



The Status of the Teaching Profession 2003

Teaching and
California's
Future

The Center for the Future of Teaching and Learning

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

Key findings based upon new research conducted by SRI International.

Issues examined in depth include:

- Supply, demand and distribution of California's teachers
- Teacher Preparation
- Teacher Recruitment
- Induction
- Professional Development
- Teachers of English language learners and special education

Overview of 2003 Key Research Findings

- The supply of teachers is increasing.
- Though improving, the distribution of underprepared teachers is inequitable and unfair.
- There are significant problems in key programs and subjects.
- The induction and support of new teachers is inadequate and inequitable. The least prepared teachers face the most challenging classrooms and receive the least support.

The supply of teachers is increasing.

- The number of public school teachers in California has grown over the past decade.
- In 2002-03 California employed nearly 310,000 public school teachers.
- In 1992-93 California employed 223,000 teachers.

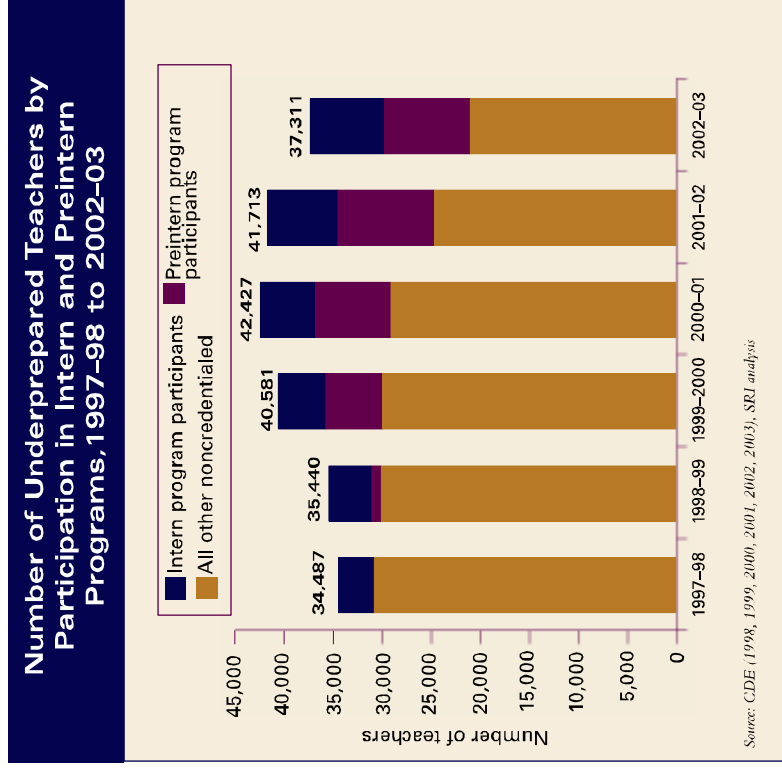
Despite an overall decline of underprepared teachers, shortages exist in key subject and program areas.

Percentage of Teachers Who Are Underprepared, by Assignment		
	2001-02	2002-03
Elementary	12%	10%
All Secondary	10%	10%
Math	14%	15%
Physical Science	11%	13%
Life Science	10%	12%
English	8%	8%
Social Science	6%	6%
Special Education	18%	18%

Source: CDE (1998, 1999, 2000, 2001, 2002, 2003), SRI analysis

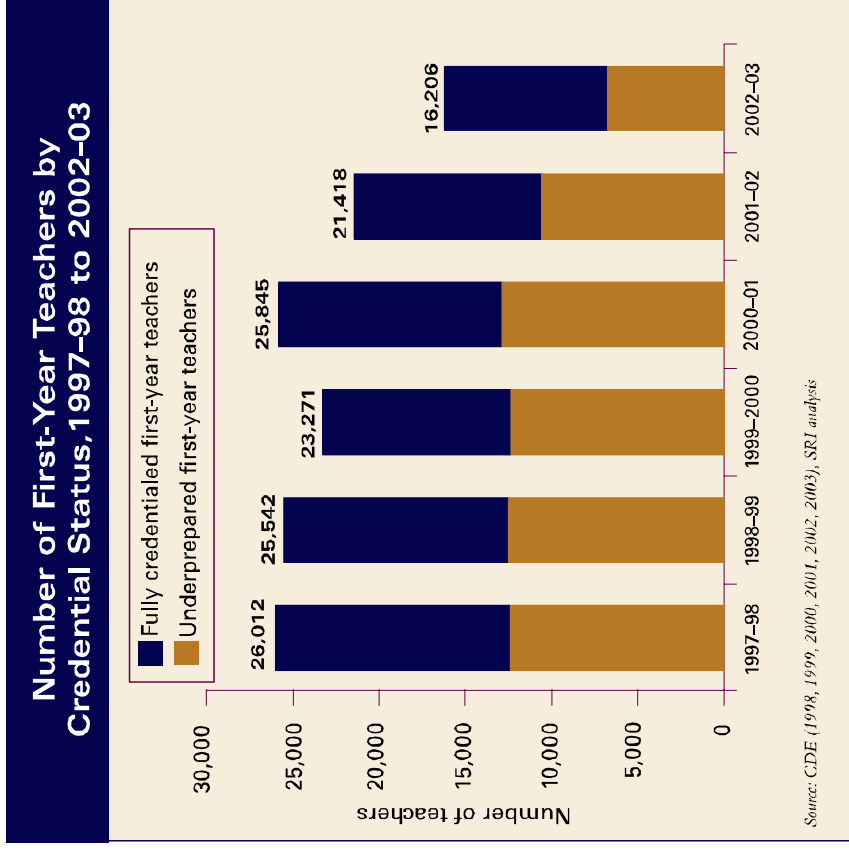
The Center defines “underprepared” as teachers working without a preliminary teaching credential.

- In 2002-03, the number of underprepared teachers decreased to 37,311 or 12% of the teacher workforce.
- In 2000-01, 14% of teachers (42,427) were underprepared



The percentage of underprepared first-year teachers has declined.

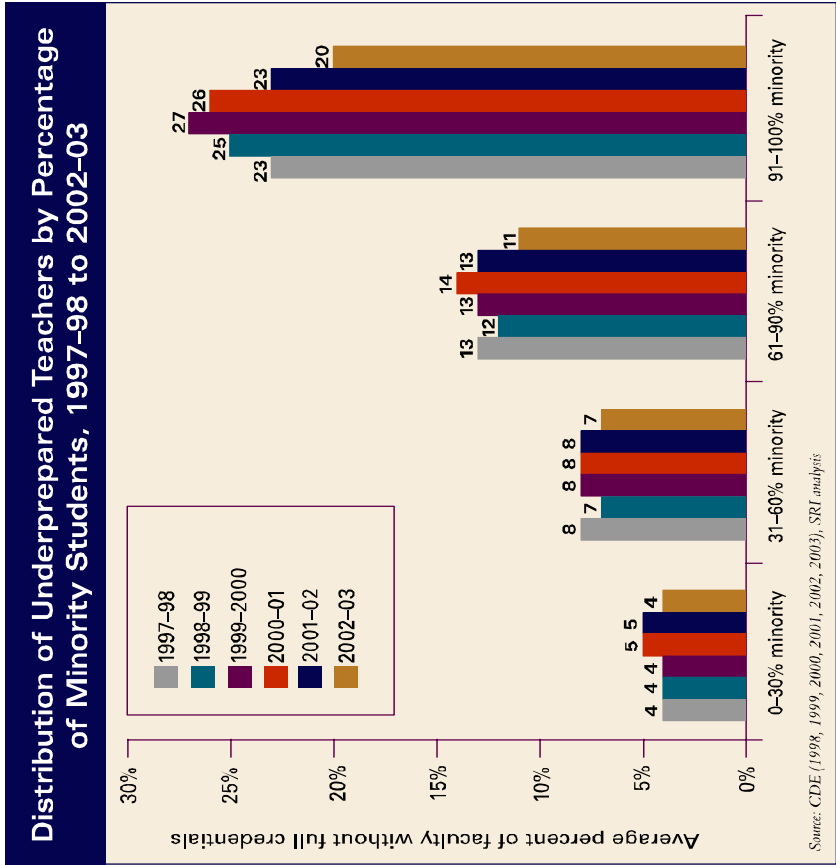
- In 2002-03, 42% of first-year teachers are lacking a preliminary credential.
- This number represents a decline from 53% in 1999-2000.
- More underprepared teachers are participating in programs designed to lead to a credential.



Though improving, the distribution of underprepared teachers is inequitable and unfair.

- During the 2002-03 school year, 18% of California schools (1,400 schools serving 1,380,000 students) had 20% or more underprepared teachers.
- Schools with large minority populations are five times more likely to have underprepared teachers than those with low percentages of minority students.
- Students in high poverty schools are approximately three times as likely to face underprepared teachers as those in low poverty schools.

Underprepared teachers are concentrated in schools that serve large minority populations.



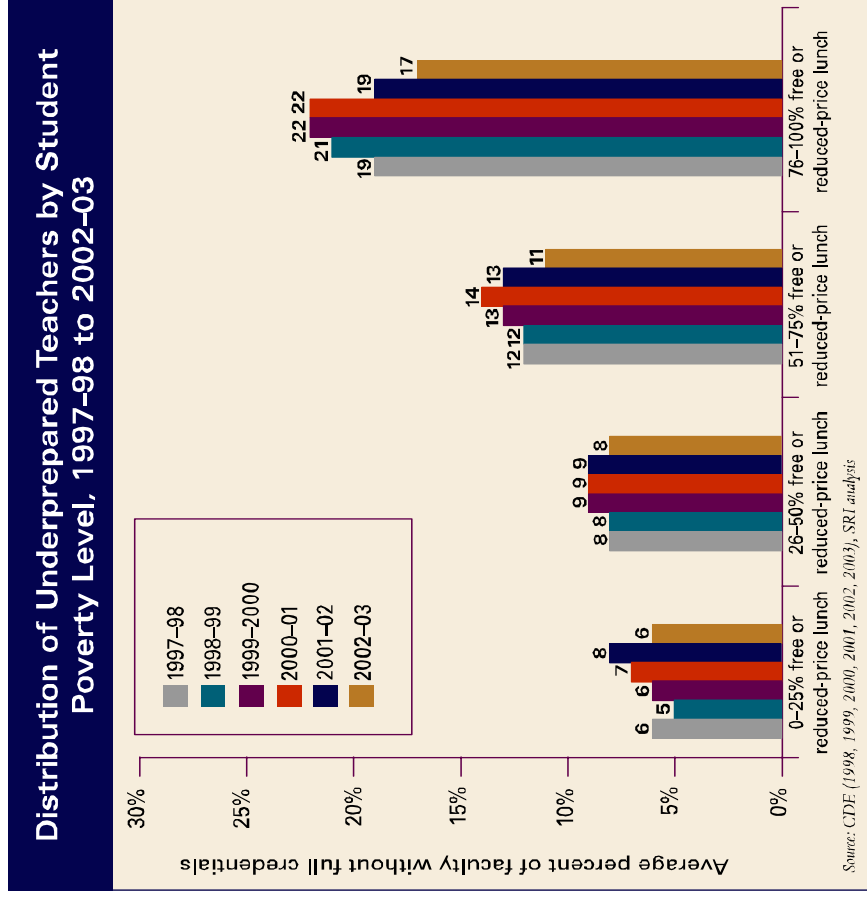
In 2002-03:

- Schools with 90% or more minority students had 20% or more underprepared teachers.
- In schools with minority populations of 30% or less, only 4% of teachers were underprepared.

Underprepared teachers are concentrated in high poverty schools.

In 2002-03:

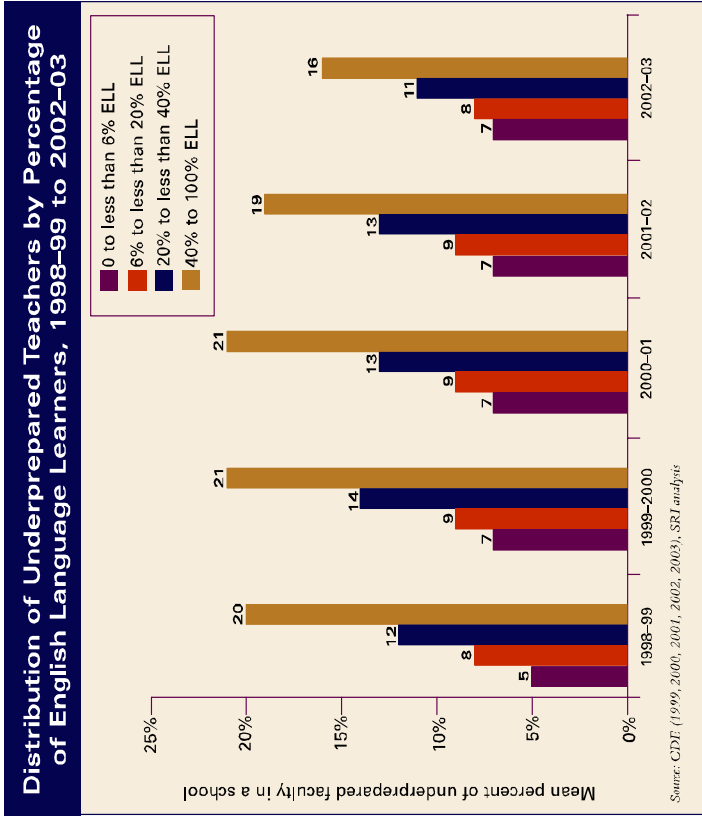
- In schools where 75% or more students met federal poverty guidelines, 17% of teachers were underprepared.
- 6% of teachers in low-poverty schools were underprepared.



Schools with high numbers of ELL students are more than twice as likely to have underprepared teachers.

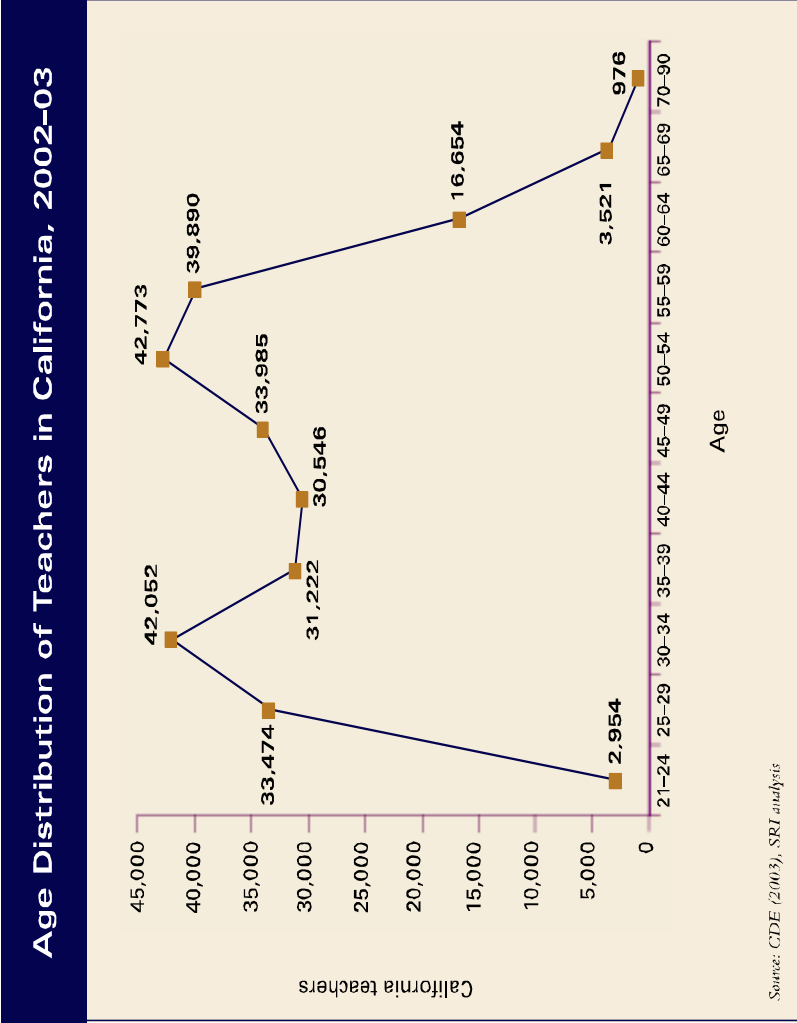
In 2002-03:

- In schools with more than 40% English language learning students, 17% of teachers were underprepared.
- In schools with less than 6% of English language learning students, 7% of teachers were underprepared.



An impending bulge in teacher retirement may create significant new demand for teachers.

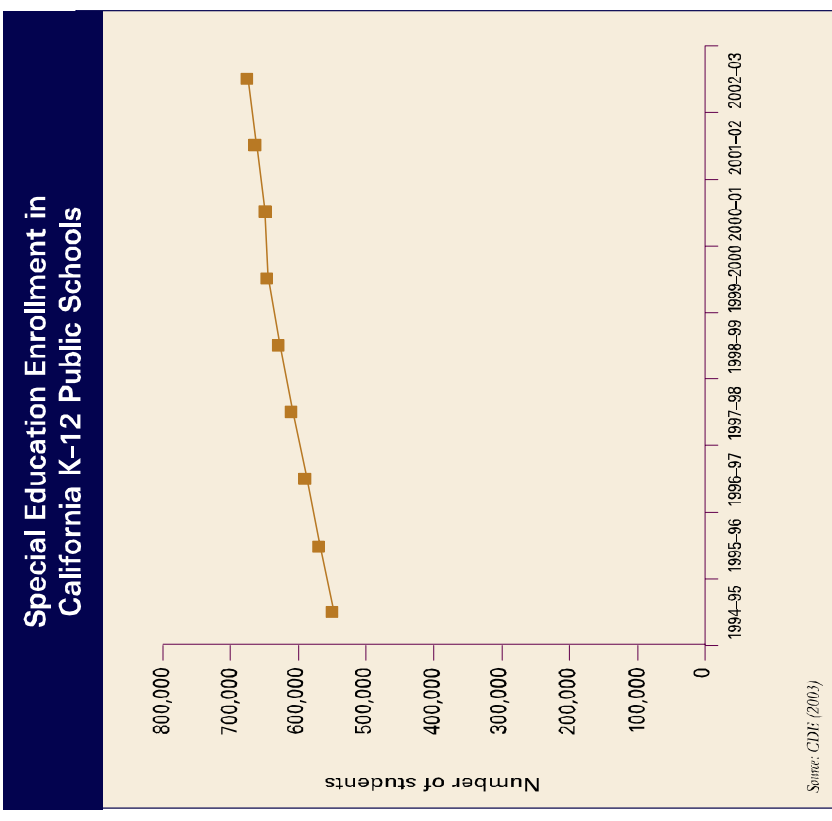
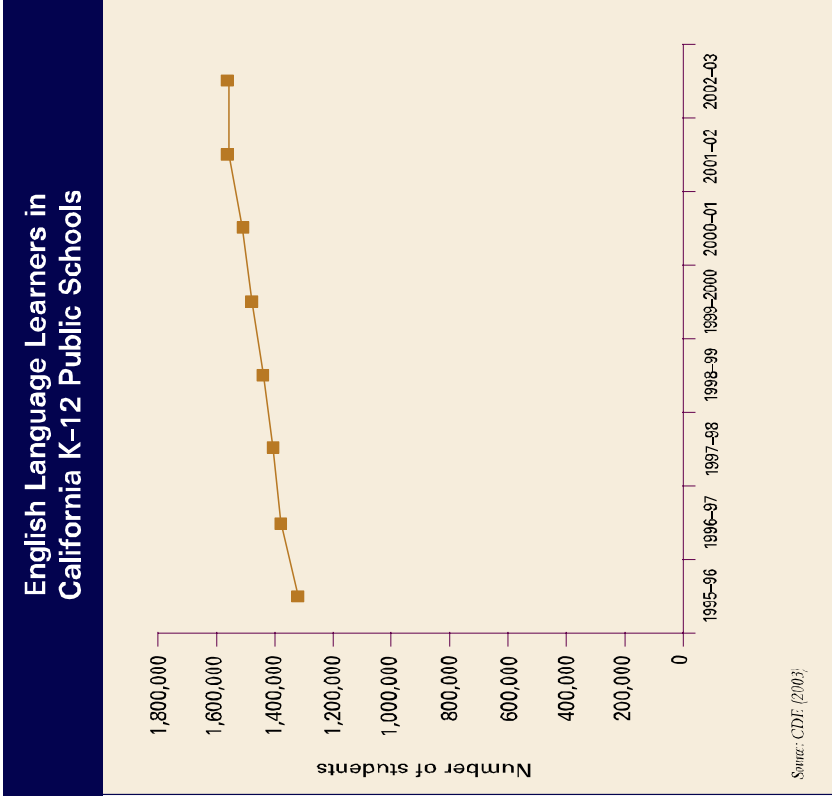
- In 2002-03, about 100,000 teachers are 50 years or older, and are likely to retire in the next ten years.
- The average teacher retirement age is 61 years old.



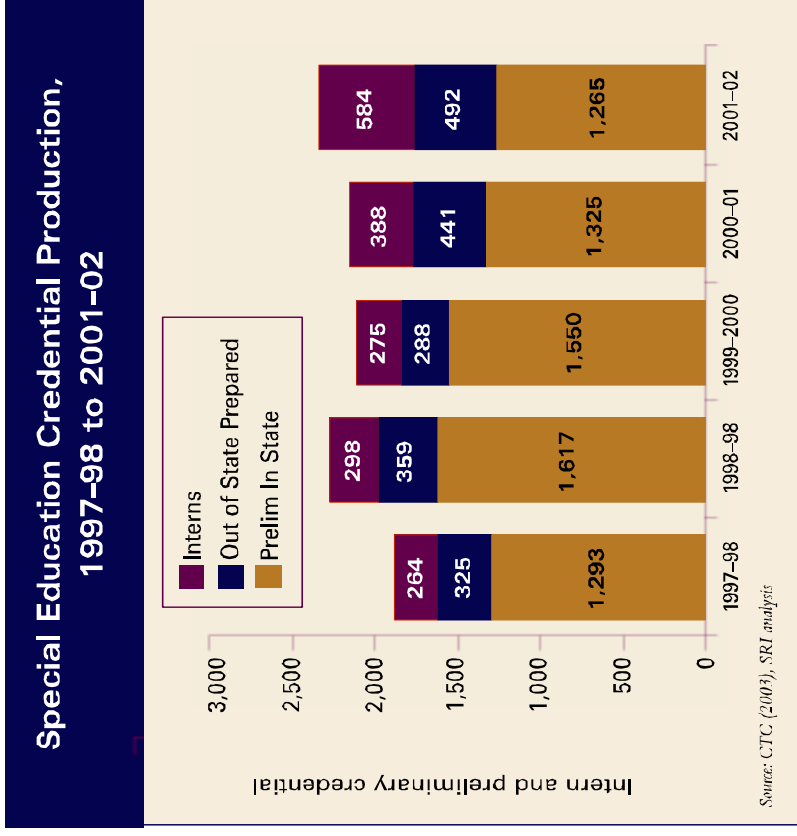
There are significant problems in key programs and academic subjects

- There are significant shortages of qualified mathematics and science teachers.
- Schools with high percentages of English language learners have large concentrations of underprepared teachers.
- Qualified special education teachers are in short supply. 62% of first- and second-year special education teachers are underprepared

Growing populations in California's K-12 public schools



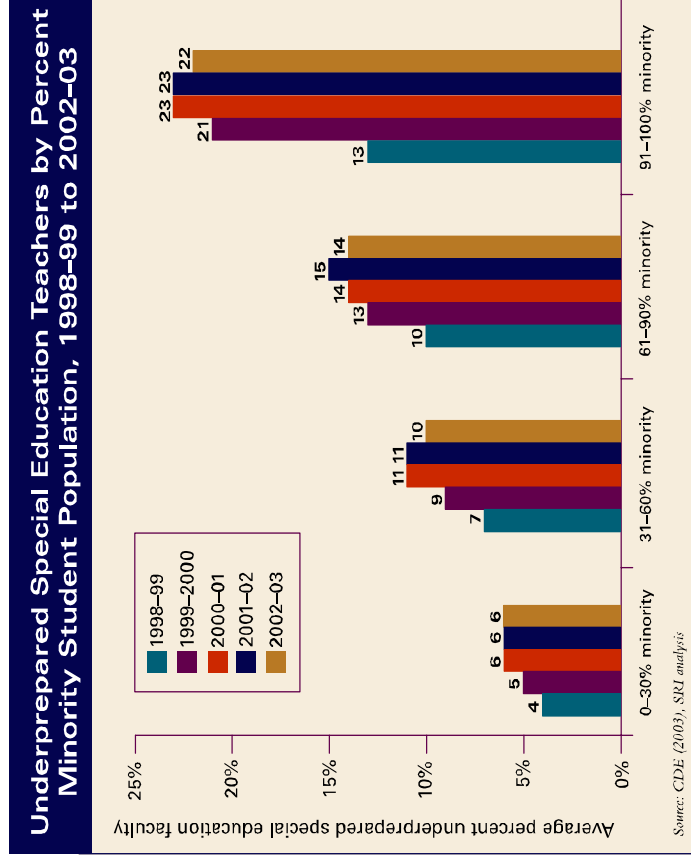
In 2002-03, more than 36,000 individuals were working as special education teachers.



- Of those special education teachers, 18% did not hold a credential, much less the specialized preparation needed to meet the needs of special education students.

In schools with large minority student populations, there are higher numbers of underprepared special education teachers.

- In 2002-03, 22% of special education teachers in high minority schools did not have a teaching credential.



There are significant shortages of qualified mathematics and science teachers.

In 2002-03:

- 15% of mathematics teachers were underprepared.
- 13% of physical science teachers did not hold a teaching credential.
- 12% of life science teachers were underprepared.

Induction and support of new teachers is inadequate and inequitable.

- California's \$88 million Beginning Teacher Support and Assessment (BTSA) program provided valuable support and assistance to 21,000 beginning teachers in 2002-03.
- But 42% (14,651 individuals) of first- and second-year teachers did not have a preliminary or professional credential, and were thus ineligible for participation.
- 62% of first- and second-year special education teachers were underprepared and therefore ineligible for BTSA.

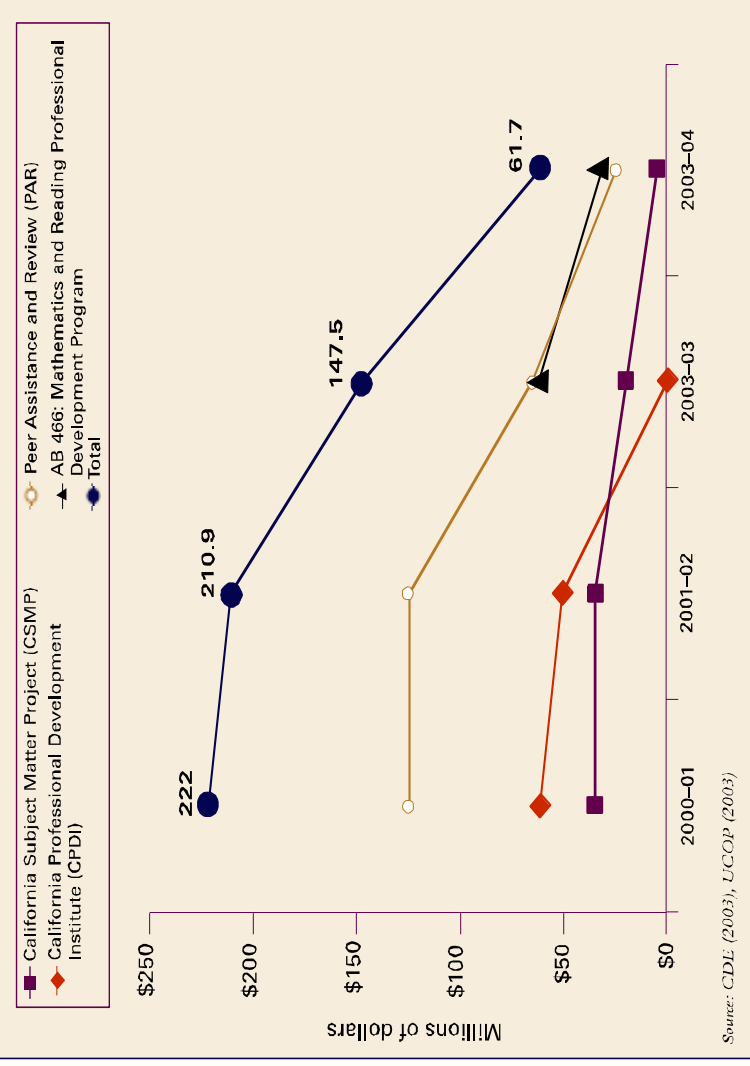
The least prepared teachers face the most challenging assignments and receive the least support.

In 2002-03:

- 49% of first- and second-year teachers in the highest poverty schools were underprepared, deeming them ineligible for BTSA support, compared to 30% of first- and second-year teachers in low poverty schools.
- 74% of schools with 20% or more underprepared teachers did not participate in BTSA.

State resources for professional development support for teachers are diminishing.

State Allocations for Certain Professional Development Programs, 2000-01 to 2003-04

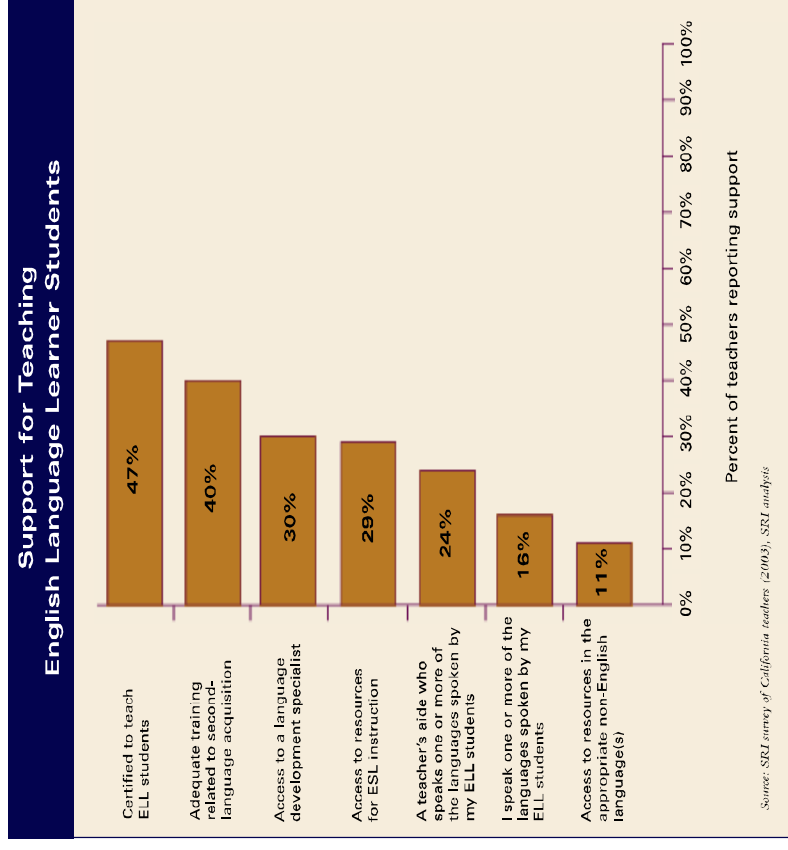


Challenges to providing quality professional development

- Poor working conditions, competing time demands and the overrepresentation of beginning teachers in low-performing schools affect learning opportunities for teachers.
- The diversity of the workforce (experience, assignment, location) creates challenges to developing statewide professional development initiatives that are applicable to all teachers.
- State and federal standards-based reform and testing requirements have narrowed the breadth of professional development offerings.

Professional development for teachers of English language learners (ELL) and special education students is inadequate.

- 87% of teachers report having ELL students in their classrooms, but only 47% are certified to teach ELL students.
- 88% of teachers report having special education students, but only 10% reported being certified to teach special education students.



Goals for Improving Teaching and Learning

- Every student will have a fully prepared and effective teacher.
- Every district will be able to attract and retain fully qualified, effective teachers.
- Every teacher will work in a safe, clean facility conducive to learning, have adequate materials with which to teach, and have the guidance and support of a capable teacher.
- Every pathway into teaching will provide high-quality preparation and be based upon California's standards for what students and teachers should know and be able to do.
- Every teacher will receive high-quality support as he or she begins teaching, as well as the continuing professional development to ensure that he or she stays current in his or her field.

2003 Policy Recommendations: Preparing and Licensing Teachers

- The California Commission on Teacher Credentialing should eliminate emergency permits for special education teachers by September 1, 2005.
- The California Commission on Teacher Credentialing should use remaining pre-intern funding to accelerate the progress of current special education emergency permit holders toward a full credential.
- The governor and the Legislature should give high priority to the formal review of the quality and effectiveness of the teacher intern program.
- The California Commission on Teacher Credentialing and the State Board of Education should collaborate to align standards for teacher development programs, performance assessments, and accountability measures to ensure that programs for novice teachers reflect the components of the state's student academic achievement system.

2003 Policy Recommendations: Ensuring an Adequate Supply of Teachers

- The governor should include in his budget funds for the chancellor of the California State University and the University of California to implement regional campus programs for preparing an adequate supply of teacher candidates for high-need geographic areas and teaching fields, including special education, English language learning, mathematics and science.
- The Legislative Budget Committees should evaluate existing statutory incentives for teacher recruitment and restore funding to efforts found to be the most effective.

2003 Policy Recommendations: Building Teachers' Skill and Knowledge

- The governor and the state superintendent of public instruction should target a portion of the Mathematics and Reading Professional Development Program on training for special education teachers to assist them in integrating student academic standards and adopted materials into their curricula.
- The state superintendent of public instruction should make high quality, focused professional development to help classroom teachers adapt curriculum and instruction to accommodate students with special needs in the areas of reading and mathematics as a priority for the Reading Implementation Centers in 2004.

2003 Policy Recommendations: Including in Teacher Development all Curriculum Areas Required for graduation.

- The state superintendent of public instruction should develop and implement a teacher professional development cycle that addresses all subject matter content required for high school graduation and college and university admission.
- The governor should restore funding for the California Subject Matter Projects to reflect the state's professional development priority areas.

2003 Policy Recommendations: Working Toward Better Management of the State's Resources.

- The state superintendent of public instruction should conduct a thorough review of the education code provisions related to teacher professional development to eliminate those requirements that are redundant, ineffective, and consolidate the remaining programs into a professional development block grant.
- The governor and the Legislature should establish a state-level, independent organizational structure to oversee and strengthen the state's teacher data collection and reporting system.

2003 Policy Recommendations: Build a comprehensive and coherent system of teacher development.

- Convene a working group to develop and recommend to the governor and the Legislature specific steps needed to build on the existing framework of teacher preparation, induction and professional development to establish a cohesive, accountability-based system of teacher preparation.
- The working group should give highest priority to ensuring that the state's programs for teacher preparation, induction and professional development focus on a coordinated, consistent approach to providing curriculum content knowledge and pedagogical skills needed to help all students, including special education and English language learning students, meet the state's academic standards.