The Status of the Teaching Profession

Research conducted by SRI International
California State University, Office of the Chancellor
University of California, Office of the President
WestEd
The Education Policy Context

90% of classrooms are now staffed by qualified teachers.

The important next step in making schools better is to build a system of teacher development that can strengthen the quality of teaching and improve student outcomes.

We can start right now by making low-cost, high-yield changes in teacher development.
Organization

This presentation is organized into six sections:

1. Student Achievement
2. The Teacher Workforce
3. Inequitable Distribution
4. Strengthening Teaching Quality
5. Looking Forward
6. Recommendations
Student Achievement

Student achievement on the California Standards Tests and California High School Exit Exam has gone up, but not nearly enough to meet the state's academic goals.
Student Achievement

California Standards Test Results by Ethnicity, 2003–07

English language arts

mathematics

Percentage proficient and above

2003 2004 2005 2006 2007

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Average

Asian White Latino African-American

Source: California Department of Education.
Student Achievement

Percentage of Underprepared and Novice Teachers, by School-Level Percentage of 10th Grade Students Passing the CAHSEE, 2006–07

Students passing the CAHSEE
- Underprepared experienced teachers
- Underprepared novice teachers
- Fully prepared novice teachers

Source: California Department of Education.
The Teacher Workforce

While the number of underprepared teachers has declined, shortages persist in certain regions and subject areas.
The Teacher Workforce

California has reduced the number of underprepared teachers by 25,000 in the last five years.
# The Teacher Workforce

## Top 10 California Counties, by Number of Underprepared Teachers and Percentage of Underprepared Teachers, 2006–07

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Underprepared Teachers</th>
<th>County</th>
<th>Percentage of Underprepared Teachers (as a percentage of all teachers in the county)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles</td>
<td>5,892</td>
<td>Imperial</td>
<td>12.5%</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>1,165</td>
<td>Yuba</td>
<td>8.3%</td>
</tr>
<tr>
<td>Riverside</td>
<td>948</td>
<td>Merced</td>
<td>7.5%</td>
</tr>
<tr>
<td>Alameda</td>
<td>723</td>
<td>Los Angeles</td>
<td>7.4%</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>719</td>
<td>Monterey</td>
<td>6.8%</td>
</tr>
<tr>
<td>Orange</td>
<td>713</td>
<td>Contra Costa</td>
<td>6.8%</td>
</tr>
<tr>
<td>San Diego</td>
<td>631</td>
<td>Alameda</td>
<td>6.5%</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>574</td>
<td>Lassen</td>
<td>6.0%</td>
</tr>
<tr>
<td>Kern</td>
<td>479</td>
<td>San Bernardino</td>
<td>6.0%</td>
</tr>
<tr>
<td>San Joaquin</td>
<td>378</td>
<td>Kings</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

*Source: California Department of Education.*
The Teacher Workforce

Special education maintains the highest percentage of underprepared teachers

Percentage of Underprepared Teachers, by Authorization, 2003–04 to 2006–07

Source: California Department of Education.
The Teacher Workforce

44% of novice special education teachers have not earned a preliminary credential

Percentage of Underprepared First- and Second-Year Teachers, by Authorization, 2004–05 to 2006–07

- Elementary: 13% 13% 12%
- Secondary: 25% 25% 26%
- Special education: 49% 45% 44%

Source: California Department of Education.
The Teacher Workforce

Percentage of Underprepared First- and Second-Year Mathematics and Science Teachers, 2006–07

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school mathematics</td>
<td>30%</td>
</tr>
<tr>
<td>Middle school science</td>
<td>30%</td>
</tr>
<tr>
<td>High school mathematics</td>
<td>39%</td>
</tr>
<tr>
<td>High school science</td>
<td>36%</td>
</tr>
<tr>
<td>All teachers</td>
<td>23%</td>
</tr>
</tbody>
</table>

Source: California Department of Education.
The Teacher Workforce

Percentage of Out-of-Field High School Teachers in Core Subjects, 2003–04 and 2006–07

- Physical science: 23% (2003–04), 19% (2006–07)
- Social science: 14% (2003–04), 21% (2006–07)
- English: 14% (2003–04), 12% (2006–07)
- Life science: 11% (2003–04), 11% (2006–07)
- Math: 10% (2003–04), 11% (2006–07)

Source: California Department of Education.

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Inequitable Distribution

Despite decreases in the numbers of underprepared and novice teachers, inequities still exist: students in the lowest achieving and highest minority schools get the least prepared teachers.
Inequitable Distribution

**Maldistribution 2007: Bad Odds for Kids Who Need Better**

For California sixth graders in 2007, the odds of having **one underprepared teacher** during their elementary years if their school is in the:

- lowest achievement quartile: 40
- highest achievement quartile: 18

The odds of having had **more than one underprepared teacher** during their elementary years if their school is in the:

- lowest achievement quartile: 15
- highest achievement quartile: 2

Sources: California Department of Education and SRI analysis.
Inequitable Distribution

Distribution of Interns by School-Level API, 2006–07

- Highest achievement quartile: 54%
- Second-highest achievement quartile: 14%
- Second-lowest achievement quartile: 23%
- Lowest achievement quartile: 8%

Source: California Department of Education.

Distribution of Interns by School-Level Percentage of Minority Students, 2006–07

- Lowest minority quartile: 30%
- Second-lowest minority quartile: 21%
- Second-highest minority quartile: 41%
- Highest minority quartile: 8%
Inequitable Distribution

Students in the lowest achieving schools are nearly twice as likely to have underprepared and novice teachers.
Inequitable Distribution

Underprepared special education teachers are inequitably distributed

Percentage of Underprepared Special Education Teachers, by School-Level Percentage of Minority Students, 2004–05 to 2006–07

Source: California Department of Education.
Inequitable Distribution

Percentage of Underprepared Mathematics and Science Teachers, by School-Level Percentage of Minority Students, 2006–07

- Lowest minority quartile: 3%
- Second minority quartile: 6%
- Third minority quartile: 8%
- Highest minority quartile: 13%

Source: California Department of Education.
Strengthening Teaching Quality

Interviews and survey results show that California is missing key opportunities to strengthen teaching quality at each stage of a teacher’s career.
Strengthening Teaching Quality

Phases and Measures of Teacher Preparation

- **Admission**
  - CA Basic Educational Skills Test
  - CA Subject Exam for Teachers
  - GPA
  - Interview
  - Writing sample
  - References

- **Coursework**
  - Assignments
  - Exams
  - Signature assignments

- **Student Teaching**
  - Master teacher observations
  - Supervisor observations

- **Teaching Performance Assessment**
  - Teaching tasks
  - Videotaped lesson
Strengthening Teaching Quality

Top Qualifications Reported as “Very Important” or “Important” When Making a Job Offer

- Certification status (holds a valid teaching certificate): 93% Very important, 7% Important
- Certification exam results (e.g., CBEST, CSET): 63% Very important, 21% Important
- Performance of student teaching, if candidate student taught in district: 52% Very important, 34% Important
- Teaching experience: 47% Very important, 40% Important
- Experience working with the student population served by school: 43% Very important, 38% Important
- Letters of recommendation: 33% Very important, 46% Important

Percentage of principals who say “very important” or “important”
## Strengthening Teaching Quality

**Bottom Qualifications Reported as “Very Important” or “Important” When Making a Job Offer**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Very Important</th>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniority in the district</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Sample lesson plans or unit plans</td>
<td>13%</td>
<td>32%</td>
</tr>
<tr>
<td>National Board Certification</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>Reputation of college attended</td>
<td>8%</td>
<td>34%</td>
</tr>
<tr>
<td>Overall grades in college</td>
<td>6%</td>
<td>36%</td>
</tr>
<tr>
<td>Nonteaching work experience</td>
<td>5%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Percentage of principals who say “very important” or “important”
Strengthening Teaching Quality

Principals in low-achieving schools have a harder time finding teachers who can meet their students’ needs.
Strengthening Teaching Quality

Principal Reports of “Very Important” Aspects of Teaching Quality

- Classroom management skills: 96%
- Knowledge of curriculum and instructional materials: 82%
- Content knowledge: 79%
- Ability to teach students who range in academic proficiency, including students with Individual Education Programs: 72%
- Ability to teach culturally diverse learners: 66%
- Collection and use of data to inform instructional decision making: 65%
- Use of required curricula or materials: 62%
- Ability to teach English learners: 62%
- Communication with students, families and the community: 51%
- Students’ performance on standardized tests: 22%
- Students’ attendance: 20%
- Number of disciplinary referrals: 16%
Strengthening Teaching Quality

Importance of Formal Performance Review on Retention and Professional Development

- Determining the retention of a new teacher: 87%
- Determining a teacher’s professional goals for the next year: 50%
- Determining a teacher’s professional development plans for the next year: 48%

Percentage of principals rating “very important”
Strengthening Teaching Quality

How Principals Identify Teachers’ Needs

- Taking brief tours through classrooms (e.g., learning walks): 81%
- Observing teachers’ lessons outside of the formal teacher evaluation process: 71%
- Reviewing student work: 48%
- Formally evaluating teachers: 48%
- Analyzing student achievement scores on standardized tests: 48%
- Asking teachers about their learning needs or goals for professional growth: 46%
- Talking with teacher leaders (e.g., department chair): 41%
- Looking at bulletin boards and other parts of the classroom learning environment: 23%
- Listening to feedback from parents: 20%
- Monitoring the number of disciplinary referrals: 14%
- Monitoring student attendance rates: 12%

Percentage of principals reporting “very useful”
Looking Forward

The state must continue its focus on teachers and teaching quality given the projections for:

- increased student enrollment
- teacher retirements
- declining teacher production
Looking Forward

Student enrollment projections show that the state must continue to produce good teachers.
Looking forward

- Nearly 100,000 teachers are age 50 or older
- California is looking at losing one-third of its teaching workforce due to retirement
Looking Forward

The number of people enrolling in teacher preparation programs has been declining.

Number of Enrollees in Teacher Preparation Programs, 2001–02 to 2004–05

- 2001–02: 44,820 enrollees
- 2002–03: 42,339 enrollees
- 2003–04: 36,570 enrollees
- 2004–05: 34,176 enrollees

Source: California Commission on Teacher Credentialing.
Looking Forward

The number of people earning teaching credentials has also gone down.
Recommendations

Based on the data presented in *The Status of the Teaching Profession 2007*, the Center makes four recommendations to strengthen teaching quality in California.
Recommendations

Review and align the current components of teacher development to form a system that is focused on strengthening teaching quality.
Recommendations

Continue to develop the California Longitudinal Teacher Integrated Data Education System (CALTIDES) and use the data derived from the system to inform decisions about the ways in which the components of teacher development can be revised, aligned, and made into a system that learns, adapts, and evolves.
Recommendations

Regularly assess classroom practice and use the information gathered to strengthen teaching quality.
Recommendations

Encourage policies that will build and support a larger pool of prospective teachers.