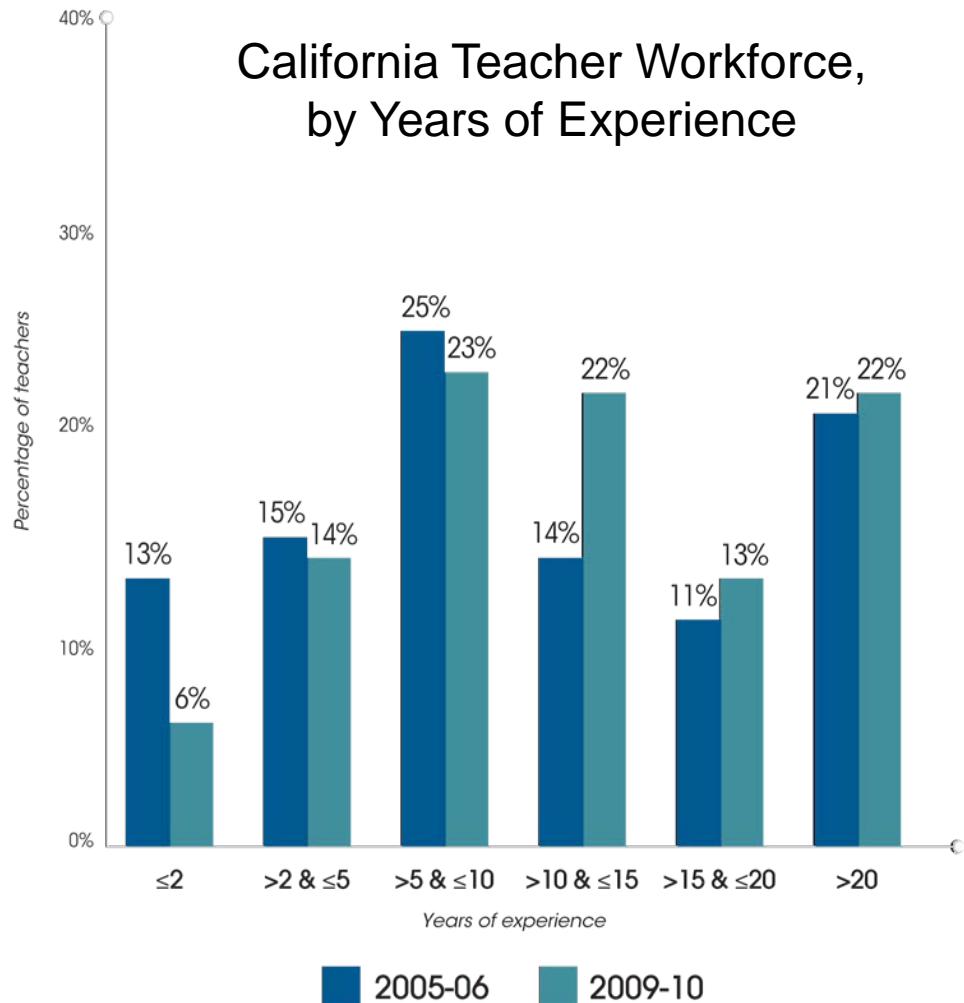
# Characteristics of Schools Increasing Teacher Professional Development

- Highest poverty and lowest performing schools have been the most likely to increase teacher professional development



# Experienced California Teacher Workforce

- 6% of teachers are in their first or second year of teaching
- 80% of the workforce has over 5 years of experience
- 57% has over 10 years of experience



# A Potential Crisis?

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- The number of teaching credentials issued has declined by over 40% in 6 years and enrollment in teacher preparation programs has declined by over 50% between 2001–02 and 2009–10
- In 2009–10, more than 15,000 educators retired, an increase of 21% over the previous year and the largest percentage increase in over a decade
- K-5 student enrollment is expected to increase by over 100,000 within the next 5 years yet the largest decline in new teaching credentials has been for multiple subjects

In today's world, principals are asked to be master teacher, curriculum directors, technology directors, chief budget officers, nurses, athletic directors, crisis negotiators and managers, community liaisons, and fundraising wizards.



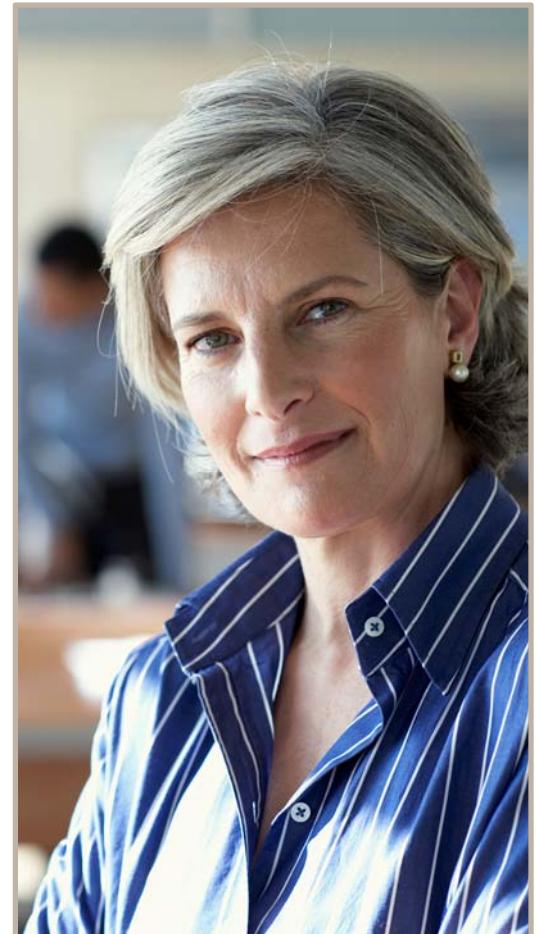
# The California Principal Workforce



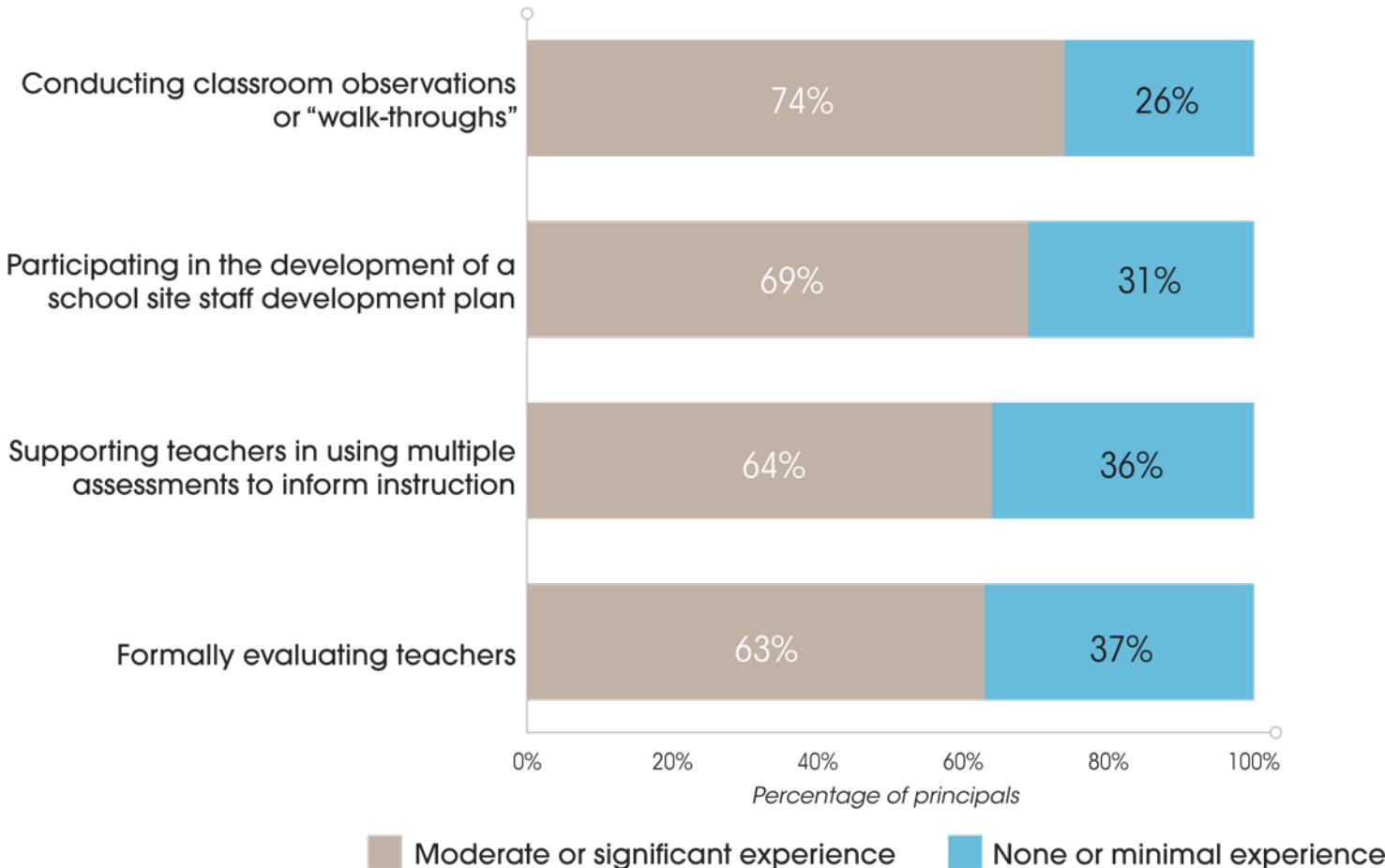
- Principals are fairly new to the profession: 51% have no more than 5 years experience and 53% have been at their current school 3 years or less
- 72% came to the principalship immediately after serving as an assistant principal
- 87% earned their administrative services credential through a preparation program

# Principals' Prior Experience with Core Job Functions

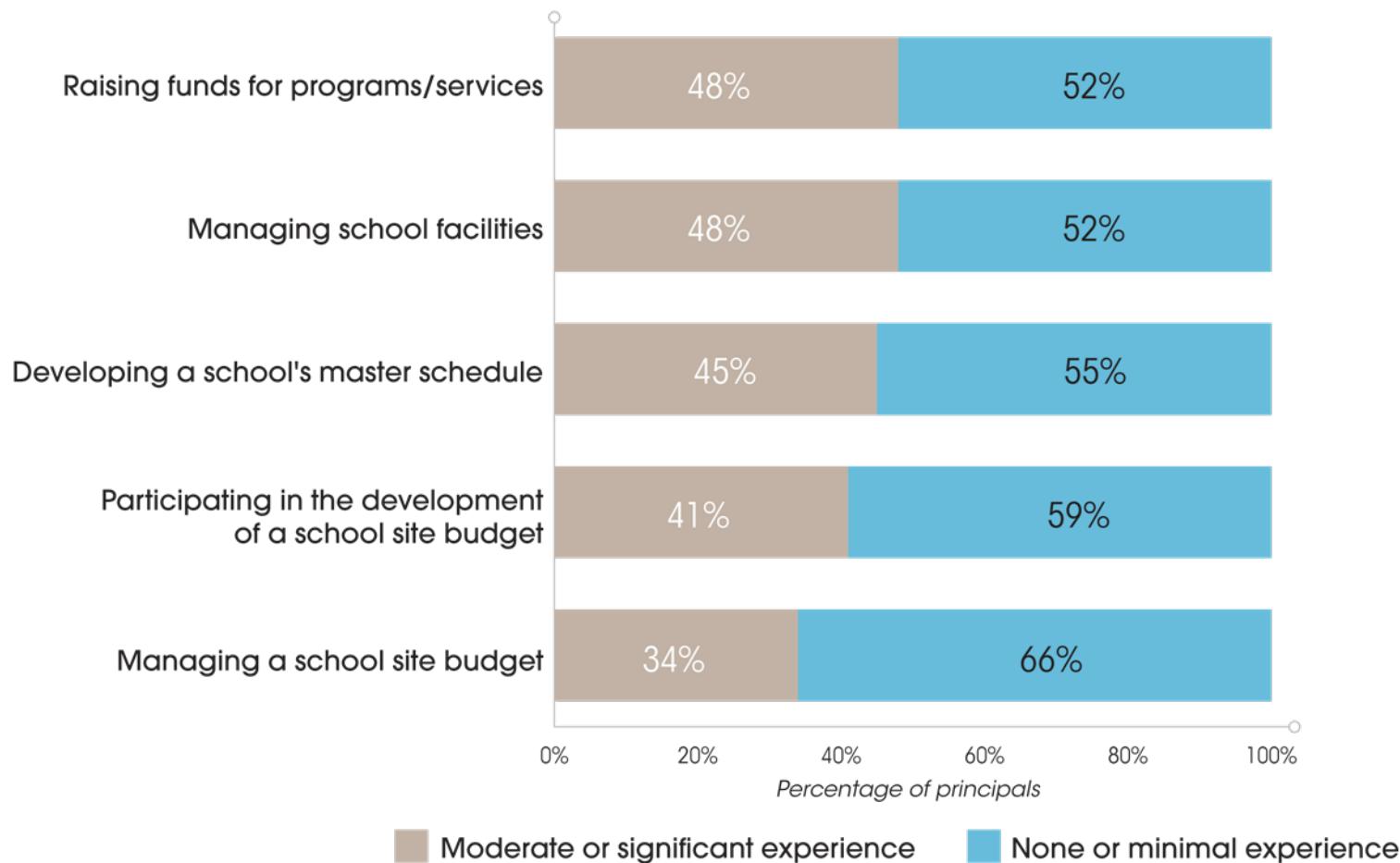
More principals reported prior experience with the instructional leadership components of the job than with the management components of the job



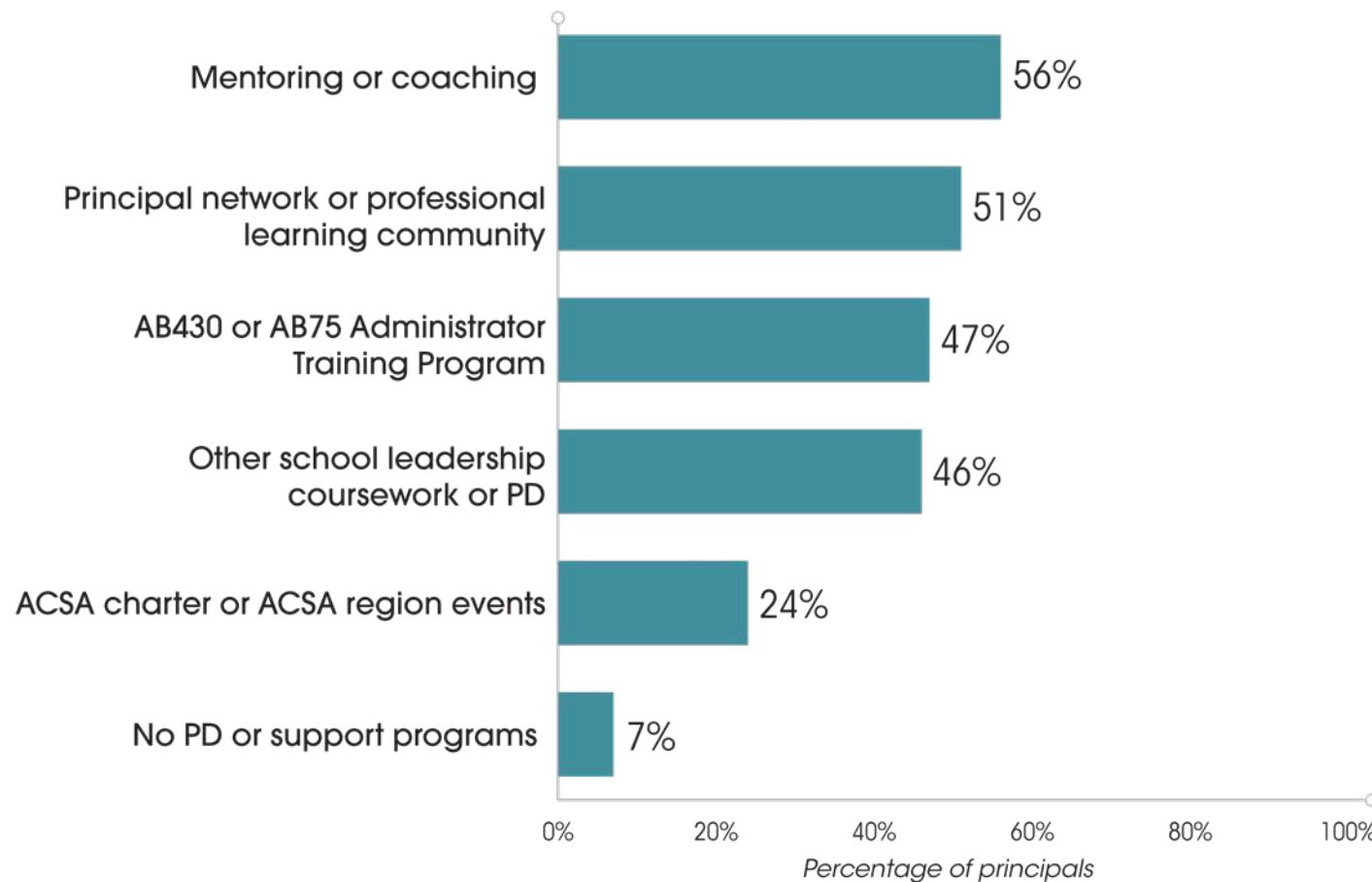
# Principals' Prior Experience with Instructional Leadership



# Principals' Prior Experience with Site Management



# Principals' Participation in Inservice Training During Their First, Second, or Third Year



# Principals' Professional Development

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- Principals reported that individualized mentoring and support directly targeted to their needs was especially valuable
- 28% of principals reported neither receiving coaching/mentoring nor participating in a principals' network or professional learning community
- 67% of districts shifted funds away from the Administrator Training Program in 2010  
(Legislative Analyst's Office, 2011)

# Severe Cuts to Administration

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- Nearly one third of principals reported a reduction in the number of administrators at their school since 2008-09
- Half of principals reported that the number of instructional support personnel (e.g., content coaches, mentors) had decreased since 2008-09
- 58% of districts reported that they cut district administration during the 2008–09 and 2009–10 school years (California Department of Education, 2010)

# Impact of Cuts on Principals

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- Principals report working an average of 60 hours/week with 15% working more than 70 hours
- Taking on district administration duties
- More managerial work means less time for instructional leadership
- Principals have the least experience with site management aspects of their job and indicate that's the area where they would like more professional development

# Using the Teacher Evaluation System as One Element in Strengthening Teaching Quality

# California Stull Act

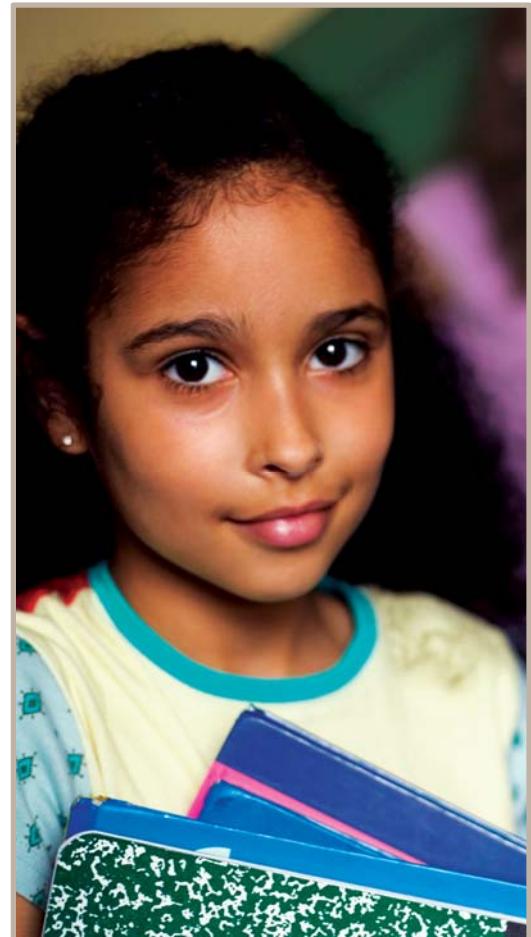
## (Education Code Sections 44661.5 and 44662)

Outlined the basic parameters for evaluation and observation:

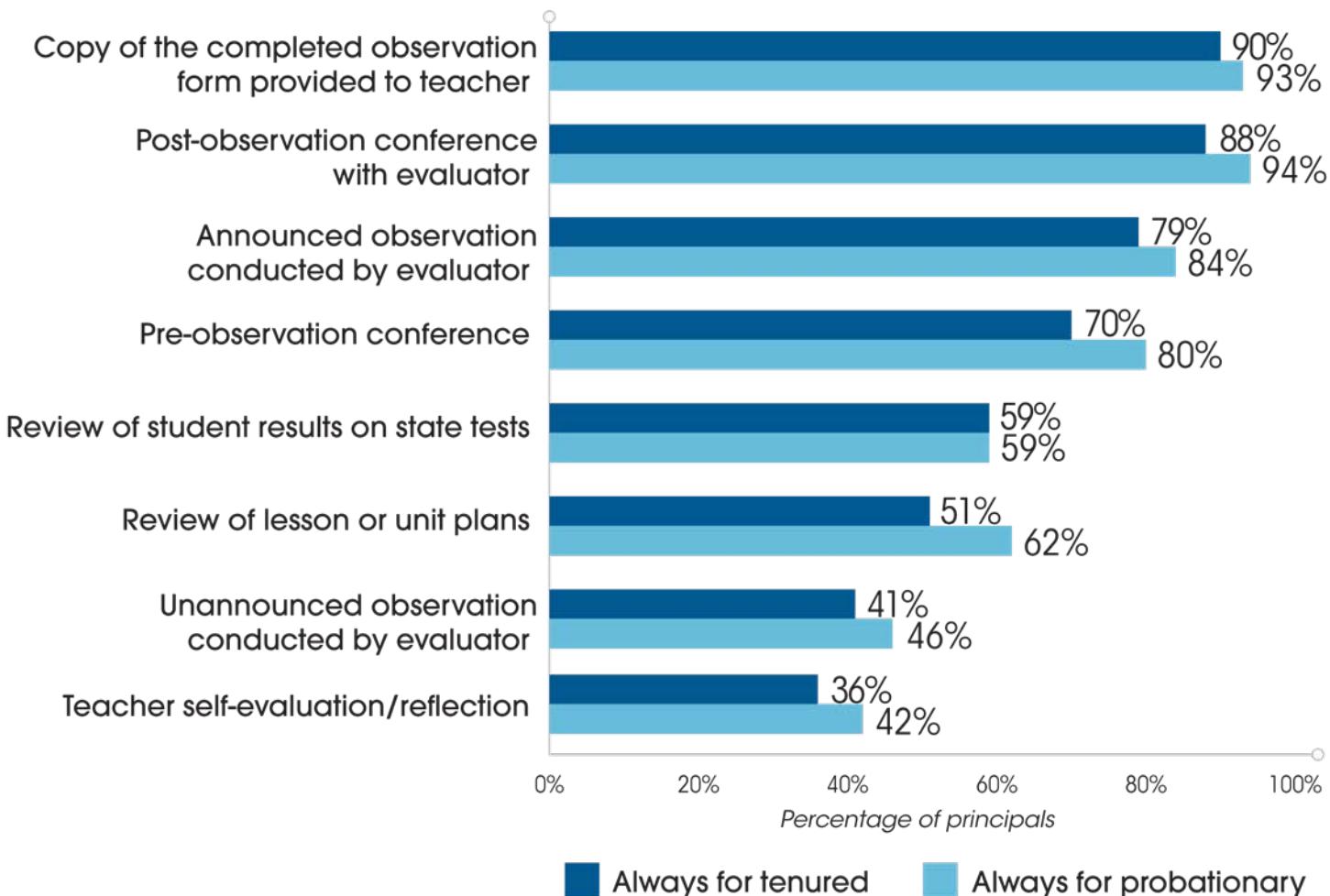
- The progress of pupils toward state-adopted academic content standards as measured by state-adopted criterion-referenced assessments
- The instructional techniques and strategies used by the teacher
- The teacher's adherence to curricular objectives
- The establishment and maintenance of a suitable learning environment, within the scope of the teacher's responsibilities

# Use of Student Results on State Tests in Teacher Evaluations

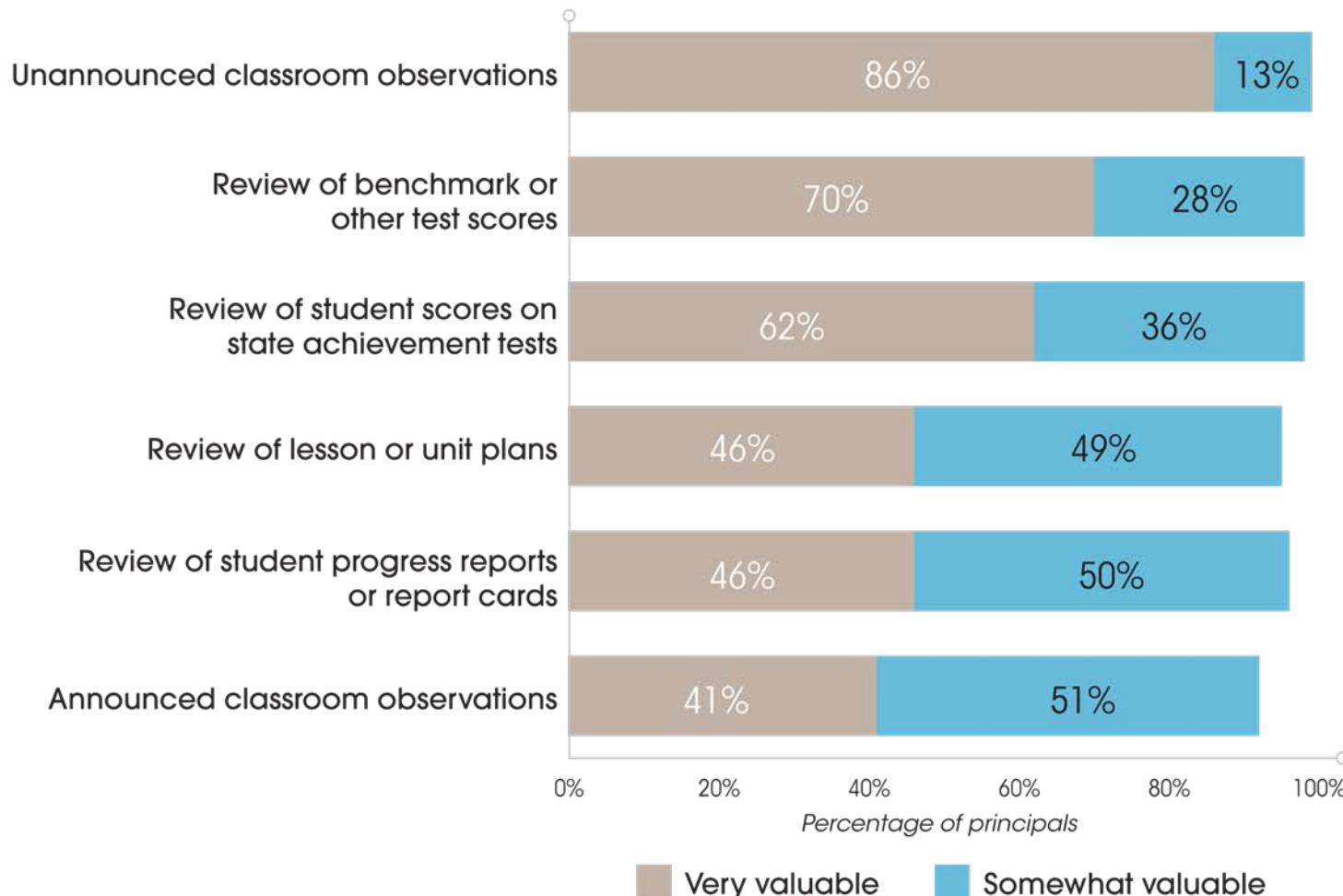
- Nearly three in five principals reported always reviewing student results on state tests as part of the teacher evaluation process
- A review of local contracts showed variation in specificity of provisions around considering student progress



# Activities Included in the Teacher Evaluation Process

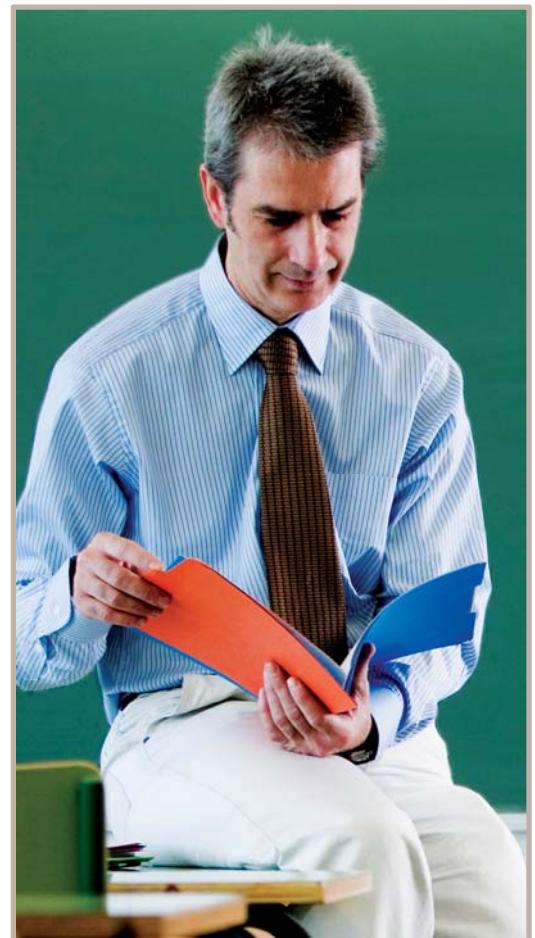


# Strategies Rated as “Very Valuable” or “Somewhat Valuable” for Assessing Teaching Quality

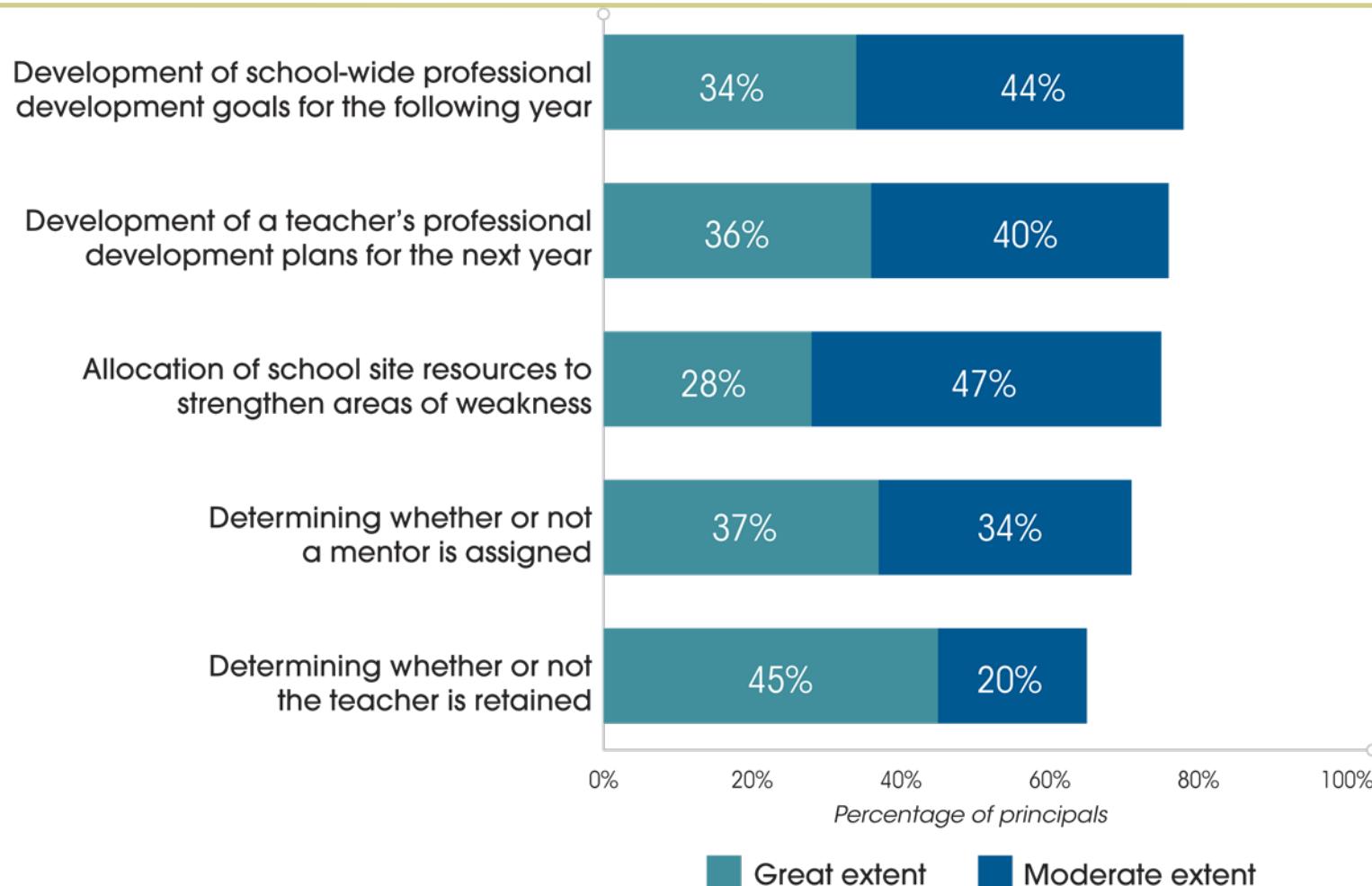


# Contradictions between Value and Practice

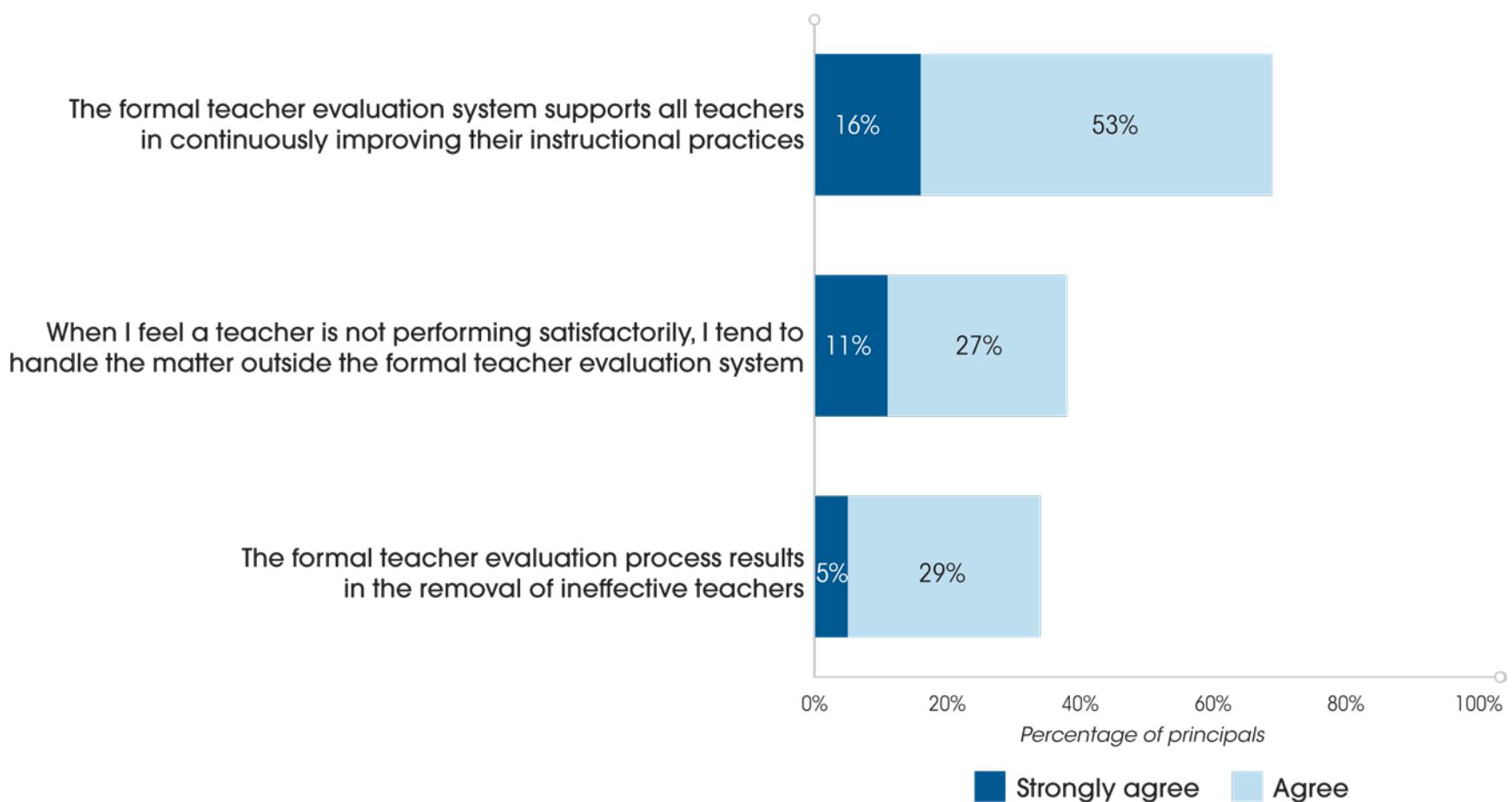
- Only 41% of principals report conducting unannounced visits even though 86% find them “very valuable”
- Meanwhile, 79% conduct announced visits while only 41% find them “very valuable”



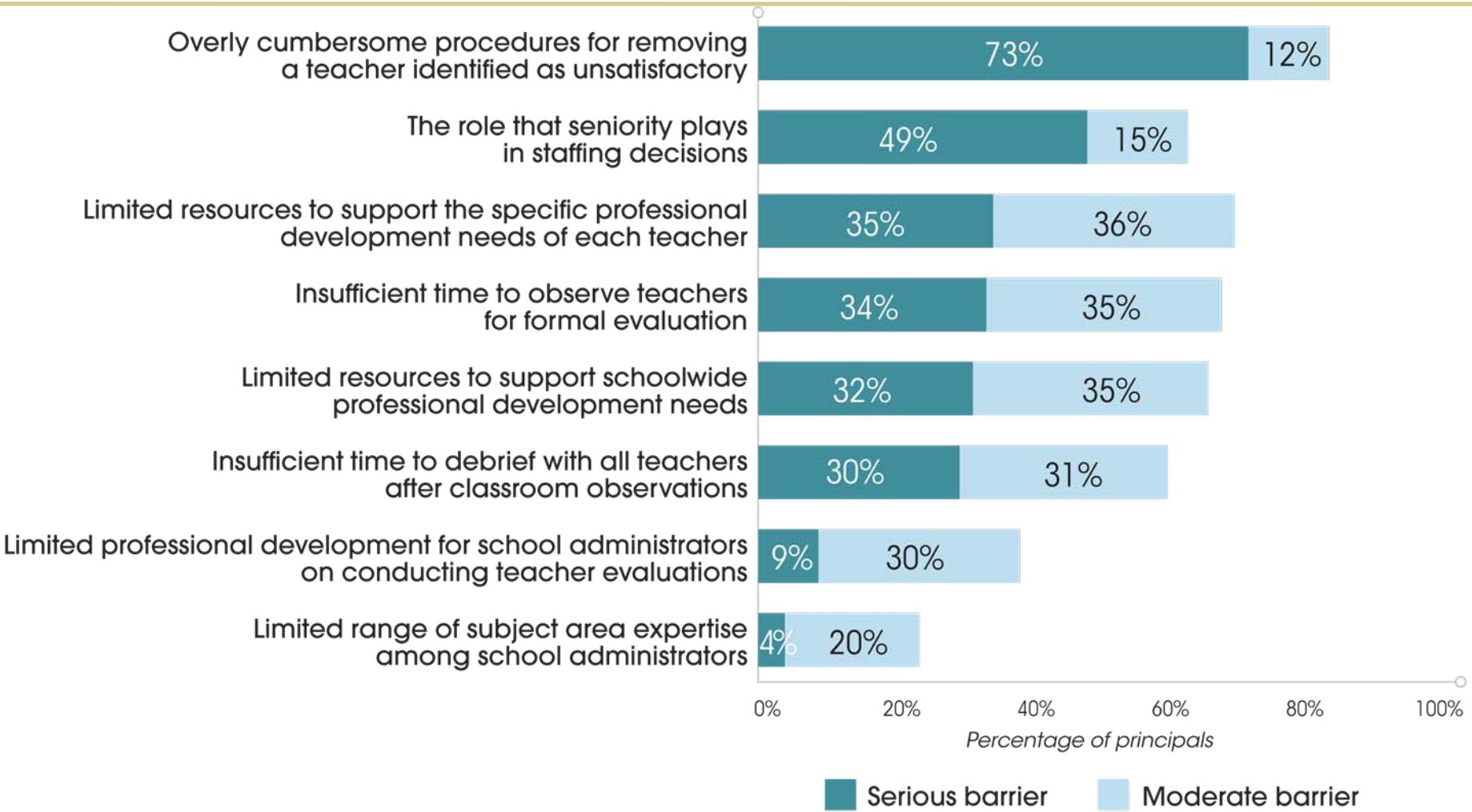
# Extent to Which Formal Performance Evaluations Inform Activities to Improve Teaching Quality



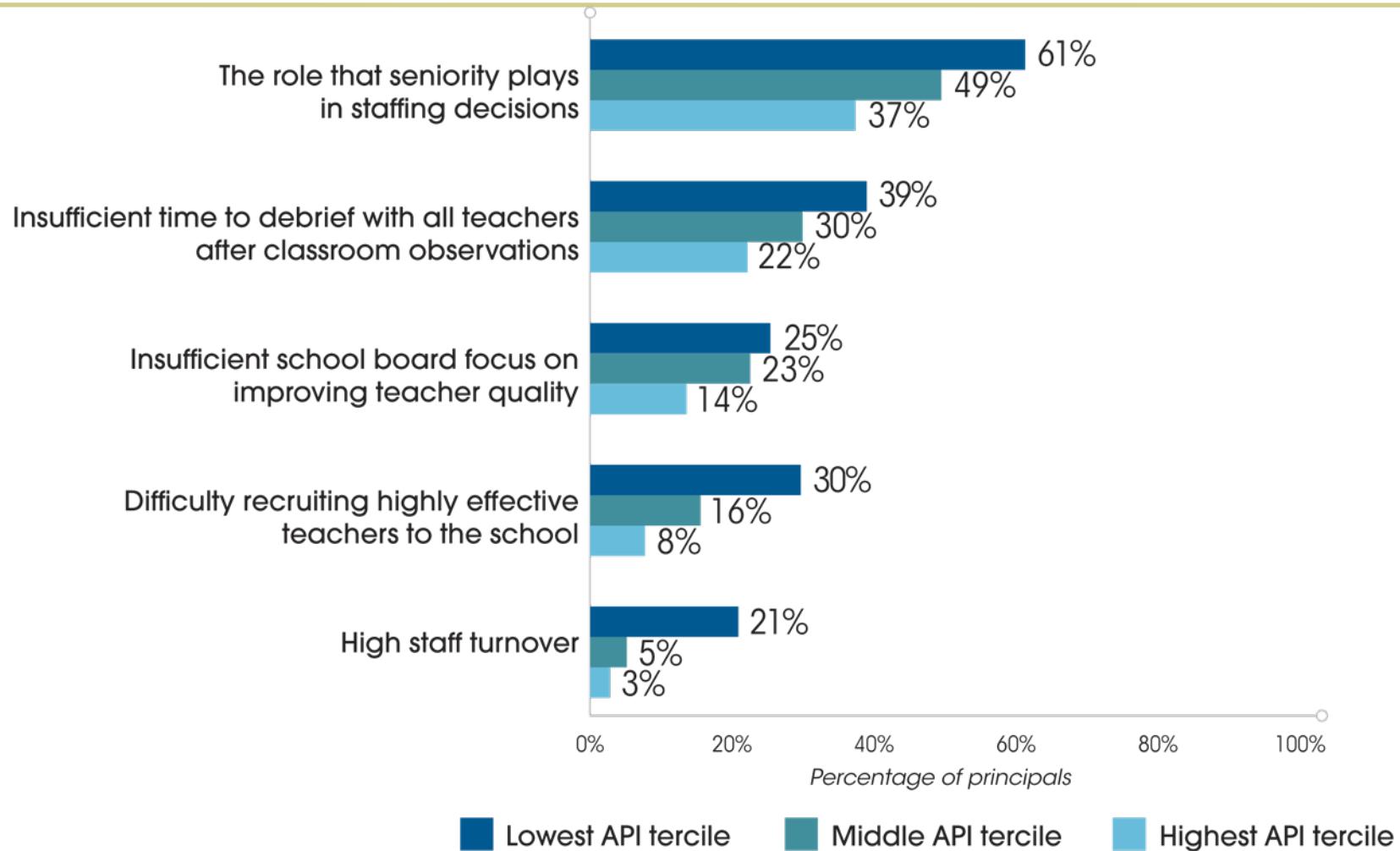
# Principals' Perspectives on the Use of Formal Evaluations



# Principals' Perspectives on Barriers to Improving Teaching Quality



# Principals' Perspectives on Serious Barriers to Improving Teaching Quality, by API Tercile



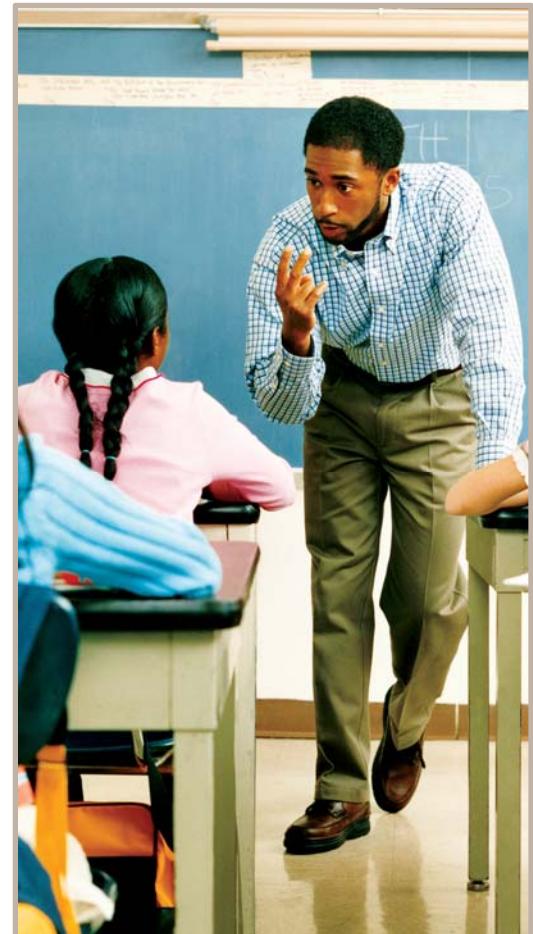
# Principals' Lack of Authority

Notably, principals do not have control over many factors they cite as barriers to improving teaching quality:

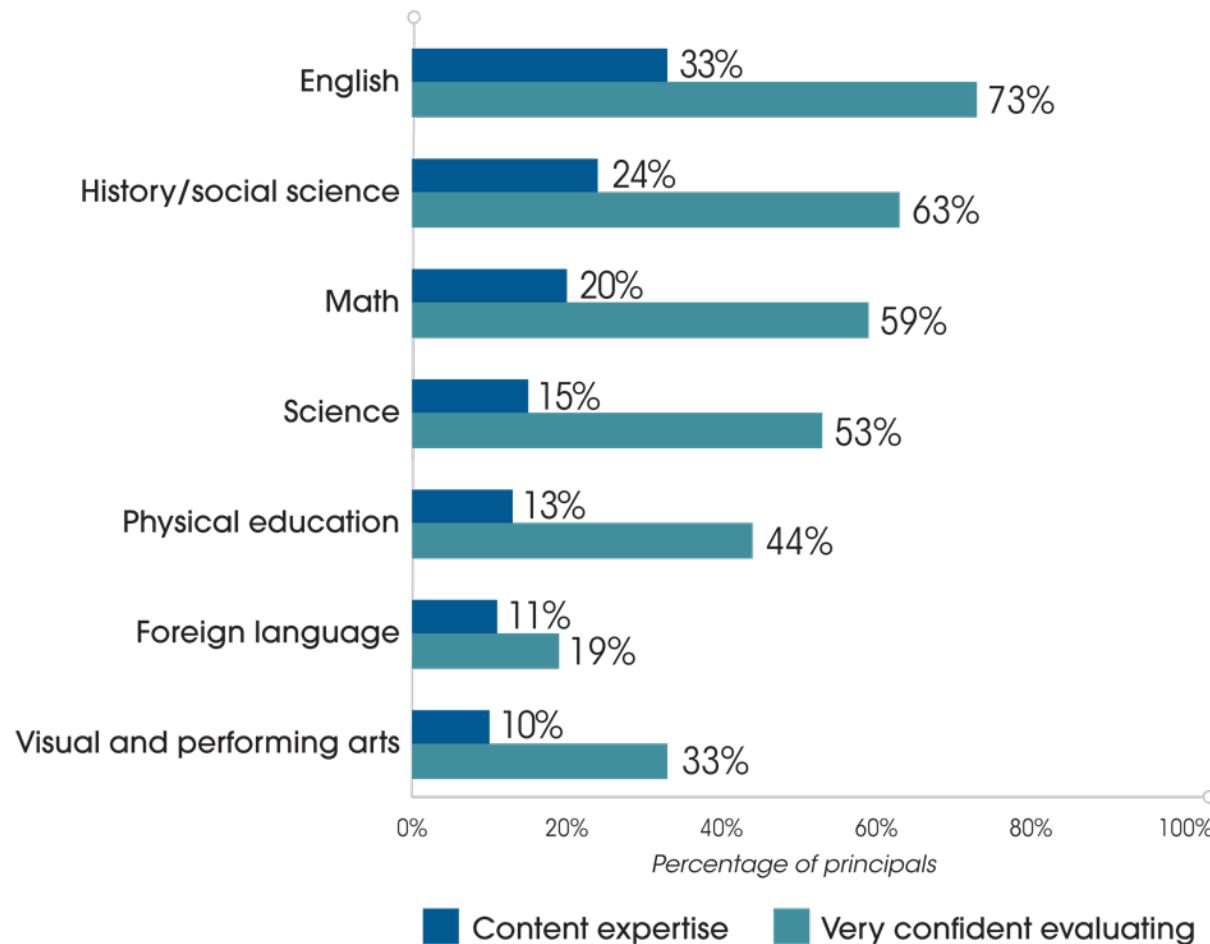
Procedures for removing a teacher deemed unsatisfactory

Role of seniority in staffing decisions

Limited professional development resources



# Principals' Content Expertise and Confidence in Evaluating Teachers' Content Expertise



# The Role of Principal Content Expertise

- Only 4% of principals reported that their lack of content expertise poses a serious barrier to improving teaching quality at their schools
- 65% of principals reported that when they evaluate teachers in a subject in which they personally do not have expertise, they emphasize aspects of instruction that are not content specific
- While interviewed teachers explained that content area expertise may not be essential given the current focus of teacher evaluation, it would be useful in their desire for more specific support of their practice

There is still much we do not know about the teacher and principal workforce.

Improved access to statewide data could help stakeholders:

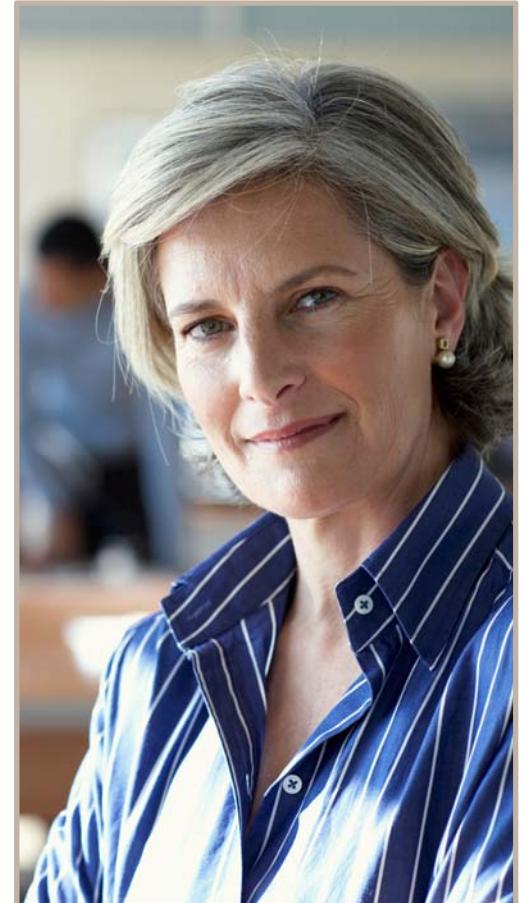
- Gauge the attrition, retention, and mobility of teachers and principals
- Track the trajectory of teachers and principals who enter the profession through different credentialing routes
- Uncover troubling trends in the data, such as the rise in underprepared teachers that surprised state policymakers over a decade ago

# Recommendations

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Reinvent evaluation and support for **teachers** to focus on student learning, with the goal of improving both teaching and learning.



# Reinvent Evaluation and Support for Teachers

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- Link evaluation to feedback for teachers and professional development offerings
- Identify opportunities for those in the current teacher workforce to observe the practice of colleagues
- Increase the amount of time principals or other evaluators have to conduct evaluations
- Offer training to principals and others who conduct evaluations that promote providing substantive feedback to teachers and specific ways to refine their teaching practice
- Streamline procedures to remove teachers who have been determined to be ineffective

# Recommendations

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Reinvent evaluation and support for **principals** to focus on improved teaching and learning, as well as improvement of their own practice.

# Reinvent Evaluation and Support for Principals

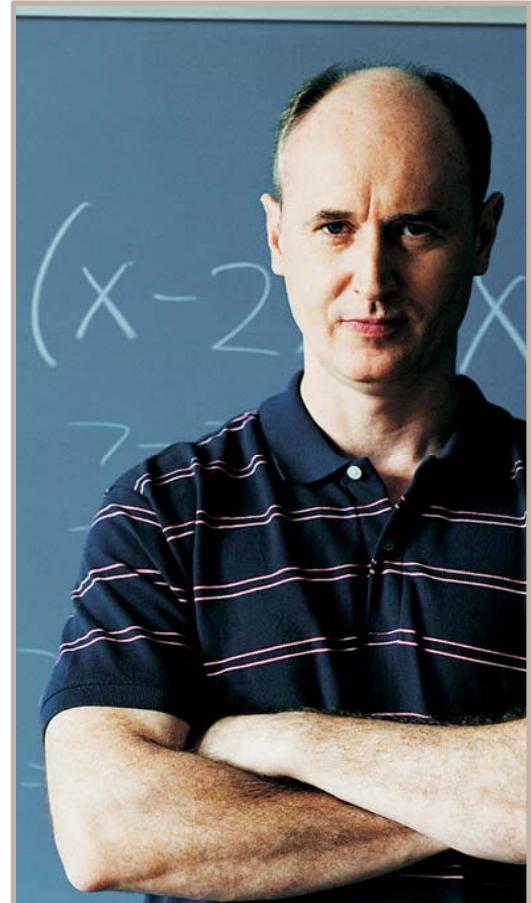
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- Reinvent evaluation systems of principals to focus on support for teachers to improve student learning as well as improve their own practice
- Provide principals with formal mentoring from more experienced and highly effective school leaders
- Create professional learning communities for principals that allow for communication and collaboration across schools
- Develop strategies to support principal retention

# Recommendations

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Support both **principals and teachers** in transitioning to the newly adopted Common Core State Standards.



# Transition to the Common Core State Standards

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- Make available locally or regionally designed and delivered professional development for teachers and administrators based on the Common Core State Standards
- Ensure availability to classroom teachers and school principals of timely, reliable, and valid data on student performance, such as benchmark results
- Local school districts and boards should begin working toward the transition now by offering teachers time to receive the guidance, support, and development necessary to adapt their practice to the new standards

# Recommendations

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Ensure that California has a trustworthy and easily accessible data system for teacher and principal information.

# Statewide Teacher and Principal Data System

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- Take the necessary steps, amending CALPADS as necessary, to facilitate sharing of existing teacher workforce data between state agencies to ensure that both local and state policymakers have the information they need to anticipate and address teacher and principal turnover, out of field teaching, and potential shortages in the teacher and principal workforce



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