The Center for the Future of Teaching and Learning

The Status of the Teaching Profession 2005

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

Research conducted by SRI International
No Child Left Behind requires that:

- Every teacher must be “highly qualified” by the end of the 2005-06 school year.
- Steps are being taken to ensure that experienced and qualified teachers are equitably distributed among classrooms with poor and minority children and those with their peers.

Stakes for Students are Rising:

- Seniors graduating in the Class of 2006 must pass the California High School Exit Exam.
The Looming Teacher Shortage

• Nearly 100,000 teachers in California are over 50 years old.

• One-third of the teacher workforce will retire in the next decade.
Mixed News

With the help of teachers entering the profession as interns, California has reduced the number of underprepared teachers by half in the last five years.
Persistent Inequities

• Students in the state’s lowest achieving schools are **five times** more likely to have an underprepared teacher than students in the highest performing schools.

• Intern teachers are maldistributed—85% of interns are assigned to high minority schools.

• Only 3% of interns are assigned to low minority schools.
Inequity and its Long-Term Impact

Maldistribution of Underprepared Teachers
2005

In the **lowest achievement quartile** of California’s schools, the odds of having had

- one underprepared teacher: 4 in 10
- more than one underprepared teacher: 3 in 10

In the **highest achievement quartile** of California’s schools, the odds of having had

- one underprepared teacher: 2 in 10
- **more than one underprepared teacher**: 1 in 50

Sources: CDE 2005, SRI analysis.
Out-of-Field Teachers

- Out-of-field teaching continues to be a problem across subject areas in California high schools.
- At least 20% of core subject teachers are assigned out-of-field or are underprepared.
- Nearly one-third of physical science teachers are either underprepared or assigned out-of-field.
High Stakes, Difficult Times

- Schools with the lowest percentage of students passing the CAHSEE have the most underprepared teachers.
- Currently, 100,000 students are at risk of failing the exam and thus will not graduate in the spring.
English Learners

- English learners make up 25% of California’s student population (1.6 million students).

- Yet more than half of teachers with at least five years of experience lack the appropriate background to teach English learners.
Special Education

• Overall, 14% of special education teachers in California are underprepared, but that number jumps for students in high minority schools, where 22% of special education teachers are underprepared.

• Further, 49% of 1st year special education teachers are underprepared.
Now is the Time to Take Action

- The chance of supply meeting demand is greatest in the 2005-06 school year.
- Unless action is taken immediately, the gap between supply and demand will widen over the next 10 years.

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Policy Recommendations

It is clear that this is the time for decisive and courageous action in pursuit of a highly skilled teacher for every child in California. Therefore, the Center urges policy-makers to take action on the following recommendations.
Policy Recommendations

Ensure that all teachers who enter the classroom have a thorough knowledge of the subject matter assigned and possess the pedagogical skill required for all children to learn.
Policy Recommendations

Ensure that all students have equitable access to teachers who are fully prepared, experienced and appropriately assigned.
Policy Recommendations

Ensure that policy-makers have a data system that allows them to adequately monitor the progress of state efforts to ensure that all students have equitable access to fully prepared and experienced teachers.