Key Findings

• The number of underprepared teachers is down but the teacher pipeline is showing signs of distress.
• Many high schools in California are trying reforms to produce better prepared graduates.
• High school teachers are not adequately prepared or supported to work in those reforming schools.
• Principals are critical to a reform initiative and face many competing challenges in overseeing its success.
• State and local policymakers need to build closer alignment between the demands of reforms and the knowledge and skills of teachers.
Organization

• Teacher Workforce Trends
• Redesigning High Schools in California
• Implications of High School Reforms for Teachers
• Implications of High School Reforms for Principals
• Implications for the Teacher Development System
• Recommendations
TEACHER WORKFORCE TRENDS
Steady Progress in Last Decade

There are now fewer than 11,000 underprepared teachers in the state (about 3% of the workforce).

This is down from over 42,000 (14% of the workforce) in 2000-01.
In the face of 97,000 teachers due to retire in a decade, the number of novice teachers has dropped.
The Center for the Future of Teaching and Learning

Fewer are Going into Teaching

Enrollees in Teacher Preparation Programs

New Preliminary Credentials Issued

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The Status of the Teaching Profession 2009
Fewer Underprepared Teachers, But Distribution Remains Unfair

Distribution of Interns by School-level API, 2008-2009

More than half of underprepared teachers hold intern permits.

Intern teachers are disproportionately assigned to the lowest-performing schools and those with the most students of color.
Sixth grade students in the lowest-performing schools are ten times more likely to face more than one underprepared teacher than their peers in the highest-performing schools.

Maldistribution 2009: Bad Odds for Kids Who Need Better

Odds of having had one underprepared teacher during their elementary years

- Lowest achievement quartile: 35
- Highest achievement quartile: 12

Odds of having had more than one underprepared teacher during their elementary years

- Lowest achievement quartile: 10
- Highest achievement quartile: 1
Inequity at the High School Level

Students in high minority high schools are six times more likely to have an underprepared teacher than their peers in schools with the fewest students of color.
Persistent Shortages in Core Subjects

Adding underprepared, out-of-field, and novice teachers together depicts the reality for many high school students.

Nearly a quarter to a third of core subject teachers haven’t been fully prepared to teach the subject matter assigned and/or lack experience.
REDESIGNING HIGH SCHOOLS IN CALIFORNIA
The Ultimate Proof Points: Student Success

Dropping Out – Variation by Ethnicity

- African American: 33%
- Latino: 24%
- All students: 19%
- White: 12%
- Asian: 8%

College Readiness – Variation by Ethnicity

- African American: 23%
- Latino: 23%
- All students: 34%
- White: 40%
- Asian: 59%
Principals put proficiency rates at the top of the priority list for California high schools.
Preparing Students for the World of Work

Principals report varying emphasis on strategies to prepare students for the world of work.
Redesigning High Schools in California

Efforts to reform high schools largely focus on one or more of the following priorities:

• Increase the rigor of the academic curriculum
• Make learning more relevant
• Better connect students to school
Increasing the Rigor of the Curriculum

Academic rigor for California high school students is addressed through such strategies as:

- Increased graduation requirements
- Dual-enrollment opportunities with local colleges
- Greater academic support for middle-performing students to complete college preparatory courses
- Improvements in instructional practice intended to enable more students to learn at high levels
Making Learning More Relevant

Many high schools in California are attempting to make academic content more relevant by infusing the following into the curriculum:

• Real-world applications (e.g. mathematics relating to pollution)
• Work-based learning opportunities (e.g. internship in a hospital)
• Technical coursework (e.g. how to route computer servers)
To better connect students to school,

• Many large comprehensive high schools are dividing up into smaller learning communities.
• New small high schools are being created.
• Schools across the size spectrum are establishing structures to enable adults to work with smaller groups of students over time.
IMPLICATIONS OF HIGH SCHOOL REFORMS FOR TEACHERS
Implications of High School Reform for Teachers

High school teachers often must do more and do things differently.

As a result, they need new and different core understandings and beliefs, content knowledge, pedagogical skills, and professional expertise.
Implications of High School Reform for Teachers

Teachers must understand the nature of the reform strategy and believe in its validity.

Teachers’ understanding and buy-in are essential because these reforms change the nature of their work, often increasing their responsibilities.
Implications of High School Reform for Teachers

Teachers are expected to know and be able to communicate the real-world and career applications of their subject matter.

Teachers must know how to develop assessments and provide instruction that cuts across content areas and develop students’ critical thinking, analytical, and communication skills.
Implications of High School Reform for Teachers

To work effectively in redesigned high schools, teachers need additional professional expertise in areas that transcend the classroom:

• Strong interpersonal, communication and collaboration skills
• The ability to work closely with colleagues, industry and higher education partners and families, and
• New strategies to interact effectively with students in different settings
High Ratings for Teachers’ Content Knowledge

Principals report a wide variation of reform-related teaching skills and knowledge at their schools.

- Subject-specific knowledge to ensure rigor: 87%
- Interpersonal skills to connect with students: 68%
- Pedagogical skills to promote critical thinking and problem-solving: 68%
- Pedagogical skills to promote collaboration and communication: 65%
- Skills to use assessment data to target instruction: 52%
- Ability to integrate real-world applications into lessons: 50%
- Pedagogical skills to differentiate instruction: 45%
- Skills to assess students’ aptitude and interests for postsecondary planning: 35%

Percent of principals reporting skills and knowledge present in a substantial majority of teachers (more than two-thirds)
Principals: Teaching skills and knowledge differ by school poverty levels
IMPLICATIONS OF HIGH SCHOOL REFORMS FOR PRINCIPALS
Implications of High School Reforms for Principals

School leaders play a critical role in motivating teachers to engage in school improvement initiatives and building systems of shared leadership.

The extent and quality of on-the-job support for teachers in implementing their schools’ improvement strategies varies based on the school’s leadership.
Implications of High School Reforms for Principals

Most principals face competing demands for their time, and they may not have the knowledge or skills to provide teachers with the supports needed.

On-the-job support for principals is limited and nearly half of high school principals statewide report they do not feel well supported by their district.
IMPLICATIONS FOR THE TEACHER DEVELOPMENT SYSTEM
The Teacher Development System

The California teacher development system as a whole is not sufficiently aligned with the high school reform movement.

The state’s policies and infrastructure to recruit, train, and support teachers have not kept pace with the increasing demands on students and teachers.
The Teacher Development System

School-based strategies for teacher preparation, recruitment, and hiring:

- Work with local colleges and universities to train and support novices
- Use strategic recruitment and hiring practices
- Involve teachers in the hiring process
The Teacher Development System

School-based strategies for teacher professional development and new teacher induction:

- Create opportunities for staff collaboration and active teacher learning
- Use in-house specialists to support teachers on instructional issues relating to school improvement efforts
- Attend reform-specific conferences to generate support for reforms
- Visit other schools that are implementing similar innovations
- Bring in experts to develop the knowledge, skills, and expertise that directly match the school’s needs and expectations for teachers
- Provide targeted supports for new teachers through on-site induction programs tailored to the school’s reform strategies
RECOMMENDATIONS

Build a statewide teacher development system that is better aligned to the needs of high schools that are making a concerted effort to prepare students for success in college, participation in civic life, and the 21st century workforce.
RECOMMENDATIONS

Build a structure of support for local school and district efforts to match curriculum and instruction to postsecondary 21st century demands.
RECOMMENDATIONS

Escalate current efforts to provide equitable access to high quality instructional programs in order to address the learning gap and ensure each and every student is fully prepared to succeed beyond high school.
The Status of the Teaching Profession 2009

The Center for the Future of Teaching and Learning

Working to improve education for all students by strengthening the teaching profession

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