

California's Teaching Force

Key Issues and Trends, 2006

The Center for the Future of Teaching and Learning

Research conducted by SRI International

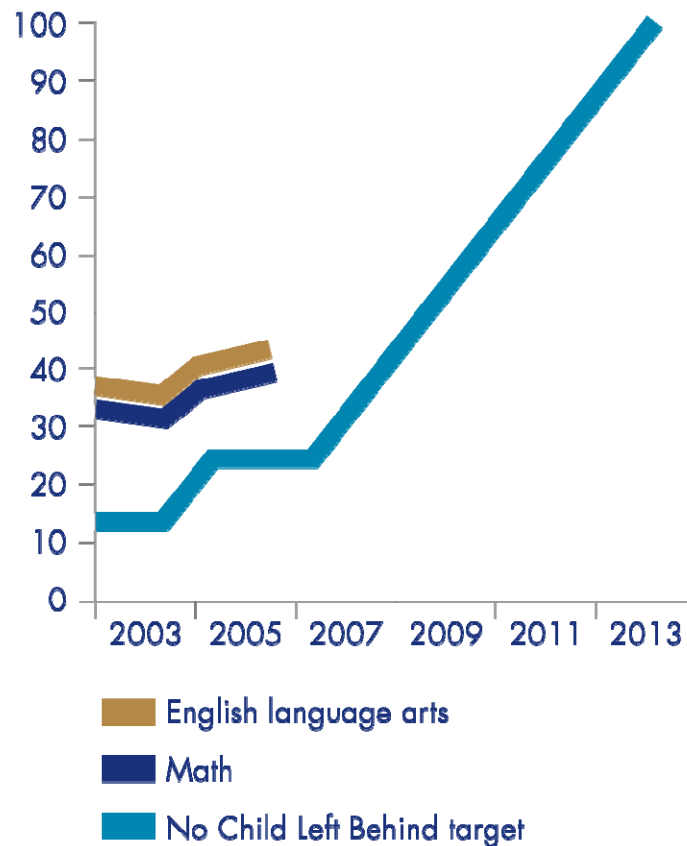
Teaching and
California's
Future

California State University, Office of the Chancellor | Policy Analysis for California Education | University of California, Office of the President | WestEd

The Education Policy Context

- The policy community has put into place a new set of initiatives aimed at strengthening teaching and addressing equity.
- The state has made progress in decreasing the numbers of underprepared teachers.
- But there is still work to be done to ensure an adequate supply of well prepared and effective math, science, special education teachers.
- The high bar for students' academic achievement set by NCLB will continue to drive additional action to strengthen teaching and ensure equity.
- Thorough implementation of the new legislation at the local level is critical; full funding, monitoring and evaluation is required to make sure mid-course corrections result in stronger programs to strengthen teaching.

Percentage of Students Scoring Proficient or Higher on California Standards Test



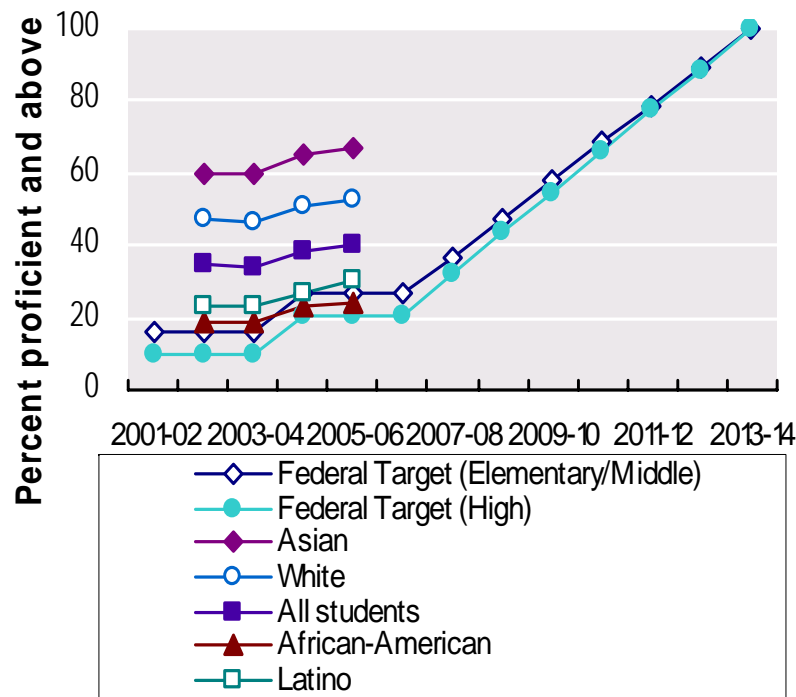
Source: California Department of Education.

NCLB Expectations

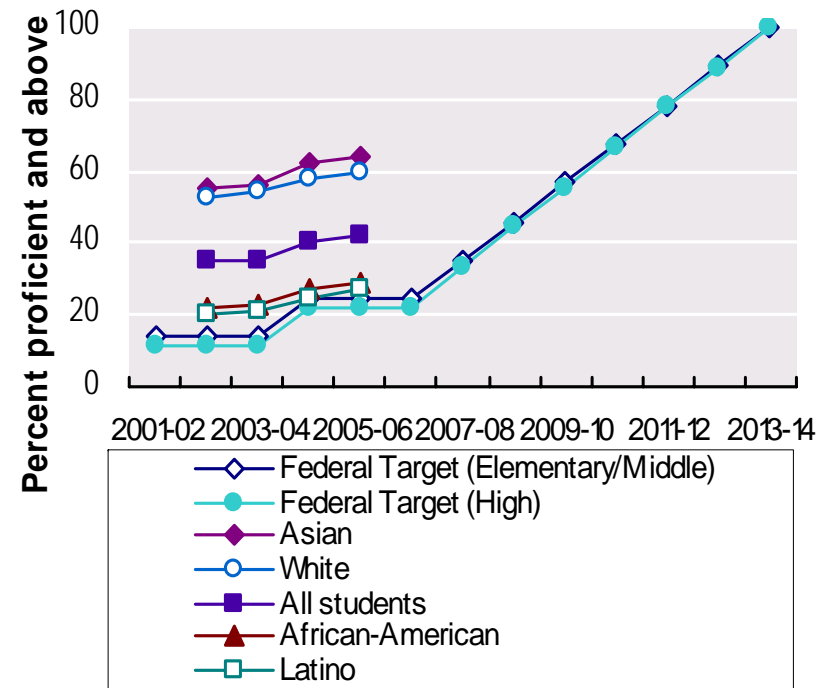
- According to state tests, California students have improved over the past few years.
- But performance is not increasing fast enough to enable California to meet federal requirements.

Overall Student Scores Mask Achievement Gap

Mathematics



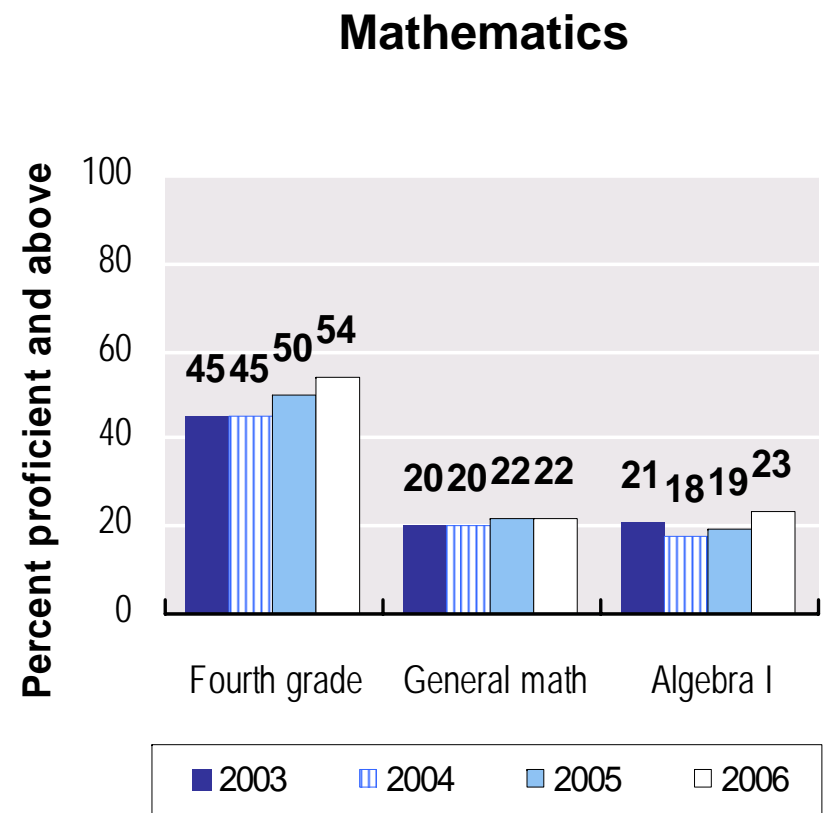
English



Closing the Proficiency Gap--Mathematics

To meet NCLB expectations, California needs to increase students' mathematics proficiency in:

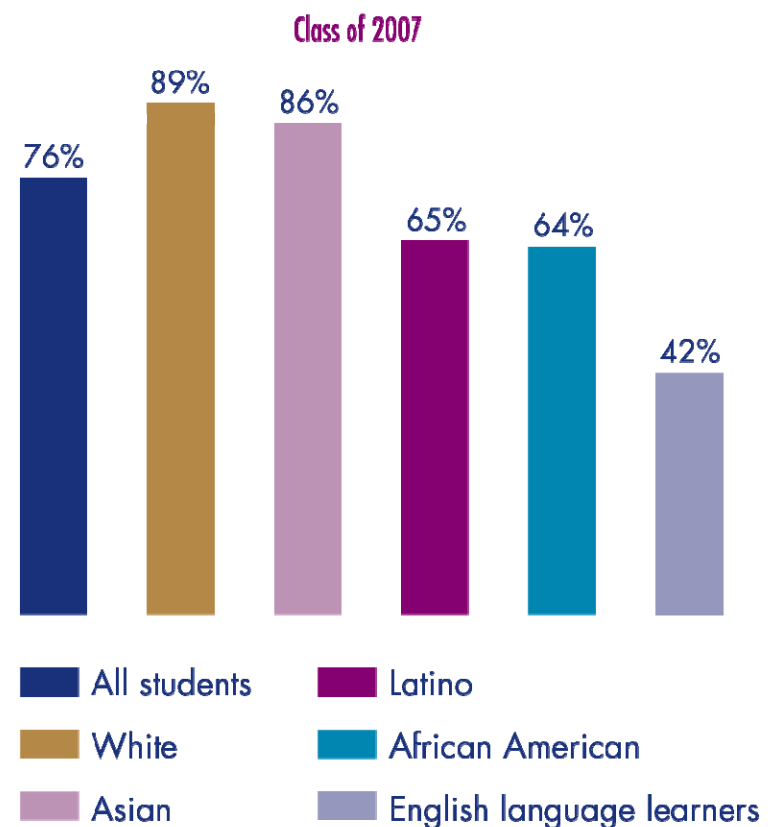
- 4th grade by 46%
- General math (middle school) by 78%
- Algebra I by 77%



High School Exit Exam

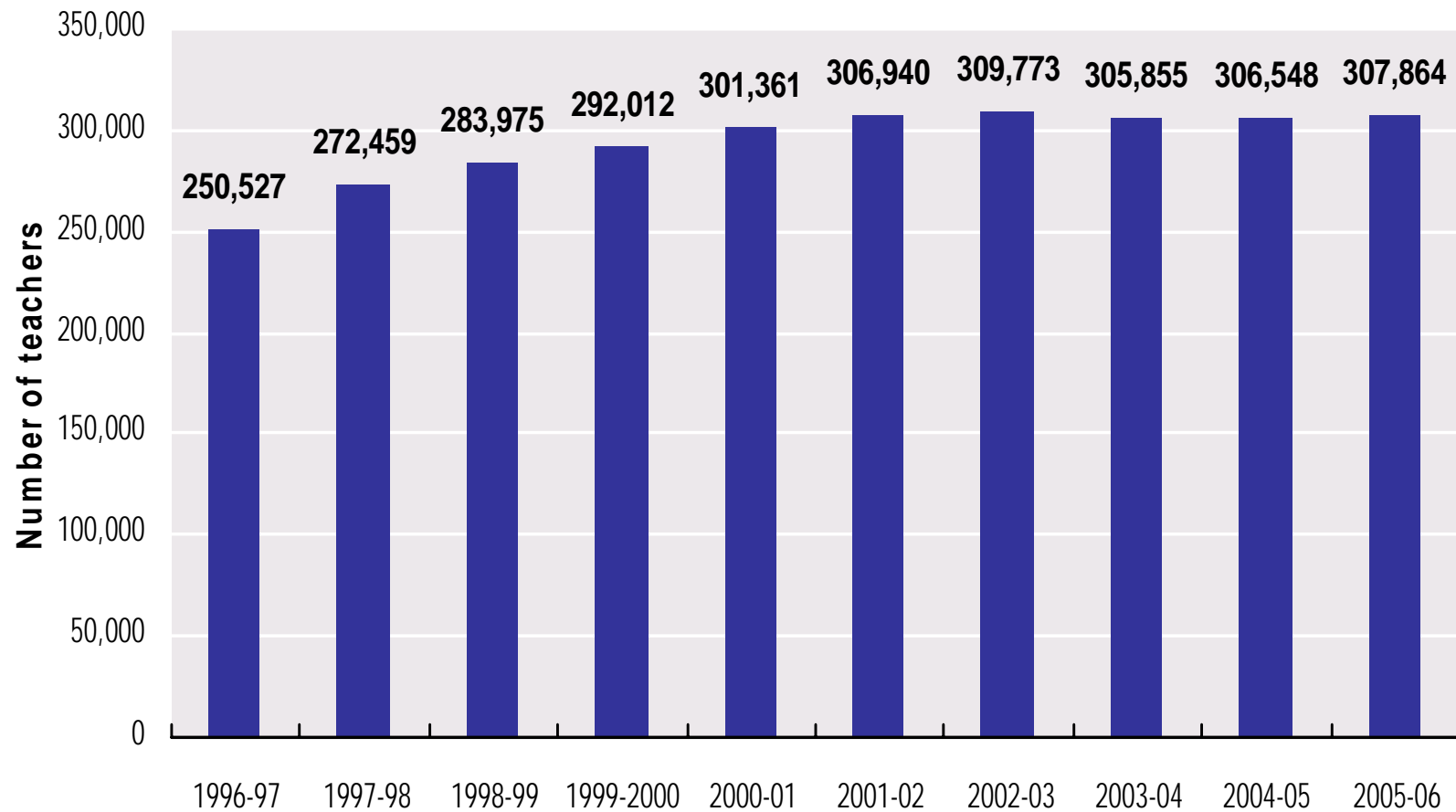
- Nearly 40,000 seniors from the Class of 2006 did not pass the exit exam.

Percentage of First-Time Test Takers Passing the California High School Exit Exam, English

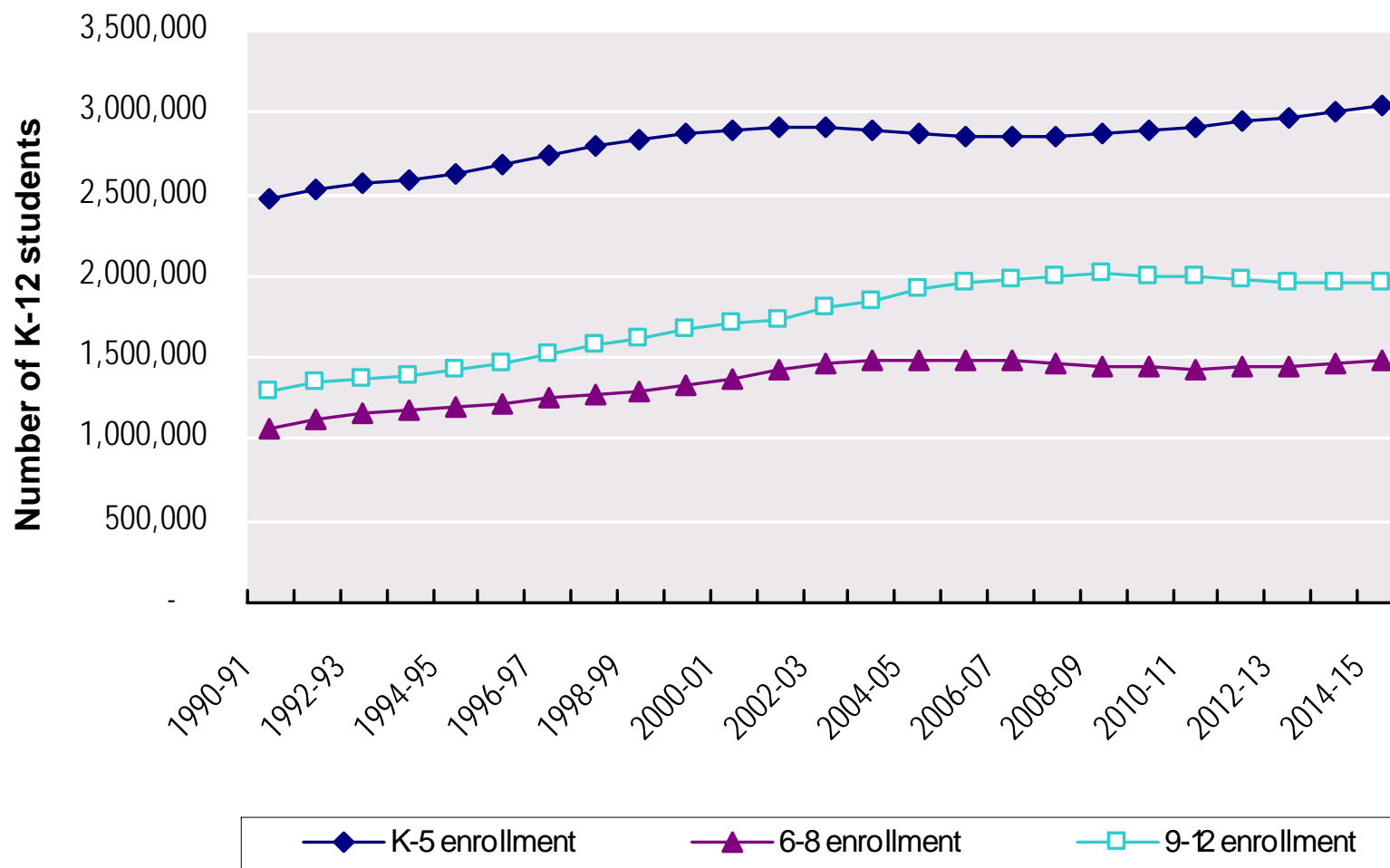


Source: California Department of Education.

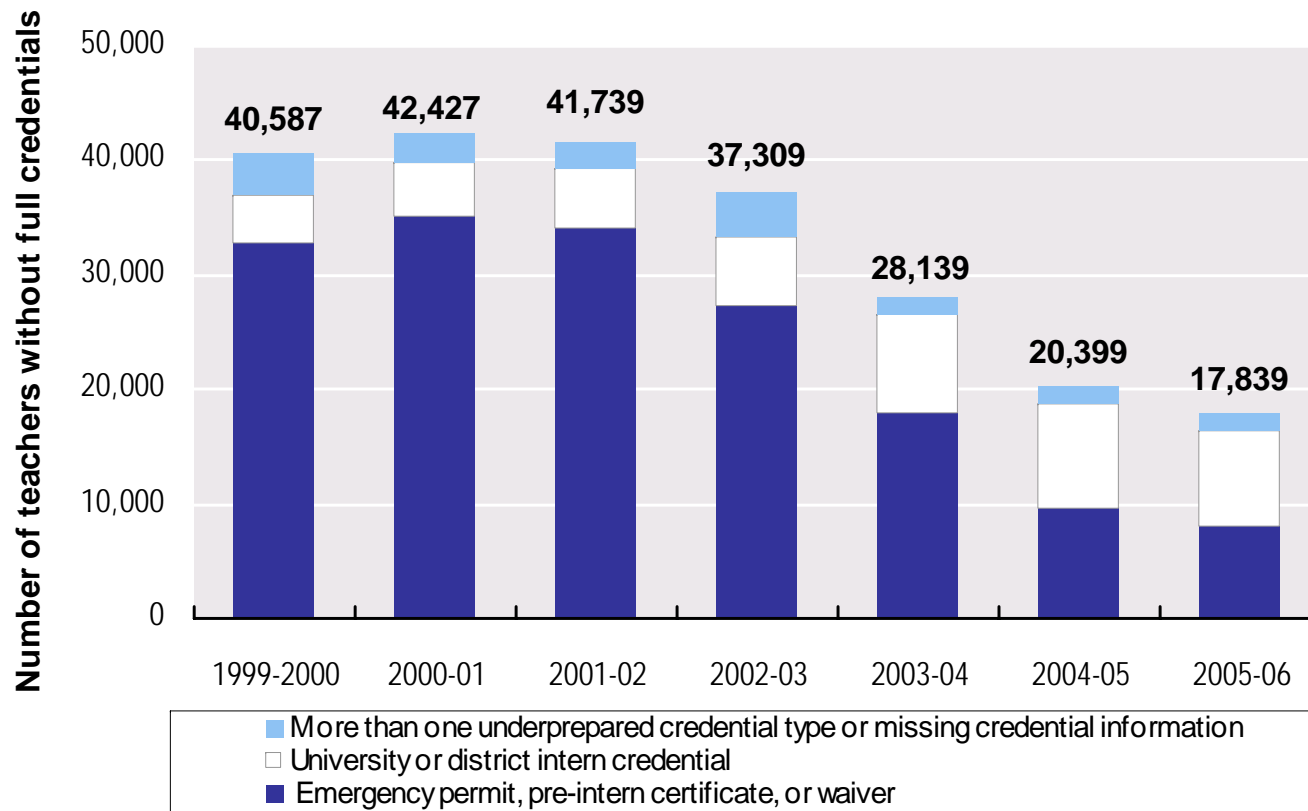
Number of Teachers in the California Workforce



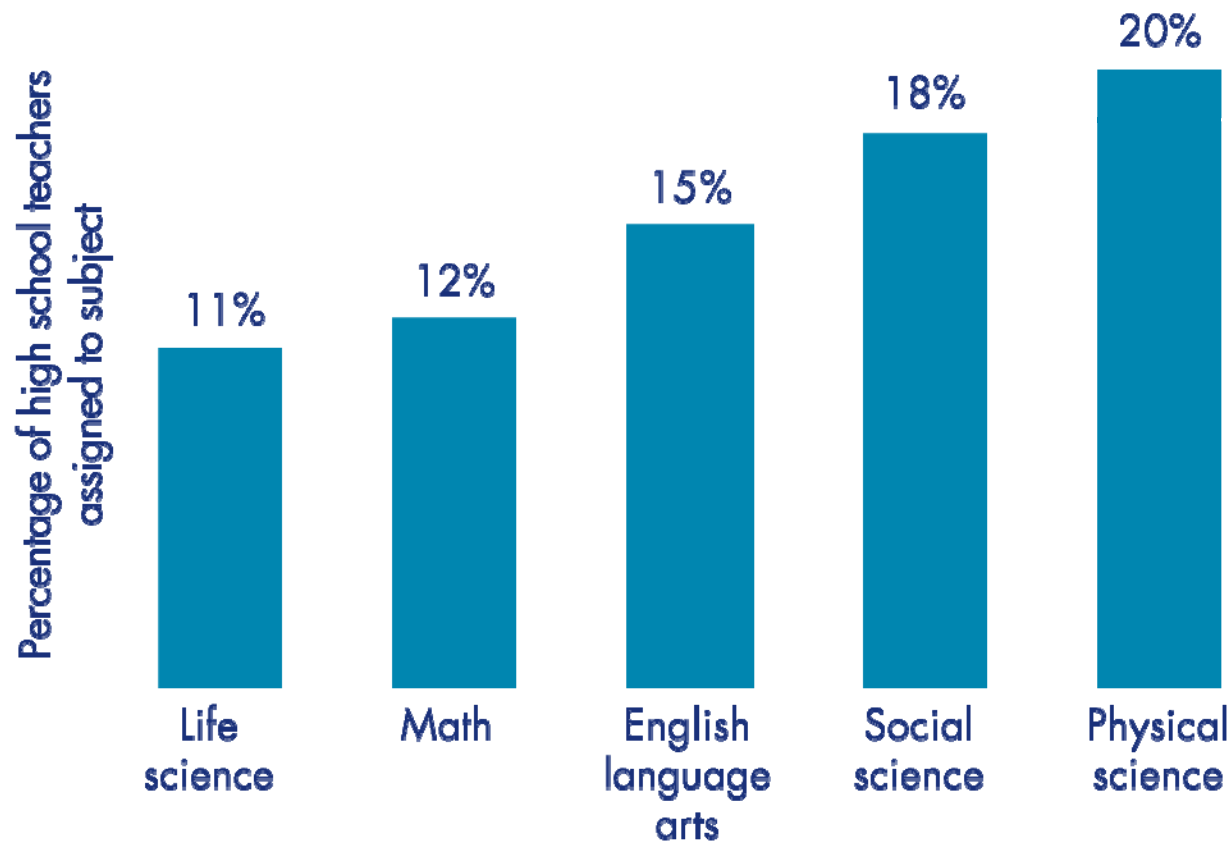
Public School Enrollment, 1990 to 2015



Number of Underprepared Teachers by Credential Type



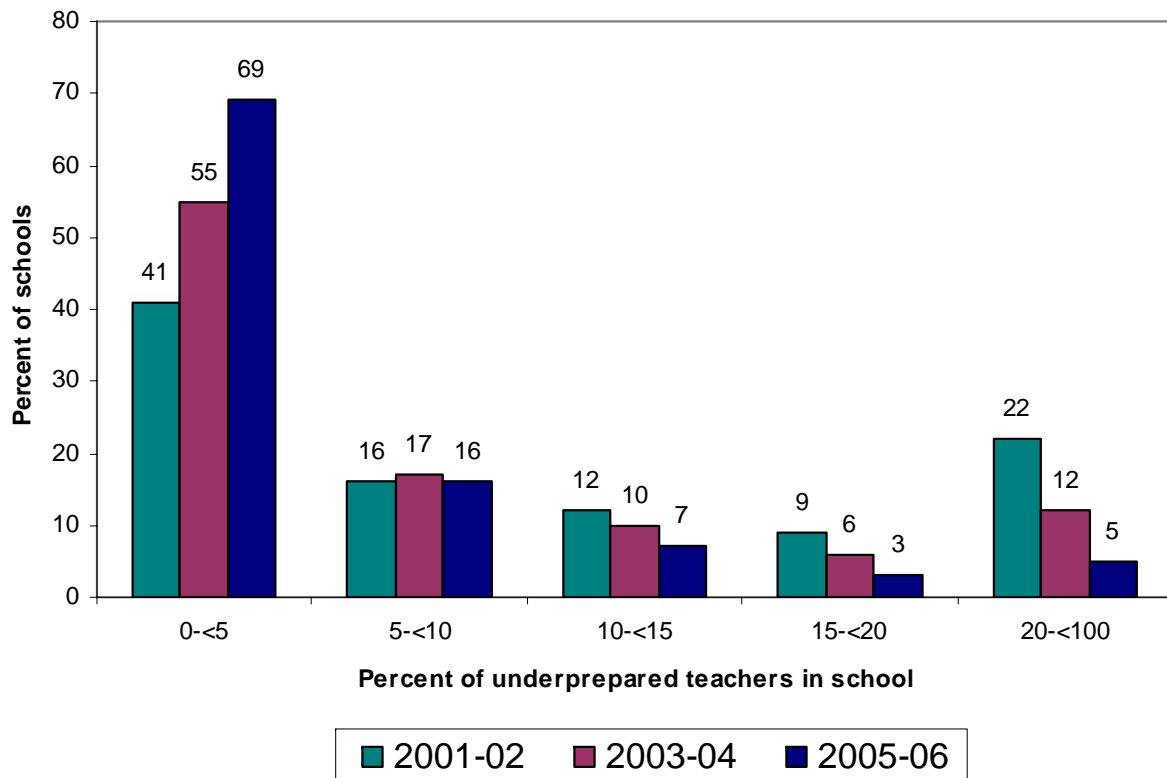
Percentage of Out-of-Field High School Teachers in Core Subjects, 2005–06



Source: California Department of Education.

Distribution of Schools by Percent of Underprepared Teachers

- **430 schools** still have 20% or more underprepared teachers
- **280,000** students go to these schools



Maldistribution 2006: The Odds for Sixth Graders

For California sixth graders, the odds of having had **one under-prepared teacher** if they are in schools in the:

lowest achievement quartile:	4 in 10
highest achievement quartile:	2 in 10

The odds of having had **more than one underprepared teacher** if they are in schools in the:

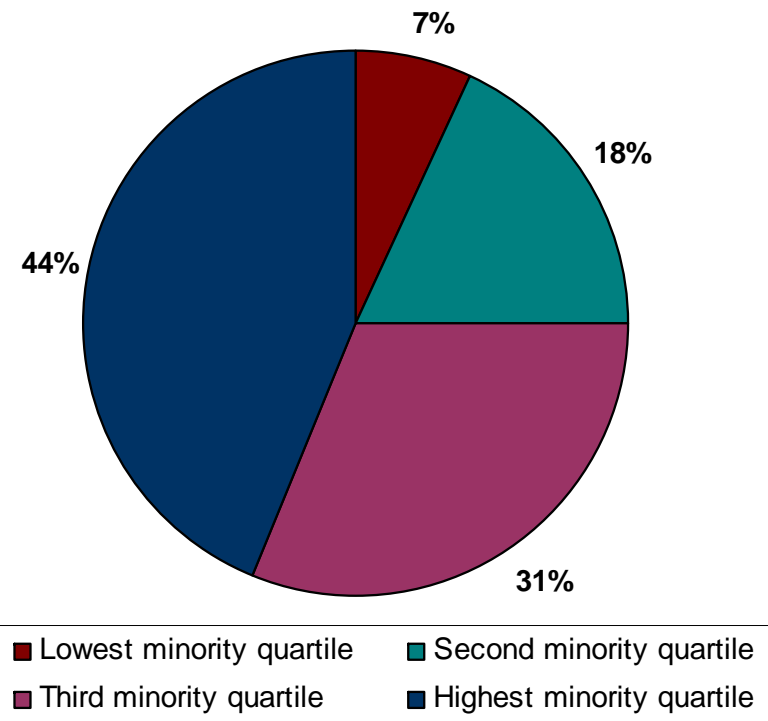
lowest achievement quartile:	1 in 4
highest achievement quartile:	1 in 50

Source: California Department of Education and SRI analysis.

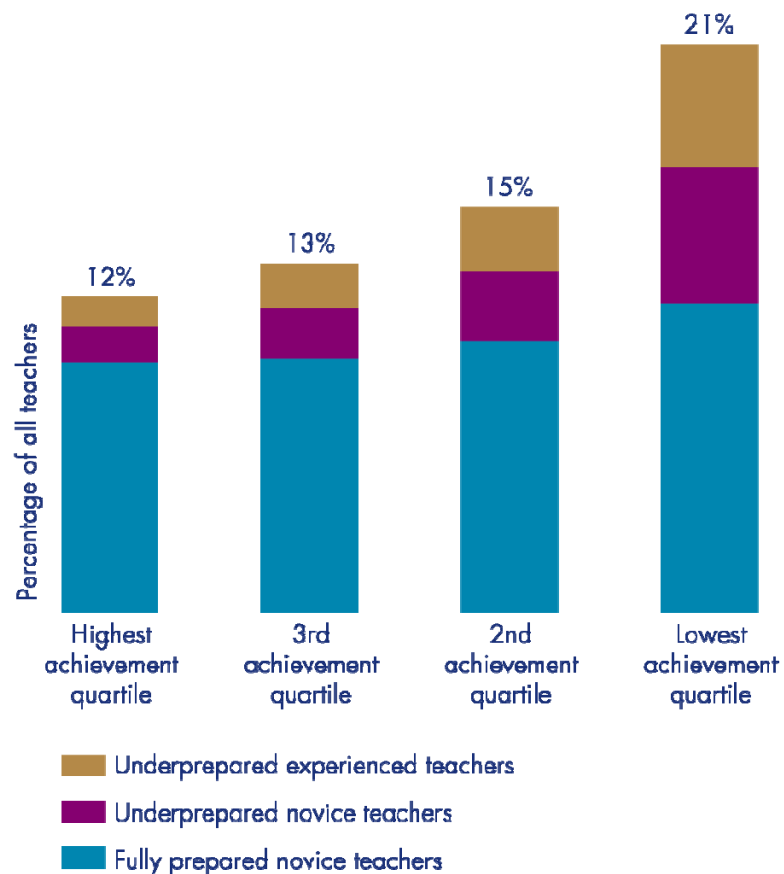
Persistent Inequities

- Intern teachers are maldistributed— 75% of interns are assigned to high minority schools.
- Only 25% of interns are assigned to low minority schools.

**Distribution of Interns,
by School-Level Percentage of
Minority Students, 2005-06**



**Underprepared and Novice Teachers by
Achievement Quartiles on Academic Performance
Index, 2005–06**

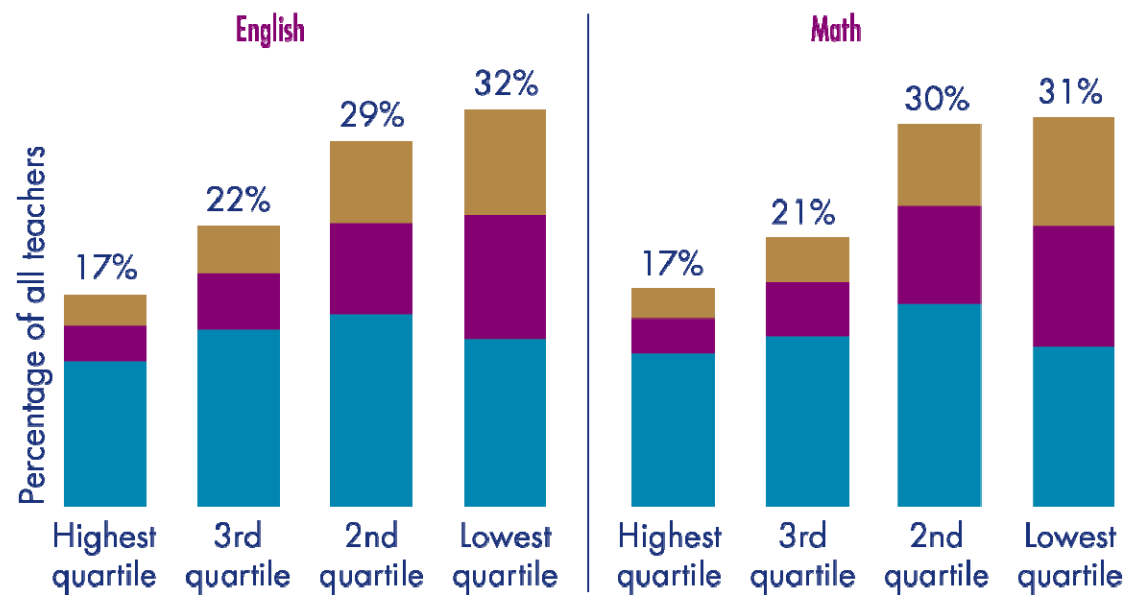


Students in the lowest performing schools are the most likely to get novice and underprepared teachers.

Source: California Department of Education.

Underprepared and Novice Teachers by School-Level Percentage of Students Passing State Exit Exam, 2005-06

Schools with the **lowest** percentage of students passing the CAHSEE have the **highest** percentage of underprepared and novice teachers.

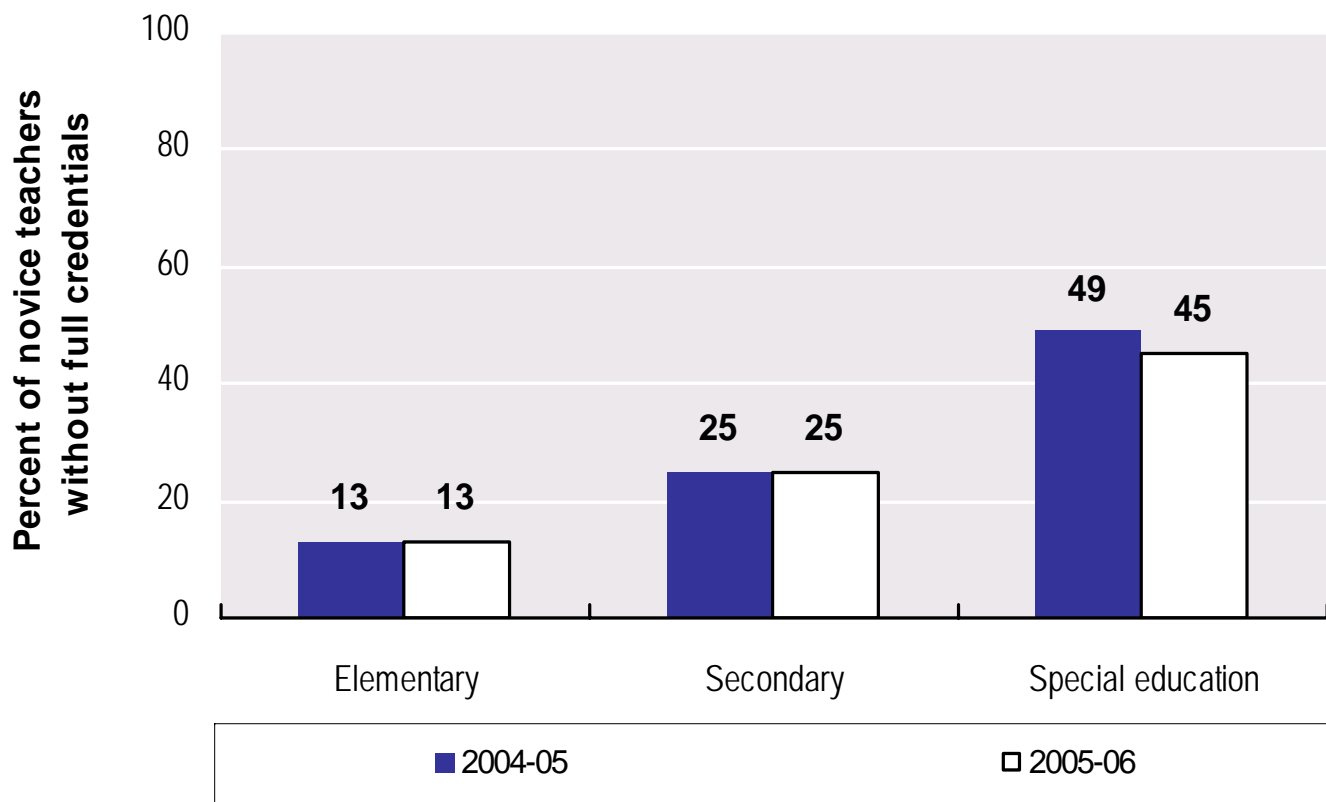


Categories of schools by percentage of students who passed the state exit exam

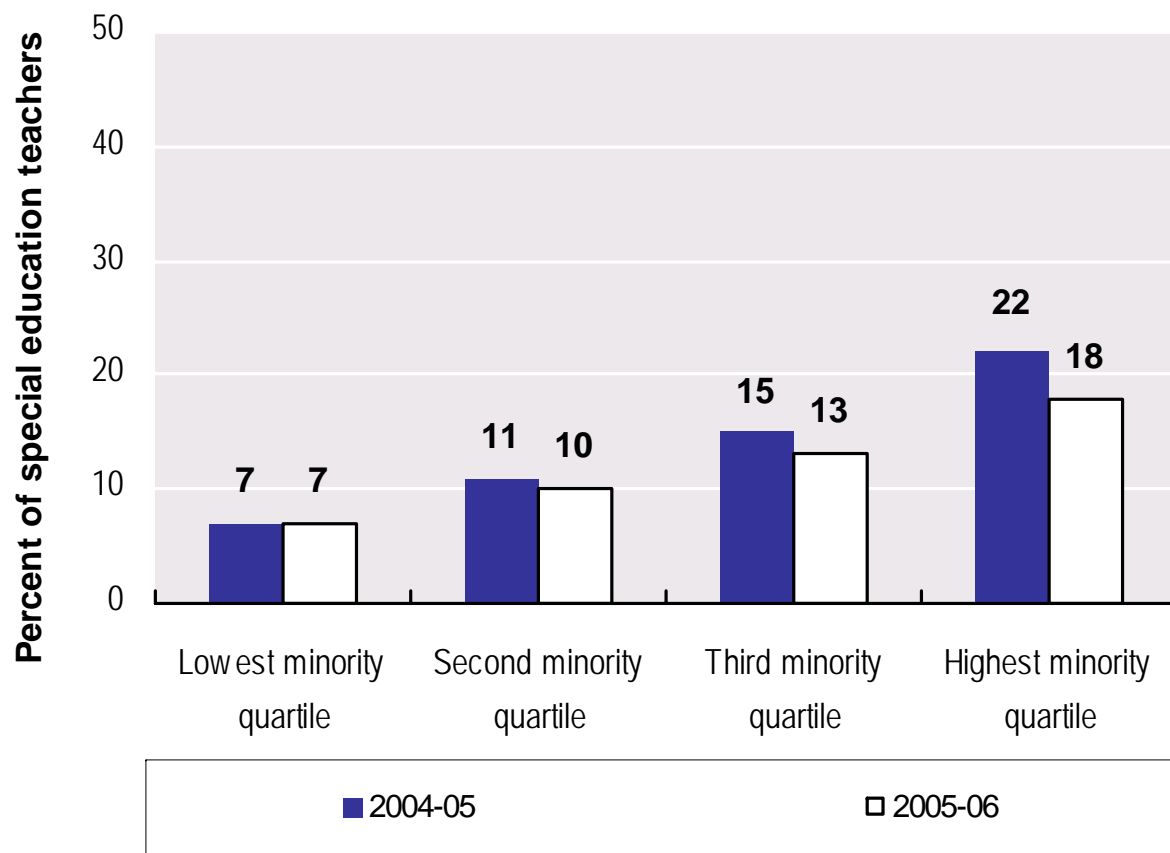
- Underprepared experienced teachers
- Underprepared novice teachers
- Fully prepared novice teachers

Source: California Department of Education.

Underprepared First- and Second-Year Teachers

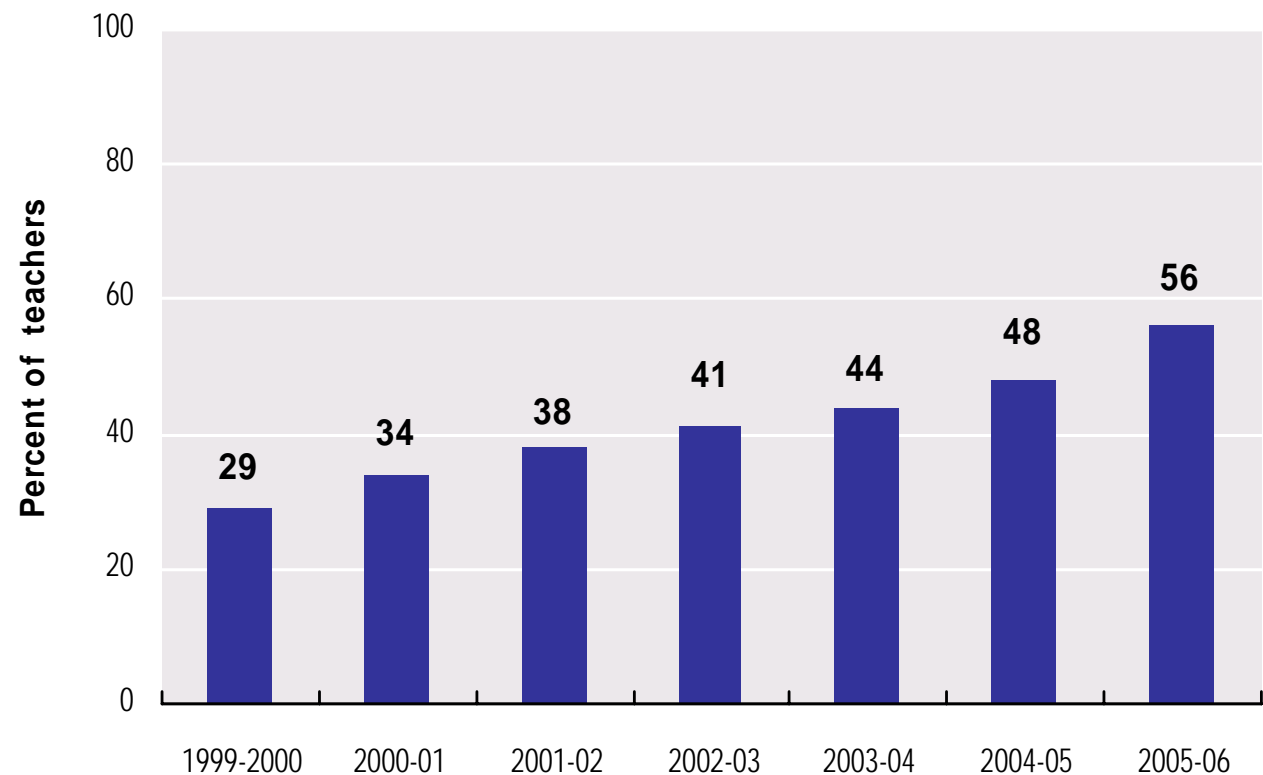


High Minority Schools Get More Underprepared Special Education Teachers

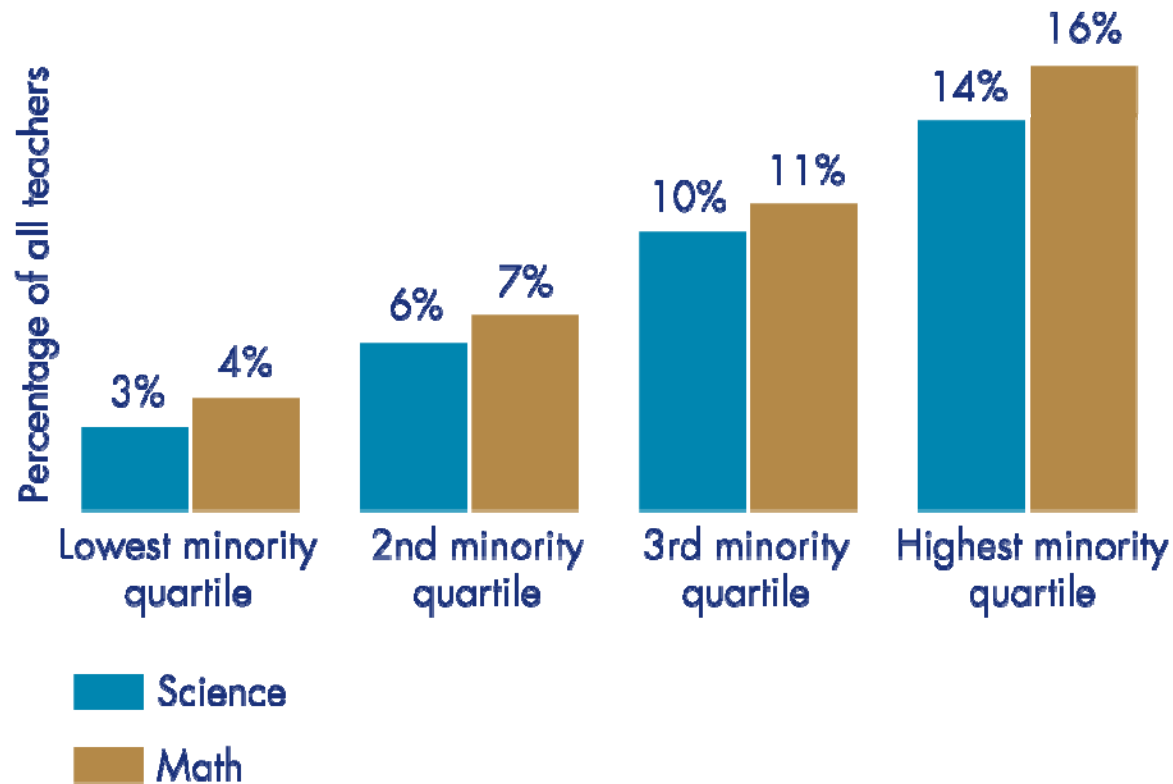


Fully Credentialed Veteran Teachers with EL Authorization

California teachers with at least one English learner in their classroom are required to have an EL authorization.

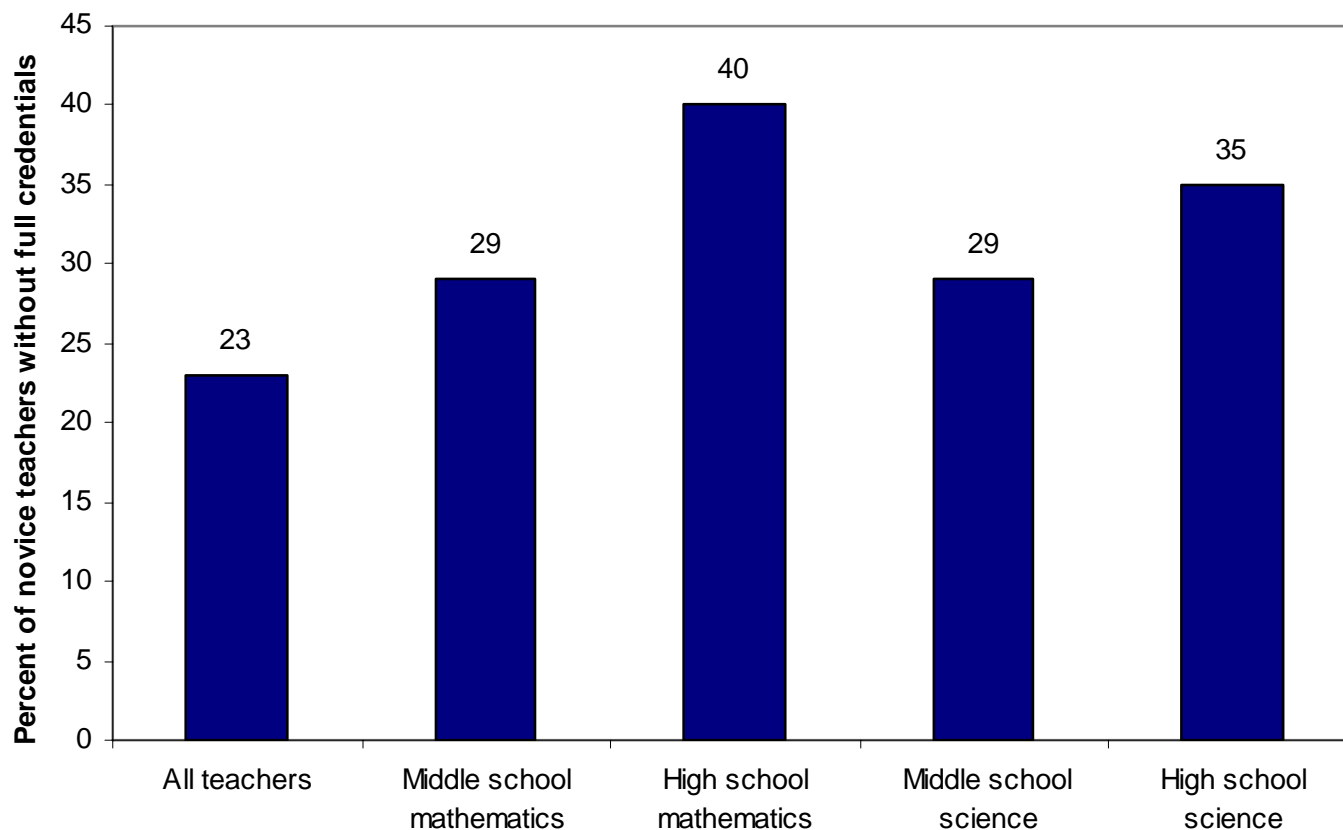


Distribution of Underprepared Science and Math Teachers by School-Level Percentage of Minority Students, 2005-06



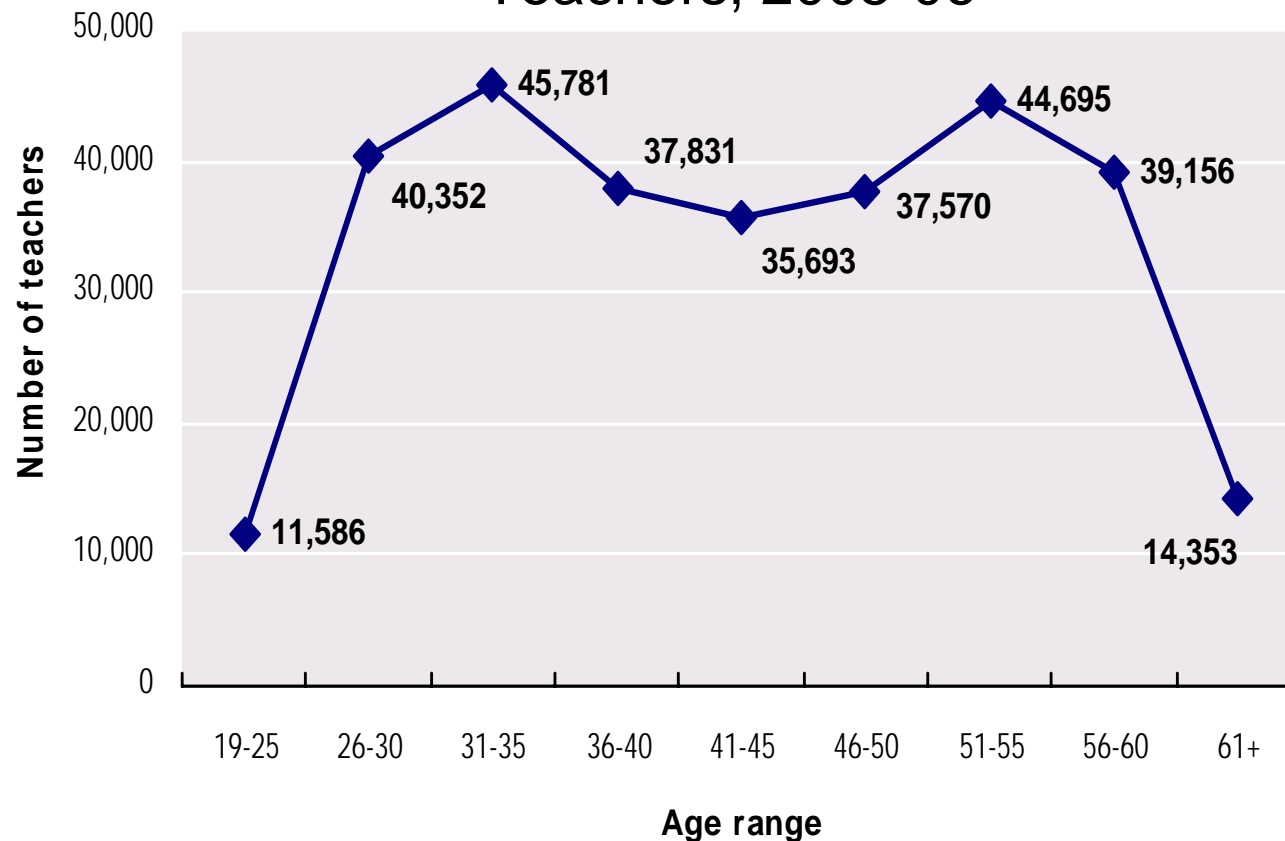
Source: California Department of Education.

Underprepared First- and Second-Year Mathematics and Science Teachers, 2005-06



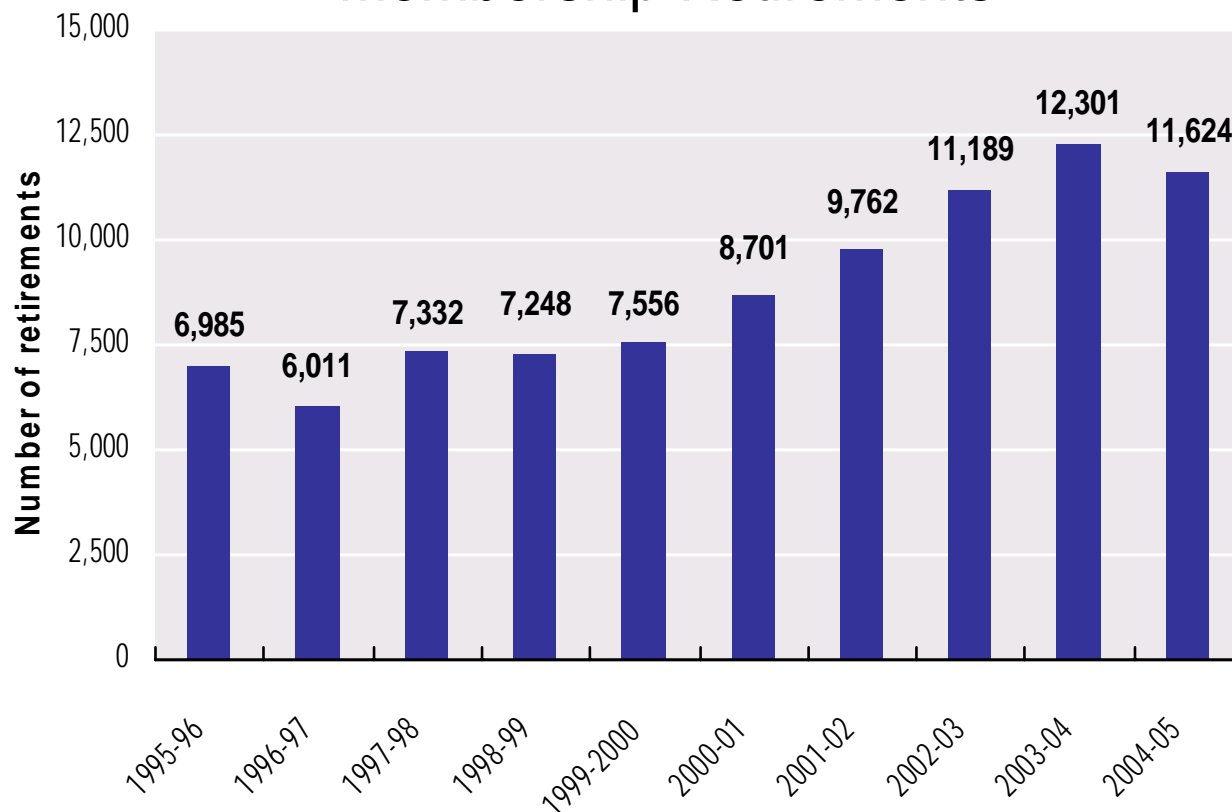
The Pending Retirement Wave

Age Distribution of K-12 Public School Teachers, 2005-06

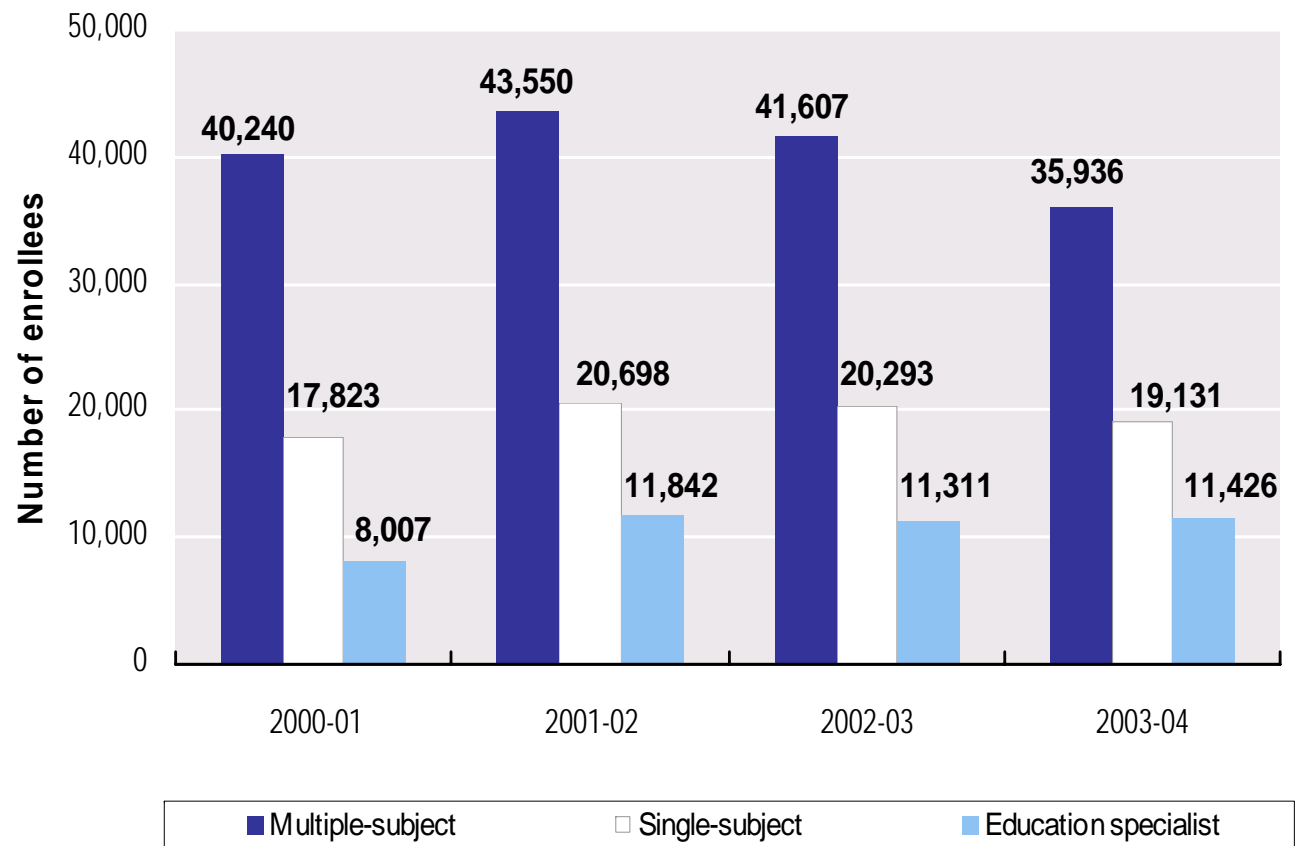


Actual Retirements

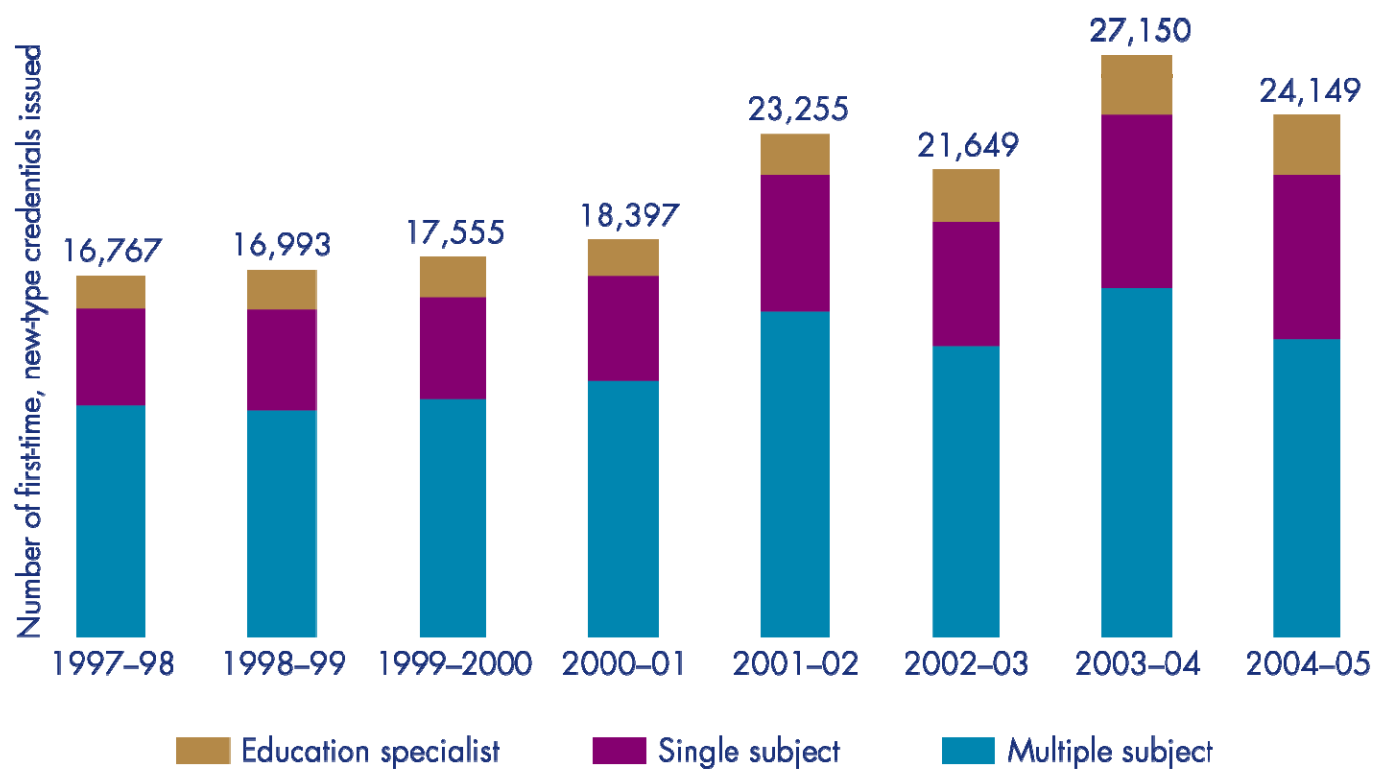
California State Teachers' Retirement System Membership Retirements



Declining Numbers: Teacher Preparation Programs



New Preliminary Teaching Credentials Issued, 1997-98 to 2004-05



Source: California Commission on Teacher Credentialing.

Key Legislative Initiatives in 2006

- AB 1802 (Laird) *Education Finance*
- SB 472 (Alquist) *Mathematics and Reading Professional Development*
- SB 1133 (Torlakson) *Quality Education Investment Act*
- SB 1209 (Scott) *Omnibus Teacher Workforce Bill*
- SB 1614 (Simitian) *Longitudinal Teacher Data System*
- SB 1655 (Scott) *Voluntary Transfer*
- SB 2117 (Coto) *English Language Learners*

Highlights of Senate Bill 1209

- Removes barriers to entry into the teaching profession
- Seeks to streamline hiring processes
- Provides training and support to new teachers
- Offers incentives to encourage veteran teachers to serve as mentors in high need schools
- Encourages districts and bargaining units to develop incentives that strengthen the teaching corps in variety of ways

Recommendations

Closely monitor the implementation of legislation enacted in 2006 designed to strengthen teacher preparation, recruitment, development and retention.

- Goal of review: identify any additional improvements and refinements necessary to ensure successful implementation

Recommendations

Continue to build the capacity of California's teacher workforce to provide for equity and student achievement.

- Provide professional development for out-of-field teachers
- Design incentives to recruit special education teachers
- Focus resources on the ten fastest growing counties in the state
- Eliminate barriers for retired teachers to serve in shortage areas or as mentors to novice teachers

Recommendations

Develop a comprehensive action plan to address the critical shortage of mathematics and science teachers.

- Encourage articulation agreements between California Community Colleges and the California State University to ensure a pipeline for math and science teachers
- Create tax incentives for science and technology-based businesses and industries to provide summer employment to teachers of science and mathematics