

The California State University: *Educating the Next Generations of Educators*

Since its founding nearly six decades ago, the California State University (CSU) has sought to ensure that all students are given access to possibility that leads to personal and societal transformation and creates lasting impact for California.

A critical part of the CSU's founding mission – and the bedrock of our shared public purpose – is the preparation of teachers, educators, and educational leaders to serve the diverse communities in California and the nation.

In fact, the CSU's mission to educate teachers is antecedent to the creation of the CSU itself. Several CSU campuses, including San José, San Diego and Chico, were originally founded over a century ago as teaching colleges and normal schools.

Over a century later, and nearly sixty years since the creation of the revolutionary California Master Plan for Higher Education, the CSU continues to lead the state and nation in teacher preparation and educational innovations.

We know that there are immense challenges that we face – as a university, state and nation – to ensure that the teacher pipeline is flowing today and into the future.

A well-flowing pipeline of diverse, passionate and well-trained teachers will ensure that California's students are better prepared for their own post-secondary educational path, which we hope includes a CSU degree.

Yet, we also know that in order to educate the next generations of engineers, nurses, geologists, inventors, public servants – and yes, teachers – we must guarantee that *today's* teachers and educators are wholly prepared, deeply passionate, and fully supported throughout their professional lifespan.

That was our mission a century ago. It is our mission today.

Context

Over the last decade, the CSU prepared more of California's teachers¹ than all other institutions combined, and nearly eight percent of the nation's teachers overall.² Over the past ten years, the CSU nearly doubled (to 1,500 per year) the number of math and science teachers it prepares, over half of whom work in schools in which the majority of children are from families living in poverty.³

In addition to preparing the largest number of teachers statewide, the CSU prepares new teachers having among the highest retention rates. That is, when compared with first-year and second year teachers from other institutions, new CSU-educated teachers in the same schools – with the same credentials and the same levels of teaching experience – have higher retention rates than their peers⁴.

It is important to note that since the early 1960s, California statute has prohibited a baccalaureate-level degree in education. Instead, all teaching credential candidates must complete a major in a subject area, typically one of the subject areas taught in K-12 schools, and then complete a teaching credential program. Some candidates that know they want to be teachers in their undergraduate years will enroll in blended or integrated teacher preparation programs that combine subject matter preparation and teacher preparation.

California's Next Drought: Teacher Shortages in the Golden State

The CSU enrolled and credentialed three times as many teacher candidates in 2001-02 as it does today: 28,656 teachers prepared in 2001-02 versus 8,837 teachers prepared in 2014-15.⁵ This reduction in enrollments was most dramatic during the recession and the period of severe school district budget cuts and teacher lay-offs. This reduction was found for all teacher preparation programs across the state, both public and private.

In fall 2015, school districts in California projected the need to hire an additional 21,483 teachers.⁶ Yet, credential programs prepared only 13,301 new teachers during the

¹ *Annual Teacher Supply Reports to the Legislature*, 2004-2015, California Commission on Teacher Credentialing, Sacramento, California, www.ctc.ca.gov.

² *Preparing and Credentialing the Nation's Teachers*, 2004-2015, Office of Postsecondary Education, U.S. Department of Education, Washington, D.C., www2.ed.gov/about/reports/annual/teachprep/index.html?exp=5.

³ *CSU Mathematics and Science Teacher Initiative Annual Report to the Legislature*, 2009-2015, Office of the Chancellor, California State University, Long Beach, California, www.calstate.edu/teacherED/MSTI/studies_reports/annual_reports.shtml.

⁴ *White Paper: State Teacher Shortage and Recommendations*, Executive Committee of the CSU Deans and Associate Deans of Education, California State University, Long Beach, CA, January 29, 2016.

⁵ Teacher Enrollment Reports, CSU Analytic Studies, College Year 2001-02, College Years 2014-15, and College Year 2015-16: www.calstate.edu/as/credential/index.shtml.

⁶ California Department of Education, Basic Educational Data Systems Staffing Data, Estimated Teacher Hires, 2015, 2016: www.dataquest.edu.

previous year,⁷ leaving a shortfall of over 8,182 newly-trained teachers to take available positions in the state. This fall, school districts projected a need to hire 22,315 and credential programs prepared 15,214 new teachers the previous year, resulting in an unmet district need of 7,101 teachers. Over the last two years, the unmet district need in California was for 15,283 new teachers.

These shortfalls in California have resulted in the hiring of individuals without credentials who are allowed to be employed in temporary positions through a mechanism the state created for severe shortages (so-called emergency credentials).

There appears to be little relief in sight. The shortage of teachers during the next three years is projected to be at over 25,000, based on current trends.⁸

Subject areas of acute need are math, science, and special education – all with projected shortages of substantially more than 2,000 teachers each year. The regions in the state having the largest shortages are rural areas, particularly central and northern California; inner cities; and areas where other factors have made it difficult to hire teachers (e.g., the high cost of living in the Los Angeles and San Francisco metro areas).

Meeting the Needs of California’s Dynamic, Diverse and Demanding Economy

The CSU has been actively working to meet the teacher education shortage while at the same time recruiting a diverse pool of candidates into educational careers. As our state’s demographics continue to change, the CSU is focused on preparing all students – including those from traditionally underrepresented communities – are given opportunities for success in California’s innovation economy of the future. A growing teacher corps that reflects California’s vibrant diversity and economy is critical to ensuring success on this front.

To that end, the CSU is working with a number of partners to create a pipeline of teacher education candidates that will reflect the state’s population of school-age children and youth. It is critical that we meet this teacher shortage with a diverse and well-prepared workforce. This is especially important for students of color and low income students, as teacher shortages impact their schools and communities the hardest.

⁷ California Commission on Teacher Credentialing, Teacher Supply in California, A Report to the Legislature, 2014-15 and 2015-16: www.ctc.ca.gov.

⁸ California Department of Education, Basic Educational Data Systems Staffing Data, Estimated Teacher Hires, 2014-2017, www.dataquest.edu.

Addressing the state's teacher shortage provides an opportunity to ensure that our educators and school leaders more closely reflect – and identify with – California's uniquely diverse communities. With nearly 40 percent of Californians identified as Hispanic, and only one-third of elementary, secondary and special education teacher candidates identifying similarly, increasing the number of teacher candidates that reflect California's diversity has shown to be increasingly vital for overall student success.

Leveraging the CSU's K-12, Community College & University Partnerships

Teacher preparation is seen as a university-wide responsibility. We engage in the work of teacher preparation across our 23 campuses and in concert with our K-14 partners. Education faculty work with their colleagues across disciplines and colleges to develop, implement, and evaluate teacher education programs.

- **K-12:** Since 2014, the CSU has partnered with the S.D. Bechtel Foundation to reimagine teacher education. This work represents a bold effort to transform recruitment, selection, and preparation of educators & leaders for the Next Generation Science Standards (NGSS) and the Common Core State Standards (CCSS). Across the system, this work focuses on strengthening clinical partnerships and co-teaching with K-12 master teachers, residencies at exemplary K-12 schools, and targeted induction preparing beginning teachers for science, technology, engineering, and mathematics.
- **Community College:** Throughout the system there are established pipeline programs, such as the Cerritos College Teacher TRAC⁹ program that recruit and prepare diverse candidates, many of whom are the first in their family to graduate from college, for teaching and leadership positions in diverse schools. Established in 1999, the Teacher TRAC Program has recruited, developed, and prepared diverse, high quality K-12 teachers to meet local and state needs. These students complete their Associates degree and then transition seamlessly to California State University, Long Beach (CSULB) to complete their Liberal Studies degree and a credential in elementary education. Many of these teachers then return to their communities to become teachers, counselors, and school leaders.
- **University:** Integrated Teacher Education Programs (ITEP), also known as blended programs, combine the study of academic subjects aligned to California standards for the K-8 curriculum with professional preparation courses and field experiences leading to a Multiple Subject Credential. The program is designed to be completed in

⁹ Cerritos College Teacher TRAC, Cerritos, California: cms.cerritos.edu/teachertrac/default.htm

four years. At CSULB, the original ITEP was developed in 1998 when faculty from the College of Education and faculty from the College of Liberal Arts and the College of Natural Sciences and Mathematics, along with their school district partners, came together to develop this elementary preparation program that blended subject matter preparation and professional education coursework. There are currently over 20 ITEP programs on seven CSU campuses that offer such integrated programs; mostly at the elementary and secondary levels.

In 2016, the California State Legislature authorized \$10 million in the state budget for 40 grants of up to \$250,000 to develop additional ITEPs with a particular focus on special education, secondary math and science, and preparing candidates to teach in the field of bilingual education. An additional emphasis for these new grants is on partnerships with community colleges to support teacher pipeline programs as previously described.

Assessment and Accountability

The CSU evaluates the effectiveness of teacher preparation programs through the work of the Center for Teacher Quality (CTQ). Since 2004, CTQ has conducted an annual survey of all CSU graduates near the end of their first year teaching. The purpose of this survey is to assess their preparation in relation the standards that govern their performance. The preparation of each teaching graduate is also assessed by the school administrator responsible for supervising and evaluating the teacher's instructional effectiveness. Survey results provide strong evidence that the coursework and fieldwork that prospective teachers complete at CSU campuses are valuable and useful during their initial years of classroom teaching.

Our Moon Shot: Graduation Initiative 2025

The CSU commitment to teacher education aligns with and supports the ambitious goals set in Graduation Initiative 2025, the CSU's signature effort to improve graduation rates, reduce time to degree, and eliminate achievement gaps.

Graduation Initiative 2025 will build on the momentum of the 2009 Graduation Initiative, which ended last year and saw impressive improvements in the CSU's four-year, six-year and transfer student graduation rates, as well as reductions to achievement gaps.

This new iteration, announced in 2016, will utilize smarter data analysis, new technologies in the classroom, course redesign and the sharing of best practices across our 23 campuses.

The goal is to eliminate course bottlenecks, improve access to high-impact practices like student research and creative activity, and place a renewed focus on rigorous, one-on-one academic advising and e-advising programs.

Partnerships will be absolutely necessary – and vital – for the success of Graduation Initiative 2025. Chancellor Timothy P. White, during the CSU Board of Trustees meeting in September 2016, identified the four partners needed to ensure Graduation Initiative 2025 success:

- The State of California must continue its commitment to reinvest in public higher education;
- The CSU needs to continue to be excellent stewards of its limited resources, and continually pursue improvements and innovations for the learning environment;
- California’s students and families need to commit to college preparation and to their degree completion; and,
- California’s K-14 systems – through partnerships with the CSU – must ensure that students are academically prepared and ready for the rigors of college

We know that educator preparation is central to the work of student success. The CSU prepares the teachers, counselors, and leaders that teach and support students to ensure that all students are academically prepared, thus reducing the need for remediation and ensuring timely progress to degree.

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