

CALIFORNIA BEGINNING TEACHERS' BUMPY PATH TO A PROFESSION

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For the full report:

<http://www.sri.com/work/publications/california-beginning-teachers-bumpy-path-profession>

Beginning Teachers' Path to a Profession

- Complete a preparation program,
- Earn a preliminary credential,
- Take a teaching job and be assigned probationary status,
- Complete a two-year induction program (BTSA) in their first two years,
- Earn a Clear Credential, and
- Receive tenure following two years of satisfactory evaluations.



Year 1 Temporary: Hired Nov 15



March 15th

Year 2 Temporary: Hired Sept 15th

.5 FTE



.5 FTE

Year 5 Probationary:
Hired October 1st



March 15th



March 15th

Year 3: Substitute Teaching

Year 4 Probationary:
Hired August 15th

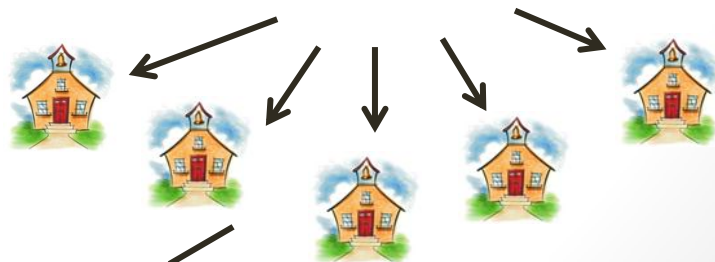


Exhibit 1: Number and Percent of 1st Through 3rd Year Teachers on Temporary or Long-term Substitute Status

Year	Number of 1st–3rd Year Teachers	Percent of 1st–3rd Year Teachers
1999	14,666	23%
2000	14,582	24%
2003	8,950	19%
2004	9,159	20%
2005	10,318	22%
2006	9,893	21%
2007	10,160	22%
2008	8,913	23%
2009	5,046	21%
2010	4,582	24%

Exhibit 2: Number and Percent of 3rd-Year Teachers with Permanent Status (Tenure)

Year	Number of 3rd-Year Teachers with Tenure	Percent of 3rd-Year Teachers with Tenure
1999	6,779	33%
2000	5,994	31%
2003	5,372	32%
2004	4,682	34%
2005	4,685	34%
2006	5,444	38%
2007	6,311	43%
2008	5,771	42%
2009	4,655	42%
2010	3,527	45%

BTSA and Clear Credentialing

Biggest BTSA Plus:

- Support Providers

BTSA and Clear Credentialing Challenges:

- Timing
- Redundancy
- Burden
- Compliance

Beginning Teachers' Evaluation

- Insufficient Feedback
- Disconnected Support
- Little Guidance to Improve Practice
- Evaluation Files – Sparse and Spare
- BTSA Firewall
- Rethinking the Purpose of Evaluation

Recommendations

Temporary Teachers

- Require districts to keep accurate counts of the number of temporary teachers by type of temporary appointment.
- Include temporary teachers among those who must be supported and evaluated.

Recommendations

BTSA and Clear Credentialing

- Allow districts and consortia to tailor induction support to the needs of their beginning teachers.
- Give districts and their local unions the option of developing induction programs that eliminate the firewall between support and evaluation.
- Decouple BTSA and clear credentialing.

Recommendations

Evaluation

- Rethink the purpose of evaluation so that it focuses more squarely on support and improvement.
- Require that all teachers, regardless of employment status, be evaluated.
- Support local experiments in educator evaluation systems, including peer review for beginning teachers.