

Written Testimony for the Little Hoover Commission Hearing on Teacher Quality/Workforce

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November 16, 2000

As Executive Vice Chancellor of the California State University system, I would like to thank the members of the Little Hoover Commission for inviting CSU to participate in this important process.

As we all recognize, California is facing an even greater shortage of well qualified teachers for our classrooms. As the greatest supplier of these teachers, the California State University is committed to working with the other stakeholder agencies to do what we can to address and solve this public education crisis. The following text represents the California State University's response to the four areas of interest to the Commission. I look forward to talking with you on November 16th in Sacramento.

Attracting the best students into teaching

Currently, there is a multi-faceted teacher recruitment effort underway in the state based on the 1997 publication, "Shaping the Profession that Shapes California's Future: The California Statewide Teacher Recruitment Action Plan." This document reflected the recommendations of the California Statewide Task Force on Teacher Recruitment whose recommendations center around three primary goals: expand the pool of qualified new teachers for California's highly diverse K-12 classrooms; strengthen the pipeline into teaching across the career continuum; and remove unnecessary barriers to teaching careers while supporting strengthened standards for the profession.

Expanding the pool of prospective teachers is a key short-term and long-term goal. In 1997, SB 824 (Greene), established the California Center on Teaching Careers (CalTeach) for the purposes of recruiting qualified and capable individuals into the teaching profession. The California State University through the Institute for Education Reform administers the center, in concurrence with representatives of the California Commission on Teacher Credentialing, the State Department of Education, the University of California, and independent institutions of higher education. CalTeach activities include, but are not limited to, the following:

- developing and distributing statewide public services announcements;
- developing, modifying, and distributing effective recruitment publications;
- providing information to prospective teachers regarding requirements for obtaining a teaching credential;
- providing specific information to prospective teachers regarding admission and enrollment into conventional and alternative teacher preparation programs;

- creating or expanding a referral database for qualified teachers seeking employment in the public schools;
- developing and conducting outreach activities to high school and college students.

CalTeach has in place a highly interactive web site that provides information for prospective teachers enables teachers to post their resumes and job applications, and enables districts to post their positions. Additionally, this web site offers information about the opportunities and rewards of a career in education, hosts an online recruitment system that connects colleges, school districts and applicants, and provides links to other education-oriented web sites. Visitors can link to CSU and other university websites for specific application procedures and timelines and to request specific credential program information. Visitors can learn about different routes for becoming a teacher, including accessing information about the various types of high school, community college, university, and district teacher recruitment programs. They may also search the state by region for jobs, post their resume, and apply for openings directly online.

CalTeach WEB SITE ACTIVITY SNAPSHOT May 1998 - October 2000

- Number of successful hits to site - 12,114,146 (between 01-May-98 and 17-Oct-00)
- Number of successful page views - 2,752,443 (between 07-Jan-00 and 17-Oct-00)
- Number of positions being advertised - 1,307 (monthly rotation)
- Number of potential teachers registered - 42,068 (between 06/26/98 and 10/17/00)
- Over 6,425 resumes posted by users
- Over 20,220 applications submitted online
- Over 1,058 school districts/recruiters registered

Ethnicity:

- White Non-Hispanic - 47.88% (20,142 Users)
- Hispanic - 5.48% (2,304 Users)
- Asian - 3.77% (1,588 Users)
- Black/African American - 3.73% (1,571 Users)
- Other - 3.67% (1,544 Users)
- Latino - 2.35% (988 Users)
- Filipino - 1.40% (589 Users)
- American Indian/Alaskan Native - .88% (372 Users)
- Other Non-White - .52% (217 Users)
- Middle Eastern - .37% (157 Users)
- Pacific Islander - .33% (138 Users)
- Undefined/Declined to Comment - 29.61% (12,458 users)

Number of users from the top 5 countries:

- United States - 96.90% (40,765 Users)
- Canada - 1.50% (630 Users)
- Phillippines - .33% (137 Users)
- United Kingdom (UK) - .18% (77 Users)
- Other - .12% (49 Users)

Gender:
Male - 31.97% (13,448 Users)
Female - 54.79% (23,049 Users)
Undefined - 13.24% (5,571 Users)

Access:
Home - 64.56% (27,159 Users)
Work - 10.31% (4,336 Users)
College/University - 4.83% (2,033 Users)
Library - 1.40% (589 Users)
Other - 1.39% (585 Users)
Public Center - .54% (229 Users)
High School - .46% (193 Users)
Undefined - 16.51% (6,944 Users)

CalTeach partners with other agencies, such as the California Commission on Teacher Credentialing, teacher preparation and intern programs, Community Colleges, high school networks, and others to link outreach to prospective teachers with assistance and referral mechanisms that inform and guide interested candidates along pathways into the profession. The interdependent nature of attracting the best recruits and expanding the pool of teachers can't be overemphasized. Outreach to diverse pools of prospective teachers and the general public is pointless unless it is linked to timely and cost-effective assistance mechanisms that provide clear, accurate, and practical information and referral to respondents and inquiries.

To date, CalTeach has launched an aggressive public awareness and teacher recruitment campaign. The focus has been to develop a series of professional ads for TV and radio, and develop a presence within the media. In the 1998-99 fiscal year, CalTeach received \$2 million to support a statewide ad campaign to attract people to the teaching profession. In the 2000/2001 budget, CalTeach received funding of \$9 million, to expand these media and outreach recruitment efforts. Accomplishments to date include:

- Development of a comprehensive media outreach plan and set of strategies to place advertisements in venues to target likely candidates for teaching and inform public school districts of the recruitment and job placement services available through CalTeach;
- Production of high quality advertisements for cable TV and public service videos for mainstream TV;
- Development and implementation of a media-buying plan to purchase over \$1 million of time for television and radio spots along with additional "free media";
- Development and distribution of promotional materials and a quarterly newsletter to high schools, community colleges, universities, and the general public;
- Development of mechanisms to track the effectiveness and impact of the campaign.

Progress to date indicates that CalTeach has raised the profile of teaching in the state and the visibility, advertisements, and public relations campaign continue to increase website and call center activity.

A toll-free advisor helpline provides assistance. Staffed by trained advisors Monday through Friday, 9 a.m. to 5 p.m., the Call Center provides personalized information to interested individuals. The Call Center is designed to provide human support and interaction, complementing the array of technological support already provided via the web. In addition, CalTeach is building a network of individuals and organizations at the local level to publicize the

increased need for teachers and to expand the information base about multiple routes into the teaching profession based on the growing opportunities in the local community. The Interactive Voice Response System, known as IVR, is fully integrated with the CalTeach web site, allowing the use of a toll-free number (1-888-CalTeach) to access information about jobs, programs and school districts.

Currently, there is a Request for Proposals (SB1666, Alarcon) in the field for the creation of six regional recruitment centers in the state: the Inland Empire, Central Valley, San Diego, Northern California, and two in the Los Angeles area, to develop and implement aggressive recruitment strategies contextualized to the individual needs of the regions. Centralized recruitment efforts can maximize strategies to recruit every available prospective teacher by working with teacher preparation programs, career fairs, community-based outreach, and district and community outreach. CalTeach will work in partnership with the recruitment centers to build on and expand the current media and public relations strategies and evaluate their impact on teacher recruitment. The regional recruitment centers will be reporting on specific data related to the number of teachers hired, the decrease in the number of teachers with emergency permits, and other related information.

In addition to the statewide CalTeach effort, each CSU campus conducts outreach and recruitment activities. One example is the CSU Teacher Recruitment Project.

The goal of the Teacher Recruitment Project is to attract future education professionals from K-12 schools who are interested in pursuing a teaching career. Secondary school and community college students from areas in which teaching has not been a common career goal are identified as potential teacher candidates in an effort to make California's teaching workforce more diverse and inclusive.

The Teacher Recruitment Project, as designed by each campus, corresponds to unique regional characteristics, targets multiple audiences, and includes strategies which have proven successful in recruiting diverse students to teaching. Strategies employed range from the provision of academic support and academic advisement to exposure to teaching and career counseling. These projects are intersegmental and involve local districts and community colleges.

Each CSU campus has developed a unique program, designed to best serve the specific needs of the students and community that it serves. However, there are specific program elements that are common across all programs. These elements have been shown by research to be especially effective in recruiting and retaining targeted groups to teacher education preparation programs.

These elements include:

- Academic Support--providing students with academic and tutorial assistance
- Test Preparation--preparing students for competency and entrance requirement examinations, including CBEST, MSAT, and SSAT
- Career Counseling--providing information to both secondary and undergraduate students regarding teaching and preparing for a career in education

- Academic Advisement--providing students with assistance in selecting a major, choosing appropriate courses, and meeting prerequisite requirements
- Experience with Teaching--partnering students with mentor teachers as educational role models, as well as providing opportunities for students to serve as tutors and teaching aides
- Financial Assistance--providing students with financial assistance for registration fees, books, and materials, through grants and stipends, scholarships, and paid internship or tutoring positions

This project is aligned with the spirit and intent of the current credentialing reform movement in California. Candidates who might not otherwise enter the teaching field come to the profession from varying backgrounds including education paraprofessionals and those who are seeking a career change.

Another example of CSU's focused local recruitment efforts is the Bilingual Teacher Recruitment Project.

The purpose of the Bilingual Teacher Recruitment Program is to increase the number of bilingual teachers and those from underrepresented groups entering the teaching profession. The CSU Chancellor's Office administers this \$2 million dollar program annually through a grant agreement with the California Department of Education. This program, created by the Legislature, ends with the 2000 calendar year. Currently, 23 qualified school districts and county offices of education receive funding for this specially focused teacher recruitment program.

Getting and keeping quality teachers

Anecdotal evidence from the 21 CSU teacher preparation programs shows that over 90% of CSU newly recommended teachers take jobs in California schools right after completion of their program. More formal evidence supporting this will be supplied by a new finding of SRI, to be released this fall. Additionally, 20 CSU teacher preparation programs are participants in California's Beginning Teacher Support and Assessment program, designed to work with new teachers as they begin their teaching careers. BTSA figures show that retention rates of these new teachers in the profession are upwards of 90%, even after 3 years and more of teaching. Another credential route, university internships, also shows extremely high retention rates for its graduates, as documented by the CCTC. CSU participates in over 475 internship credential agreements with K-12 school districts. The CSU is continuing to increase its formal and informal collaborations with school agencies, as another means of best serving local needs, and helping schools to retain the best teachers in the classroom.

Successful efforts to recruit and retain well-trained, experienced, and fully credentialed teachers are critical to improving student achievement in California. A number of teacher incentives are in place to both encourage teachers to stay in the profession and to teach in underperforming, high need schools. The Teaching as a Priority (TAP) Block Grant was allocated \$118.6 million in 2000-01. Funds are available at the discretion of the school district for teacher recruitment and retention incentives with the target of reducing the number of teachers on emergency permits.

Teacher recruitment and retention incentives may include signing bonuses, improved working conditions, teacher compensation, including an increase in beginning teacher salaries, and housing subsidies. Funding from the block grant is allocated to school districts on a per pupil basis for schools ranked in the bottom half of the Academic Performance Index. Within the bottom half of the academic performance index, schools ranked in deciles 1, 2, and 3 receive one and one half times more per pupil funding than schools ranked in deciles 4 and 5.

Other recent teacher incentives provide an array of options for those interested in becoming teachers and those who are currently teaching. The Cal Grant T program covers costs of tuition and fees for one academic year for students who are working toward a teaching credential. The Assumption Program of Loans for Education (APLE) was expanded to 5,600 participants and opens program eligibility to teachers who agree to teach in schools ranked in the bottom half of the Academic Performance Index.

The California State University recently adopted common criteria for determining admission to all basic teacher preparation programs, and is committed to serve all qualified candidates who wish to enter the CSU for their preparation as teachers. The Chancellor recently issued an Executive Order to all campuses streamlining the requirements for verification of subject matter competence, and removing additional barriers for future teachers. In line with the CSU Trustees “Commitment to Prepare High Quality Teachers” goals statement, adopted in July of 1998, every CSU campus has examined and expedited its admissions, advisement, and students services for credential admission. Thirteen campuses already have online advisement available, and the rest will follow within the year. Additionally, 20 of the 21 teacher preparation campuses now offer an undergraduate route to a teaching credential, with the last campus to be added next semester. To better serve these students, and to serve the many others who transfer from a community college program, the CSU has increased the number of education units that professional programs may accept as transfer to teacher preparation. The California Community Colleges and the CSU are continuing to improve and streamline the articulation agreements across the state, so that these transfer students experience a more seamless transition. The CSU intends to recruit, support, and prepare the most and best qualified students as future teachers for California’s public schools.

A new statewide CSU internship program, CalStateTEACH, was developed in response to the tremendous shortage of qualified elementary school teachers in California. The CSU created this preparation program specifically to increase accessibility of teacher education, offering an additional pathway to full credential status. Such an alternative is especially valuable for teachers in rural areas and for those with personal circumstances which make it difficult for them to get to a campus on a regular basis, demanding increased flexibility for their study. This program is operated through 5 regional centers, 3 of which are located in the LA Basin and one in the city of Oakland—areas which have the highest percentage of emergency permit holders. This program is entirely school site based, with CSU faculty visiting these potential teachers in their classrooms for observation and feedback, and a curriculum which is delivered entirely via materials and texts—in other words, the teachers never have to come to a CSU campus to become fully prepared and well qualified. The curriculum is structured to provide early success in urban teaching, motivating often struggling new teachers to stay with it and remain in these

most challenging schools. Intern teachers are supervised by more than 50 CSU faculty members statewide who are committed to this unique and flexible approach.

In the fall of 1999, the first 225 teachers entered the program. In January 2000, another 125 joined them and as of this fall, there are 635 participating intern teachers in the program. They are located in 44 of California's 58 counties and range in age from 22 to the mid-60's. The program has been accredited by the California Commission on Teacher Credentialing as well as the Western Association of Schools and Colleges.

By working closely with school districts employing emergency permit teachers, CalStateTEACH is attracting those already working in the field, but lacking full credential preparation and status. These individuals have already been selected and hired and, thus, have the support of the employing district. They have a regular classroom assignment which serves as a laboratory for their study of teaching practices. With an average student age of 35, CalStateTEACH is attracting—and retaining—more mature candidates, often entering a second career.

Teaching the most needy

The inequitable distribution of fully prepared teachers across California's public schools is a problem that many are increasingly concerned with. The Governor has initiated many incentive solutions, including the new Governor's Teaching Fellowship Program, to be administered by the California State University. When fully funded, this program will award 1,000 fellowships annually to teacher candidates who commit to full preparation before beginning to teach, and to work in a low performing school for at least four years. These merit-based awards of \$20,000 are designed to encourage more of the best and brightest teacher candidates to complete preparation programs, then work in the most challenging of our K-12 school settings.

For practicing teachers, those who attain certification from the National Board for Professional Teaching Standards will receive a \$10,000 merit award and those who agree to teach in low-performing school for four consecutive years are eligible to receive an additional \$20,000. Beginning this year, teachers in K-12 schools may take a personal income tax credit that is linked to the number of years of service and ranges from \$250 - \$1,500.

The California State University system has 21 teacher preparation programs, preparing approximately 60% of the new teachers for the state. Every one of these campuses has traditional fifth year programs as well as alternative programs such as internships (programs designed for teachers who have met the subject-matter requirement of preparation, but still need to finish the professional preparation while teaching), part-time programs (designed for working teachers as well as career changers, enabling them to complete preparation without yet giving up their current work), and programs designed for emergency permit holders (full-time working teachers who have yet to complete their preparation). Each route is designed to meet the needs of the local K-12 area, yet each meets the same high standards of program quality set by the CSU and by the California Commission on Teacher Credentialing and the California legislature. In the last year, CSU recommendations for fully qualified elementary teaching credentials were up by over 31%.

How does the CSU best prepare teachers to teach in our most challenged schools?

Many of our campuses are located in the heart of some of the most urban and low income areas of the state. As such, these programs have a special focus on preparing teachers who are not only motivated to teach in these schools, but are well equipped to teach effectively with the special challenges that such schools often provide.

The community surrounding CSU Dominguez Hills includes some of the most challenging public school environments in the state, including many very low income areas as well as schools serving students with home languages other than English. CSU Dominguez Hills draws the majority of their future teachers, through a variety of aggressive recruitment programs, from these same K-12 schools, and prepares over 750 new teachers just for elementary grades each year. The teacher preparation program includes strong elements of support, fieldwork in at risk schools, and provides a high level of competence and confidence in working with students of diverse backgrounds. And, like all CSU teacher preparation programs, CSU Dominguez Hills is involved in the Beginning Teacher Support and Assessment Program and other follow up induction structures. Over the years, the CSU Dominguez Hills teachers have high retention rates in these same schools—as the Dean says, “We select them from the local community, train them here, and they stay here!”

At Cal Poly Pomona, the WIN-WIN Internship program specifically recruits and prepares teachers for minority and second language classrooms. This program places candidates in local schools that typically are 70 to 80% low income or linguistically diverse classrooms. The integrated curriculum of the WIN-WIN program was specifically developed to prepare teachers to work with at risk student populations. Additionally, the program includes “buddy” site support, training experienced teachers to work with the novice professionals to offer support and continuing mentoring as they begin their careers in these challenging school settings. Cal Poly Pomona is also the site of the Teacher Aides Path to Teaching Program, currently serving more than 160 current teacher aides in their path to full credential status. These paraprofessionals are already working in the most challenging schools as teacher aides, and so are much more likely to stay in such schools when fully credentialed. The Cal Poly campus prepares more than 350 new elementary teachers each year.

At San Jose State University, faculty have a federally funded alternative program for future special education teachers, preparing them to work in the most at-risk settings such as continuation schools, court schools, and youth detention facilities. San Jose is the only institution in the nation to provide this specialized training, and has recently been asked to develop a teacher preparation program to serve all district youth at-risk of school failure. San Jose currently prepares close to 400 new elementary teachers each year.

For example, at CSU Stanislaus, one of the teacher education faculty, Dr. Sara Garfield, founded a non-profit school for homeless children, which presents some of the most challenging—yet rewarding—teaching opportunities that could be encountered. The school, named one of the President’s “Points of Light”, has had student teachers from CSU Stanislaus for close to 10 years. Dr. Garfield has authored a text for future teachers entitled, Educating our Homeless Youth: Creating a Caring Community in the Classroom.

At CSU Long Beach, all Liberal Studies majors (most of whom have teaching as a career goal), are required to spend 120 hours in low performing schools. This early field experience is a valuable recruiting tool for these schools, as students become aware early of what it is like to teach in such schools, and how rewarding such teaching can be. The Long Beach teacher preparation program prepares approximately 600 new elementary teachers each year.

The CSU Hayward campus, in partnership with the Oakland School District (one of the districts with the highest ratios of emergency permit holders as teachers), has an alternative program of teacher preparation that is held entirely on Oakland K-12 school sites. The program has 182 students enrolled for the 00-01 year, recruited both locally and nationally, and selected in part based on their potential to become effective teachers in urban areas. The program also recruits strongly from emergency permit holders employed in the Oakland School District, helping those who are already working in at risk schools to become fully qualified, and helping them to achieve success in these environments.

These programs are just a few examples of varying ways that campuses are striving to meet the needs of California's most at risk schools and students. Among the conclusions of the recent SB1422 Panel's report on reform in teacher credentialing, is the recommendation that all professional preparation programs include "preparation for the social and environmental conditions that are prevalent in California's K-12 schools." While these recommendations have not yet been enacted into mandatory program accreditation standards, CSU campuses have already taken that recommendation to heart in designing programs to best prepare teachers for the challenges of California's diverse classrooms.

As the CSU looks to these and other programs to help alleviate the critical need for well qualified teachers for the most challenging schools, we never compromise on high standards of quality, both for candidate admission and program rigor. The CSU recognizes that while California is facing a worsening teacher shortage, the answer is not in numbers of teachers alone, but in increasing numbers of well prepared professionals, motivated to teach and succeed in the schools where they are needed the most. Current research studies on what matters most in student achievement, such as the work done by Linda Darling-Hammond here in California and Kati Haycock of the Education Trust, all conclude with the same critical element: what matters most is a well prepared and fully qualified teacher.

Improving administration

California is experiencing a critical need for leadership in education at the local level. Although the California Commission on Teacher Credentialing reports that there are adequate numbers of personnel certified for these positions, local districts report a shortage of qualified personnel willing to take jobs as principals, assistant principals, or other site level administrators. The CSU has been preparing administrators at 20 campuses for a number of years in Tier 1 preparation programs and in Tier 2 since the early 90's.

In the CSU, we feel that our greatest contribution to a solution to this problem is to continue to improve and reform the preparation of school administrators. We intend to accomplish this by offering new campus-based programs in partnership with the Association of California School

Administrators. The CSU and ACSA have agreed that we will jointly develop a new professional program called the Leadership Preparation Partnership (LPP). This program will meet state accreditation standards and emphasize the importance of instruction and alignment with K-12 standards. It will also be designed to meet the needs of each local district.

The primary purposes of this new program are:

- to ensure that individuals who complete the program are prepared to handle the demands of today's school administrative positions and are qualified to work in low performing schools;
- to redefine the role of the site based administrator/principal to emphasize improving student learning as the major responsibility; and
- to substantially increase the number of well-qualified educators holding administrative credentials.

This model is predicated on recent events in California and across the nation that call attention to the need for new university/school partnership preparation programs that reflect an informed understanding of student learning issues. Candidates in these programs will receive innovative instruction, which may utilize onsite, online, small group, and one-to-one instruction, collaborative technology, job shadowing, personal coaching, professional conferences and seminars, and other structured activities. Experiences will be developed to dovetail with existing or proposed CSU Master's degree programs, and may articulate with doctoral programs in Educational Leadership. The proposed model will be developed with the guidance of California Commission on Teacher Credentialing, to assure alignment with credential requirements and state standards.

All coursework for the program will qualify for university credit. In addition, whatever salary increments the employing district wishes to extend to the participants will apply. Participants at either the Tier I or Tier II credential levels will be eligible for scholarships or fellowships offered through either the university or the district. The intention of the partnership is also to seek funding from private sources whose priorities include school leadership development which integrates improvement of student learning with school, community, and university components.

Conclusion

In closing, I thank you again for involving the California State University at this hearing to discuss this vitally important issue of quality education for our children. I want to stress that the California State University system is here to work with you. We look forward to assisting you with your noble efforts to ensure that all California children have access to a well prepared and fully qualified teacher. Thank you.