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VIA: ELECTRONIC MAIL ONLY

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Teri Clark, Director
Cheryl Hickey
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Re: *Education Code § 44374(e) Appeal of Committee on Accreditation's January 31, 2019 Accreditation Decision Concerning Summit Preparatory Charter High School*

Members of the Commission:

Under Education Code section 44374, subdivision (e), an institution has a right to appeal to the Commission on Teacher Credentialing ("CTC") if the procedures or decisions of an accreditation team or the Committee on Accreditation ("COA") are arbitrary, capricious, unfair, or contrary to the policies of the CTC or the procedural guidelines of the COA. With this correspondence, Summit Preparatory Charter High School ("Summit") formally appeals the January 31, 2019 decision of the COA (as partially revised by the COA on March 14, 2019) to grant "Accreditation with Probationary Stipulations" status to Summit's preliminary credential program. (**Exh. 1 and 2.**)

As will be seen below, it is Summit's position that (1) the COA acted in a manner contrary to its own procedural guidelines by imposing a stipulation that Summit's current intern credential program be closed; (2) the COA's interpretation of precondition for internship programs #11 is contrary to the plain language of that precondition; (3) the COA acted contrary to the provisions of the CTC's accreditation handbook by reviewing a precondition at the January 31 hearing and basing its decision on alleged noncompliance with such precondition; (4) the COA arbitrarily and without legal basis interpreted Education Code section 44325, subdivision (c)(3) to require all Summit candidates pass the CSET prior to admission to the program; and (5) the COA acted in an unfair manner by penalizing Summit for failing to comply with a legal requirement that had been clarified less than a week prior to the January 31 hearing.

First, however, Summit argues below that the COA arbitrarily and without legal basis concluded that Summit is not permitted under law to operate a residency program. Summit wishes to strongly emphasize at the outset, however, that in making this latter argument Summit is in no

way signaling an unwillingness or inability to bring its Intern program into full compliance with the requirements of intern credential programs.

1. **The COA Arbitrarily and Without Legal Basis Concluded Summit is Not Permitted Under Law to Operate a Residency Program**

One of the primary conclusions of the COA’s site visit was that “evidence reviewed during the site visit indicated that the candidates are in a residency program rather than an intern program.” (Exh. 3, pg. 22.) This conclusion was, in turn, heavily relied upon the COA during its January 31, 2019 hearing, at which the COA granted Summit’s program a status of Accreditation with Probationary Stipulations. (See, e.g., Exh. 4, pg. 17:10-13; Exh. 1, pg. 1 [“this decision is largely due to the fact that the review team found that the intern program, as designed and implemented, is not consistent with the statutory and standards based requirements for an intern program”].) At the core of this finding is the fundamental assumption, shared by the site visit team, the CTC staff, and the COA members alike, that Summit may not permissibly operate a residency program. (Exh. 3, pg. 22 [it is “not allowable” for Summit to operate a residency program]; Exh. 5, pg. 7:11-18 [“There is no authorizing legislation that says [a local education agency] may prepare teachers through a student teaching model.”]; [Exh. 4, pg. 12:9-14 [“an LEA has to offer an intern program, that is by law”]; Exh. 1, pg. 1 [“As a Local Education Agency, the institution is not permitted to offer a student teaching based preliminary teaching program”].)

This assumption is an error of law. Education Code section 44259, subdivision (b)(3) provides that among the minimum requirements for the preliminary multiple or single teaching credential is “[s]atisfactory completion of a program of professional preparation that has been accredited by the Committee on Accreditation on the basis of standards of program quality and effectiveness that have been adopted by the commission.” This subdivision then goes on to state that “[p]rograms that meet this requirement for professional preparation shall include any of the following:...(B) Postbaccalaureate programs of professional preparation, pursuant to subdivision (d) of Section 44259.1.”

In turn, subdivision (d) of Education Code section 44259.1 provides the following:

“A postbaccalaureate program of professional preparation shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited postsecondary educational institutions. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the postsecondary educational institution and local public elementary and secondary school districts.”



Summit's program is indeed a "postbaccalaureate program of professional preparation" that is based on "intensive collaboration" between a postsecondary educational institution and a local education agency. The program was designed from the start in collaboration with Stanford University's Center for Assessment, Learning, and Equity (SCALE), experts in teacher and student performance assessment. As multi-year design and evaluation partners, the team from SCALE participated in a series of design meetings with the leadership team from Summit to draft a vision and values for the program; a scope and sequence backwards-planned from the CTC Program Standards, Teacher Performance Expectations (TPEs), the edTPA, best practices in teacher education including the research of Linda Darling-Hammond, and Summit's internal Educator Skills; major assessments and a framework for candidate assessment; and course syllabi. (Please see the program overview prepared by Summit representatives attached as **Exh. 6**.)

In the second phase of the partnership, the SCALE faculty worked over the course of eight months to design the curriculum for each of the four strands of curriculum in small teams. Each team worked from the collaboratively-designed syllabi, scope and sequence, and major assessments to develop playlists, including learning objectives and key content and resources, as well as to identify recommended learning experiences aligned to each course and content. The full SCALE team also reconvened periodically throughout this process to review each other's work and provide feedback, as well as to identify gaps and overlap across courses. (Exh. 6, pg. 1.)

The collaboration with SCALE extends beyond the program design and development as well. The SCALE team provided multiple professional development sessions focused on edTPA for the Summit program faculty throughout the 2017-18 school year, as the program implemented edTPA for the first time. Additionally, several members of the SCALE team conducted an extensive program evaluation during the 2017-18 school year, including surveys of key stakeholders, focus groups and interviews, and case studies of individual candidates. The program evaluation was used by the Summit program faculty to improve on the program design and execution for the current year. (*Ibid.*)

The collaboration with SCALE was specifically acknowledged by the CTC in the March 2017 Report of Program Accreditation Recommendations. ("The coursework, created in collaboration with the Stanford Center for Assessment, Learning, and Equity, is intentionally designed to mirror Summit's student academic model with its focus on deeper learning projects, authentic performance tasks, self-directed learning, and meaningful collaboration.")(**Exh. 7**, pg. 1.)

Additionally, in the past year, Summit has continued to develop its curricula and assessments in partnership with Alder Graduate School of Education and the University of the Pacific. In close collaboration with these institutions, Summit engages in cycles of improvement to ensure that its program offerings are rigorous, standards-aligned, accessible, and representative of the best practices in teacher preparation. By developing common assessments and shared curricular and instructional resources, as well as sharing teaching faculty, these partnerships continue to strengthen Summit's credentialing program. (Exh. 6, pg. 2.)



There is no requirement in Ed. Code section 44259.1, subdivision (d) that the postbaccalaureate program of professional preparation be *operated* as an administrative matter by a postsecondary educational institution, or that a postsecondary educational institution recommend candidates for their credential or perform any other specific act. There is no requirement that the program be operated by a degree-granting institution or that it result in any particular degree. The plain language of Ed. Code section 44259.1 concerns not the identity of the entity operating and administering the program but rather its pedagogy—specifically, that the development and implementation of the program shall be based on intensive collaboration between LEAs and a postsecondary institution. Had it so desired, the Legislature could have specified that postbaccalaureate program in question be offered only by postsecondary educational entities, but it did not. Under standard rules of statutory interpretation this distinction must be respected. (*Siskiyou County Farm Bureau v. Department of Fish & Wildlife* (2015) 237 Cal.App.4th 411, 450 [in interpreting legislation, it must be presumed that the Legislature “says what it means and means what it says”].)

Insofar as there is any ambiguity as to whether a local education agency may operate a residency program if the requirements of Ed. Code section 44259.1, subdivision (d) are otherwise met, the legislative history of sections 44259 and 44259.1 and circumstances in which those provisions of law were enacted provides additional evidence as to how the above-quoted language should be interpreted. (*Klein v. United States of America* (2010) 50 Cal.4th 68, 77 [when a statutory text is ambiguous, courts look to the statute’s legislative history and the historical circumstances behind its enactment].) The above cited portions of sections 44259 and 44259.1 were both added to the Education Code by Senate Bill 2042, ch. 548, 1998 (“SB 2042”). SB 2042 was the direct result and intended fulfillment of the recommendations made a body specifically convened by the CTC for this purpose, the Advisory Panel Teacher Education, Induction and Certification for Twenty-first Century Schools (the “Advisory Panel”). (**Exh 8**, pg. 1). Under the goal of “Improve Teacher Recruitment, Selection, Access,” the Panel provided three policy recommendations relevant to the current matter: (1) to “[r]ecruit greater numbers of talented individuals into teaching who reflect greater diversity,” (2) to “[p]rovide multiple, flexible routes to an initial teaching credential” and (3) to “[i]ncrease access to teacher preparation so greater numbers of new teachers can learn to teach effectively.” (See discussion, “Timing is Everything” (2006) MV Sandy, **Exh. 9**, pgs. 10-11.) Summit submits that insofar as this legislative history indicates that in adding the above-cited portions of sections 44259 and 44259.1 the Legislature intended to open multiple, flexible routes to a preliminary credential to a larger, more diverse population, the better interpretation of these statutes is one that allows local education agencies to create strong, innovative residency programs.

It is also worth considering how strongly California public policy favors an interpretation allowing Summit to operate a residency program. (*Catlin v. Superior Court* (2011) 51 Cal.4th 300, 304 [if the statutory language at issue may reasonably be given more than one interpretation, courts may consider public policy implications of competing interpretations].) California is presently experiencing a severe shortage of fully credentialed teachers. Enrollment in teacher preparation (i.e., credential-granting) programs in California have dropped by 76% from 2001 to 2014, and the number of preliminary teaching credentials decreased by 58% from 2003 to 2015. (**Exh. 10**.)



California is already ranked last (50th) in student-to-teacher ratios and would need 100,000 additional teachers right now to bring that ratio to the national average. (**Exh. 11.**) “California’s demand for new Math and Science teachers in the next 10 years is expected to be over 33,000—and the current rate of teacher production in the state cannot come close to meeting that need.” (*Ibid.*) “Emergency style” permits (issued to individuals who have not demonstrated competence for courses they are teaching and who have not entered a teacher training program)- increased nearly sevenfold from 2012-2013 to 2016-2017. (**Exh. 12,** pg. 6.) Disproportionately affected by the shortage are schools serving students from low-income families and students from diverse racial and ethnic backgrounds, since teachers on “emergency style” credentials are three times as likely to teach in California’s high-minority schools and twice as likely to teach in high poverty schools. (**Exh. 13,** pg. 3; see also Exh. 12, pgs 14-16.)

In this environment, charter schools in particular are struggling to recruit fully credentialed teachers. In interviews conducted with EdSource, most larger California charter organizations had reported a shortage of credentialed teachers at the start of the 2016-2017 school year. (**Exh. 14.**) What hires had been made by larger charter school networks had often been accomplished through living stipends or tuition reimbursements to their teacher recruits, or by establishing training residencies based on the medical school model of training residents. (*Ibid.*)

Summit submits that public policy weighs strongly in favor of interpreting the above-cited ambiguous provisions of law to permit a program that—perceived legal formalities aside—has received consistently strong assessments from the COA’s site visit team and COA members themselves. (See, e.g., Exh 3, pg. 22 [Summit has “a strong coaching model that is evident at all levels: administrators, directors, coaches, mentors, teachers and candidates. Throughout all programs, collaboration is evident as indicated by the numerous levels of debriefing meetings in which stakeholders analyze data and determine the next steps to increase the capacity of all personnel in the Summit Public Schools.”]; Exh. 4, pgs 4:5-14 [Pat Pernin: “[T]he participants, the administrators, the leaders in the program, were truly dedicated to the work that they were doing. What was also apparent was the collaboration between the teachers, the participants in the program, administration, and the leaders of the program. The participants expressed appreciation for the training they received, and that they felt supported by their mentor teacher”]; Exh. 4, pgs 18:24- 19:8 [Bob Loux: “[W]e felt that the, the candidates that were coming out of the program were, the candidates that came out of the program were very strong...[T]hey ran a program that seemed to be very effective on teaching candidates to be effective teachers.”]; see also videocast of March 14, 2019 COA meeting¹ at 2:03:20 [in which COA Member Iris Briggs states that “the program design you have is beautiful and supportive of your district and your district’s needs”].)

This is particularly true in light of the fact that Summit’s program is fulfilling the express aim of the CTC Advisory Panel to “recruit greater numbers of talented individuals into teaching who reflect greater diversity.” In the first year operations, Summit’s program had 58% candidates who identified as a person of color (Exh. 6), compared with the roughly 33% of current California K-12 public school teachers who identify as teachers of color. (**Exh. 15,** citing 2016-2017

¹ Available at <http://stream.ctc.ca.gov/userportal/index.html#/player/vod/Eb96c7c39ccc94f348440002f32bf6a45>



California Department of Education statistics.) Given that the high cost of teacher preparation poses a particular challenge to aspiring teachers of color (*Ibid*), a stipend-paying residency program like Summit is uniquely situated to draw teachers of color into the California workforce.

Education Code sections 44259 and 44259.1 allow for local education agencies to establish residency programs under appropriate circumstances. An interpretation of these statutes that restricts such residencies to those operated by institutes of higher education is an artificial and arbitrary restriction that has no basis in law. Summit respectfully requests that the CTC overturn the COA's decision on the ground that it was predicated on this artificial and arbitrary restriction.

2. The COA Acted in a Manner Contrary to its Own Procedural Guidelines by Imposing a Stipulation that Summit's Current Intern Program Be Closed

On March 14, 2019, the COA took action to reconsider and amend the stipulations placed upon Summit Preparatory Charter High School at its January 31, 2019 Committee meeting. (Exh 2). It certainly came as welcome news to Summit that the COA would now be permitting Summit to recommend its current candidates for a preliminary credential up to June 30, 2019 (and would not have to arrange for a partner student teaching-based program would recommend these candidates for their preliminary credential, as had been initially been required under the January 31 decision.) However, the March 14 revision of the stipulations placed on Summit's program did not remove the stipulation, numbered #3 in both the February 8, 2019 letter detailing the January 31 decision and in the March 15 letter detailing the March 14 revisions, that "the current intern program be closed at the end of the term." (Exh. 1 and 2.) As the imposition of stipulation #3 violated the protocols COA's own Accreditation Handbook, the COA has acted in a manner clearly "contrary...to the procedural guidelines of the committee" (Ed. Code section 44374, subdivision (e) and should therefore be set aside by the CTC.

The COA's site visit team found that all six (6) program standards for Summit's Preliminary Single Subject-Intern program were "fully met," except for Program Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs), which was found to be "met with concerns," and Program Standard 3: Clinical Practice, which was found to be "not met." (Exh. 3, pg. 2.) All five common standards (applicable to all commission approved programs offered by Summit) were met, except for Common Standard 1: Institutional Infrastructure to Support Educator Preparation, which was found to have been "not met," and Common Standard 3: Fieldwork and Clinical Practice, which was found to have been "met with concerns." (*Id.*, pg. 3.) On the basis of these findings, the Site Visit Team made the overall accreditation recommendation of "Accreditation with Major Stipulations." (*Id.*, pg. 4.) The Site Visit Team did not recommend that Summit preliminary credential program be closed. (*Ibid.*)

At the January 31 hearing, the COA rejected the site visit team's recommendation, and instead granted Summit the accreditation status of "Accreditation with Probationary Stipulations." More importantly for present purposes, the COA accepted the site visit team's findings but added stipulations (Exh. 4, pg. 74: 13-24), most importantly "[t]hat the current intern program be closed at the end of the term."

It is true that as part of an “Accreditation with Probationary Stipulations” accreditation decision the COA may include a stipulation requiring an institution to close a specific credential program. (**Exh. 16**, pg. 9.) However, the Accreditation Handbook also makes clear that this determination should only be made where the specific credential program “does not meet **more than one-half** of the standards.” (*Ibid.* (emphasis added)). Here, Summit was found to have “not met” only one out of six Program Standards and one out of five Common Standards. This is obviously well short of one-half. Even if one were to assume (contrary to the plain language used) that for purposes of this calculation a “met with concerns” should be considered a standard that has not been met, the numbers would still fall short of one-half of the standards having not been met. (Two out of six and two out of five, respectively, or four out of eleven collectively.)

The COA’s stipulation that Summit’s intern credential program must close was directly contrary to the COA’s own procedural guidelines and should therefore be set aside.

3. The COA’s Interpretation of Precondition for Internship Programs #11 is Contrary to the Plain Language of that Precondition

The COA’s January 31 determination that Summit cannot operate its intern program appears to have been based in substantial part on an extended conversation among the COA members concerning Summit’s alleged failure to affirmatively demonstrate that there is an employment shortage at one or more Summit school. (See e.g. Exh. 4, pgs. 19:11- 22:20; 26:22-27:19; 31: 8-11; pg. 36:5-19; 42:14-16)

Precondition for Internship Programs #11 (**Exh. 17**, pg. 2) provides in pertinent part:

Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential.

According to the plain language of this precondition, a program must include statement or explanation about the availability of qualified certificated persons only if the program was developed to meet an employment shortage. To read the above precondition to require *every* intern program to include a statement or explanation about the availability of qualified certificated persons is to essentially render meaningless the entire first sentence and the words “that are developed to meet employment shortages” in the second sentence. This is an impermissible interpretation under standard rules of statutory construction. (*Los Angeles Safety Police Assn. v. County of Los Angeles* (1987) 192 Cal.App.3d 1378, 1390 [an interpretation that would render words useless or devoid of meaning should avoided, and every word should be given some significance].)



Here, Summit submitted its response to its Preconditions for Internship Programs on August 17, 2017. (**Exh. 18.**) In its response to the “Justification for Internship Program” precondition, Summit provided the following:

“The mission of Summit Public Schools is to prepare a diverse student population for success in a four-year college or university, and to be thoughtful, contributing members of society. We know that the current educational system is not truly preparing students for success in college or in the skills-based world in which we live. In the same way that we are changing what schools look like for students, we also need to change what educator preparation looks like so that teachers can be successful in this changing system. For example, to be successful in our schools, teachers need extensive preparation in project-based learning, how to teach and assess cognitive skills, how to support the development of habits of success, and data-driven instruction, more so than what is generally covered in other teacher education programs. By preparing teachers in our innovative schools, we believe that teachers will be better prepared to be successful in any school.

As a growing organization, Summit continues to hire a large number of teachers each year to work across our 8 campuses in California and 3 campuses in Washington. To ensure high quality teachers for our campus, we designed the credentialing program to train teachers specifically in our schools, alongside our most experienced and qualified teachers.” (*Id.*, pg. 7.)

As the above indicates, Summit did not claim that its intern program was developed to meet employment shortages. Rather, the program was justified on the ground that new, innovative strategies for teacher training will inure to the benefit of schools throughout California. This justification is entirely consistent with, and is a partial fulfillment of Recommendations of the Advisory Panel on Teacher Education, Induction, and Certification for Twenty-First Century Schools (on which the landmark teacher credentialing reforms of SB 2042 were based) that California law should “[p]rovide multiple, flexible routes to an initial teaching credential” and “[i]ncrease access to teacher preparation so greater numbers of new teachers can learn to teach effectively.” (Exh. 9, pgs. 10-11.) Above all, this justification was approved by the CTC in August of 2017 by the CTC. (Exh. 18, pg. 2.)

Even if one were to consider only the Summit-specific impacts on the justification set forth above (i.e., to prepare teachers to thrive in the specific context of one of the Summit schools), this justification is sufficiently compelling. In this connection, it must be borne in mind that more so than leaders in traditional public schools, charter school leaders run mission-driven organizations, for example schools that are committed to a particular instructional model or curricular approach. (**Exh. 19**, pg. 2.) As a result, recruitment of not merely talented, knowledgeable teachers but



teachers who “fit” a particular model or approach is a critical task for charter school leaders. This unique challenge requires purposeful, proactive recruitment strategies.

Studying how twenty-four charter schools in three states (including California) approached teacher recruitment, hiring and development, Gross and DeArmond found that one of the most successful proactive recruiting strategies was the schools’ creation of their own internal pipelines, by which fully credentialed teachers could be developed from a pool of candidates already working within the school as student teachers, teacher aids, part-time teachers or in similar capacities. It was through such pipelines that schools most effective at recruitment were able to identify, develop and retain individuals who showed promise as future full-time credentialed teachers. (*Id.*, pg. 6.)

In light of such findings, the ability to recruit, appropriately train and ultimately retain teachers committed to Summit’s pedagogical approach provides a strong justification for Summit’s intern program.

4. **The COA Acted Contrary to the Provisions of the CTC’s Accreditation Handbook by Reviewing a Precondition at the January 31 Hearing and Basing its Decision on Alleged Noncompliance with Such Precondition²**

Chapter Three of the Accreditation Handbook provides the following:

“Preconditions are requirements necessary to operate an educator preparation program leading to a credential in California. Preconditions are grounded in Education Code, regulations, and Commission policy. An institution’s response to the preconditions is reviewed by the Commission’s professional staff. If staff determines that the program complies with the requirements of state laws, administrative regulations, and Commission policy, the program is eligible for a further review by staff or a review panel. If the program does not comply with the preconditions, the proposal is returned to the institution with specific information about the lack of compliance. The institution may resubmit preconditions once the compliance issues have been resolved.” (Exh. 20.)

The above language is clear: preconditions are reviewed and either approved or denied by CTC staff long before the final accreditation decision of the COA.

² At least one COA member went so far as to base their decision on speculations into preconditions that were not even in the site report. (Exh. 4, pg. 43: 19-23.)



Consistent with this interpretation, Chapter Eight of the Accreditation Handbook provides that:

“[w]hen the COA reviews a team’s accreditation report, they consider two types of findings identified by the team. The first is a determination as to whether Common Standards or Program Standards that are met, not met, or that are met with concerns. [...] The second type of findings is statements (stipulations) that describe what an institution must do to meet a standard that is not met and that, because of its significant impact on the quality of candidate preparation, prevents the institution from being recommended for accreditation.” (Exh. 16, pgs. 1-2.)

No provision is made in Chapter Eight for the site visit team’s findings concerning the satisfaction (or lack thereof) of preconditions, or for the COA’s review of such findings. Here, Summit submitted its response to its Preconditions for Intern Programs on August 17, 2017 (Exh. 18, pg. 1) and received notification later that day that from Cheryl Hickey that CTC had staff had indeed approved these Preconditions. (*Id.*, pg. 2.)

To allow the COA nearly a year and half later to reopen the question of whether these Preconditions were satisfied, without the benefit of any evidence presented by Summit or the site visit team, and without even reviewing the actual text of the CTC’s Preconditions for Internship Programs or Summit’s actual substantive August 17, 2017 response to the Preconditions for Internship Programs³ is an act directly contrary to the provisions of the CTC’s own Accreditation Handbook and at odds with basic notions of procedural fairness.

5. **The COA Arbitrarily and Without Legal Basis Interpreted Education Code section 44325(c)(3) to Require All Summit Candidates Pass the CSET Prior to Admission to the Program**

The COA’s January 31 determination that Summit cannot operate its intern program appears to have been based in part on the site visit team’s observation that the program was not in compliance with Precondition 2: Subject Matter Requirement that requires that all individuals admitted into the intern program to have passed subject matter examination or completed a subject matter program in the subject area that the intern is authorized to teach, and for this proposition cites to Education Code section 44325, subdivision (c)(3). (See Exh. 3 pg. 22; see also Exh 4, pg. 23:23- 24:6 [in which Director Clark, presumably in reliance on this statute, states that “[T]he Commission’s requirement is subject matter [testing] must be met prior to placement as a student

³ In correspondence with Summit’s counsel, representatives of the CTC have confirmed that neither of these documents were part of the collection of documents provided to COA members for purposes of making the accreditation decision at the January 31 meeting. This is hardly surprising, given that the precondition requirements had been satisfied and *approved* nearly a year and half before this hearing. What is surprising is that the COA members would then extemporaneously speculate on this issue without the benefit of relevant documents and guidelines and would base their accreditation discussion to a such a significant extent on this speculation.

teacher. It is not prior to admission to a program. But on the other hand, as an intern program, it is a requirement prior to admission as an intern.”].)

However, section 44325, subdivision (c)(3) provides only that the COA shall require that subject matter examination must be completed by “each applicant for a district intern credential.” As explained by Summit representatives at the January 31 hearing, no one in the Summit program who had not passed the CSET has received an intern credential or had served as an intern. (Exh. 4, pgs 26:6-9; 28:17-23.) In other words, Summit had acted entirely consistently with the requirements of the law, insisting that its applicants for an intern credential first pass the CSET.

In any event, as Summit representatives explained at the January 31 hearing, the only reason there had ever been any gap between a particular individual being admitted to the Summit program and that individual becoming an applicant for an intern credential was the fact that Summit had initially been approved for a residency program, and was then forced to make retroactive changes to the program after candidates had already entered the program. (Exh. 4, pg. 25:20-25.) As the representatives went on to explain, this policy is being changed going forward. (*Id.*, pg. 25:25- 26:9.)

6. The COA Acted in an Unfair Manner by Penalizing Summit for Failing to Comply with a Legal Requirement that Had Been Clarified Less Than a Week Prior to the January 31 Hearing

The site visit team based their conclusion that the Summit program was not really an intern program in part on the observation that participants in the program were not contracted teachers. (Exh. 3, pg. 22.) This observation was a significant factor during the January 31 hearing in which the site team visit’s recommendation was rejected and Summit granted Accreditation with Probationary Stipulations status. (See, e.g., Exh. 4, pg 29:25- 32:22.)

However, during the January 31 hearing, Cheryl Hickey, CTC Administrator of Accreditation conceded that the employment issue was not resolved internally by CTC until two days before the January 31 hearing. (Exh. 4, pg. 34:7-23.) Summit submits that it is patently unfair to be effectively penalized for failing to comply with a requirement that by the CTC’s own admission had been definitely resolved only a few days prior.

For the foregoing reasons, Summit respectfully requests that the CTC set aside the COA’s January 31, 2019 accreditation decision (as revised on March 14, 2019) and instruct the COA to issue an accreditation decision consistent with applicable statute, regulation, CTC policies and COA procedural guidelines, and fundamental notions of procedural fairness. Specifically, Summit requests that CTC instruct the COA to fully accredit (without stipulations) Summit’s program as a residency program pursuant to Education Code section 44259, subdivision (b)(3)(B) and section 44259.1, subdivision (d), or to accredit Summit’s program as a residency program with the stipulation that Summit respond to those concerns raised in the site visit team’s “met with concerns” finding regarding Summit’s satisfaction of program Standard 2: “Preparing Candidates



Toward Mastery of the TPEs.” (Exh. 3, pg. 12.) This outcome would be consistent with the fact that the site visit team’s finding of Summit having “not met” Standard 3: Clinical Practice, having “not met” Common Standard 1: Infrastructure to Support Educator Preparation and having “met with concerns” Common Standard 3: Fieldwork and Clinical Practice all related to alleged noncompliance with requirements of an intern preliminary program. (*Id.*, pgs 3 and 12.)

Alternatively, Summit requests the CTC instruct the COA to grant an accreditation status of “accreditation with stipulations” to allow Summit time to complete its transition to an intern program (and fully come into compliance with requirements regarding intern employment status). In practical terms, this would mean removal of stipulations #2, #3 and #4 (and insofar as it remains applicable, #5) from the March 15, 2019 letter setting forth the revised stipulations on Summit’s accreditation. (Exh. 2, pg. 1.) This outcome is consistent with the fact that Summit had only received CTC clarification as to intern employment status a few days before the January 31, 2019 hearing, and in fairness should be given time to bring an otherwise strong program into full compliance with the law.

Very truly yours,
**LAW OFFICES OF YOUNG,
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KEVIN M. TROY
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EXHIBIT “1”



Commission on Teacher Credentialing

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Office of the Executive Director

February 8, 2019

Mr. Adam Carter
Chief Academic Officer
Summit Preparatory Charter High School
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Carter:

On January 31, the Committee on Accreditation (COA), on behalf of the Commission on Teacher Credentialing, assigned the accreditation status of *Accreditation with Probationary Stipulations* to Summit Preparatory Charter High School and both of its credential programs. Below are the stipulations:

- That within one year, the institution host a revisit focusing on all standards found Not Met or Met with Concerns.
- That the institution not be permitted to propose new credential programs for approval by the COA until the stipulations have been addressed.
- That the current intern program be closed at the end of this term.
- That the institution work to partner with a Commission approved single subject student teaching program (an institution of higher education) which will monitor and evaluate the candidates enrolled and, when appropriate, the partner student teaching based program would recommend these candidates for the credential.
- That the institution not be permitted to admit new candidates for the current intern program or recommend for the credential.
- That a plan for moving the intern program towards closure is presented to the COA at its March 14, 2019 meeting.

Per the *Accreditation Handbook*, all candidates must be notified in writing of the accreditation status and of the pending closure of the intern program. A copy of the notice to all candidates must be provided to the Commission by March 1, 2019.

Based upon the deliberation of the Committee on Accreditation and based upon the findings of the accreditation site visit review team, this decision is largely due to the fact that the review team found that the intern program, as designed and implemented, is not consistent with the statutory and standards based requirements for an intern program. As a Local Education Agency, the institution is not permitted to offer a student teaching based preliminary teaching program. The COA discussion included the possibility that once the current preliminary intern program is closed, the COA may determine that it is appropriate to remove the stipulations. In addition, should the institution decide in the future to propose another preliminary intern program, the

Ensuring Educator Excellence

Commission staff will work closely with program personnel to ensure that all intern requirements are satisfactorily addressed. Currently, the *Accreditation Handbook* requires that a program wait two years after closure before being approved to offer the same type of educator preparation program.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,



Mary Vixie Sandy, Ed. D.
Executive Director

cc: Pamela Lamcke, Director Teacher Education

MVS/TC/CH/md

EXHIBIT “2”



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Office of the Executive Director

March 15, 2019

Mr. Adam Carter
Chief Academic Officer
Summit Preparatory Charter High School
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Carter:

On March 14, 2019, the Committee on Accreditation took action to reconsider and amend the stipulations placed upon Summit Preparatory Charter High School at its January 31, 2019 Committee meeting.

As a result of the action taken on March 14, 2019, the stipulations are as follows:

1. That within one year, the institution host a revisit focusing on all standards found to be Not Met or Met with Concerns.
2. That the institution not be permitted to propose new credential programs for approval by the COA until the stipulations have been addressed.
3. That the current intern program be closed at the end of the term.
4. That the institution not be permitted to admit new candidates for the current intern program or recommend for the credential after June 30, 2019.
5. That a plan for moving the intern program towards closure is presented to the COA at its March 14, 2019 meeting.

In addition, the action also included the following language:

Prior to recommending a candidate for the Preliminary teaching credential, Summit will provide Commission staff with the following information:

- a. Evidence that the candidate has satisfied subject matter.
- b. Evidence that the candidate has completed 600 hours of clinical practice.
- c. Evidence that the candidate's master teacher held the appropriate clear credential, and if not, evidence that additional support was provided by the program by those who do hold the appropriate clear credential.

During its discussion, the COA clarified that once the Preliminary Single Subject Intern program is closed, the COA will reconsider removal of the remaining stipulations. To be clear, Summit Preparatory Charter High School may continue to operate as an approved program sponsor and may continue to operate its induction program.

An update on this topic will be provided to the COA at its May 2-3, 2019 meeting.

Should you have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,

A handwritten signature in blue ink that reads "Mary Vixie Sandy". The signature is written in a cursive style.

Mary Vixie Sandy, Ed. D.
Executive Director

cc: Pamela Lamcke, Director of Teacher Education

MVS/TC/CH

EXHIBIT “3”

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Summit Preparatory Charter High School

Professional Services Division January 2019

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Summit Public Preparatory Charter High School (Summit Public Schools)**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. Based on the report, a recommendation of **Accreditation with Major Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation			X
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice		X	
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary General Education- Single Subject Teaching Credential Intern	6	4	1	1
Teacher Induction	6	5	1	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Summit Preparatory Charter High School

Dates of Visit: November 5-7, 2018

2017-18 Accreditation

Team Recommendation: Accreditation with Major Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

Preliminary Single Subject-Intern

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with interns, graduates, faculty employers, and faculty/mentors, the team determined that all program standards are fully met for the Intern program except for the following:

Program Standard	Team Finding
2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)	Met with Concerns
3: Clinical Practice	Not Met

Clear Teacher Induction

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are met for the Clear Teacher Induction Program except for the following:

Program Standard	Team Finding
3: Designing and Implementing Individual Learning Plans Within the Mentoring System	Met with Concerns

Common Standards

Common Standards 2, 4, and 5 were **Met**. Common Standard 1 was **Not Met** and Common Standard 3 was **Met with Concerns**.

Common Standard 1: Infrastructure to Support Educator Preparation- Not Met

The documents reviewed and interviews of key stakeholders indicate that the vision of Summit Public Schools, specifically its reference to its Teacher Residency Program is inconsistent with its implementation of a single subject intern program. An in-depth review of the institution's single subject intern program and interviews with the institution's single subject intern program identified many responsibilities assumed by mentors, including developing the courses for the credential, tracking interns, and determining intern readiness. Through interviews and documents, provided by the program it is determined that at times cooperating teachers are placed without meeting the required qualifications of years of teaching experience and clear credential status. Single subject intern candidates are consistently recommended for preliminary credentials without having met all the fieldwork requirements.

Common Standard 3: Fieldwork and Clinical Practice- Met with Concerns

Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed at the site visit indicate that the teachers are in a residency program, rather than an intern program. The minimum 600 hours of clinical practice, during which candidates are teacher of record, was not evident. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers (interns), the clinical practice as a Teacher of Record was an issue.

Precondition Finding:

The team further finds that the program is not in compliance with Precondition 2: Subject Matter Requirement that requires that all individuals admitted into the intern program to have passed the subject matter examination or completed a subject matter program in the subject area that the intern is authorized to teach. (Reference Ed Code 44325 c). Although it appears that the program has not allowed candidates to serve on an intern credential prior to demonstration of subject matter competence, the program does not require demonstration of subject matter prior to program admittance. Additionally, some candidates reported not having passed the CSET until very late (spring) into the program. For the period of time that these candidates had not yet demonstrated subject matter competence, these candidates did not serve on the intern credential and were not allowed to advance to solo student teaching, however, they were in the classroom in a significant manner and involved in instructional activities. The team believes that this complexity is largely the result of trying to align a residency model with the intern requirements.

Overall Recommendation

Based on the fact that the team found the Preliminary Single Subject credential program Standard 2 Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs) was **Met with Concerns**, Standard 3: Clinical Practice was **Not Met**, the Clear Induction Program Standard 3: Designing and Implementing Individual Learning Plans Within the Mentoring System was **Met with Concerns**, Common Standard 1 Infrastructure to Support Educator Preparation was **Not Met**, Common Standard 3 was Fieldwork and Clinical Practice was **Met with Concerns**, and Precondition 2 for intern programs was found to not be in compliance, the team recommends **Accreditation with Major Stipulations**.

The team recommends the following stipulations:

- That within one year, Summit Public Schools host a revisit year revisit, focusing on all standards found Not Met or Met with Concerns
- Summit Public Schools **not be permitted** to propose new credential programs for approval by the Committee on Accreditation until the stipulations have been addressed.

Based on this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Single Subject Intern
Clear Teacher Induction

In addition, staff recommends that:

- The institutions be required to demonstrate compliance with Intern Precondition 2 Subject Matter Requirement within 10 days of COA Action.
- Summit Public Schools continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Patricia Pernin

Los Angeles Unified School District

Common Standards:

Hans Kaufhold

Riverside Unified School District

Programs Cluster:

Amy Gimino

California State Polytechnic University Pomona

Gina Smith

Stanislaus County Office of Education

Staff to the Visit:

Bob Loux

Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Common Standards Addendum
Course Syllabi and Course of Study
Accreditation Website
TPA Results and Analysis
Candidate Handbooks

Program Review Submission
Program Review Addendum
Candidate Advisement Materials
Faculty Vitae
Assessment Materials
Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	39
Completers	48
Employers	24
Institutional Administration	14
Program Coordinators	2
Faculty	5
Mentor/Coaches	21
Site-Based Supervisors	17
Credential Analysts and Staff	1
Advisory Board Members	3
TOTAL	174

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Summit Preparatory Charter High School is a school within Summit Public Schools. Summit Public Schools is a network of public charter schools that prepare a diverse student population. They operate 11 schools serving over 4,500 students in the Bay Area and the state of Washington. Historically, 98 percent of Summit graduates are accepted into four-year colleges, and Summit graduates complete college at double the national average.

The California Summit Public Schools are comprised of 8 schools in Daly City, Richmond, San Jose, Sunnyvale, and Redwood City currently serving 3,123 students. Approximately half of their students identify as Latino, 18% as Caucasian, 12% as Asian, 5% as African-American, 4% as Filipino, 10% with two or more races, and 1% as Native American or Native Hawaiian. Forty-four percent qualify for free or reduced lunch, 10% are students with special needs, and 12% are classified as English learners.

Education Unit

The education unit is comprised of two programs – referred to as the Summit Learning Teacher Residency which is an intern credentialing program, and the Summit Induction Program. The Summit Learning Teacher Program is in its second year of operation with 15 candidates currently enrolled in the program. The Induction Program is in its third year of operation with 60 candidates currently enrolled. On average, the unit awards approximately 35-40 credentials per year across both programs.

The Summit Learning Teacher Residency has a team of six faculty, including a Senior Director, three mentors, a Director of Growth, and a Recruitment Manager. The Induction Program has one full time faculty member - the Induction Program Manager - and 15 induction coaches.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Single Subject – Intern	18	15
Clear – Teacher Induction	19	60

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports
Preliminary Single Subject – Intern

Staff Note: California Education Code (44325) provides for Local Education Agencies to sponsor district intern programs. District interns must be employed as the classroom teacher of record. Education Code does not authorize an LEA to offer student teaching programs, including residencies. Summit Public School was approved as a teacher preparation program in March 2017.

The Summit Public Schools intern program was designed to “build a long-term, sustainable pipeline of teachers prepared to lead high-quality, personalized learning classrooms at Summit Public Schools and across the nation launched the first cohort in August 2017, and recommends candidates for preliminary single-subject credentials in English, history, mathematics, biology, chemistry, physics and Spanish. In Year 1, the program admitted 24 candidates and had 18 completers. In 2018-19 (Year 2), the program enrolled 15 candidates.

The program is led by the Senior Director of Summit Learning Teacher Residency who also serves as the TPA Coordinator. The program also has a Manager of Credentialing, who recommends credentials, serves as an instructor and program supervisor and oversees curriculum development, data analysis and program coordination. Three full-time instructors with expertise in math and English/Language Arts co-teach the Friday Learning Experience and mentor all of the candidates enrolled in the program. The leadership team, which consists of the Senior Director, Manager of Credentialing, and the three instructors/mentors, meet weekly to monitor program implementation, discuss candidate progress, and co-plan coursework.

Summit’s program is based upon best practice research (e.g., Darling-Hammond, 2002; Fuller,1970), Summit’s principles for personalized learning, and the following goals in mind:

- Providing onsite immersive, mentored experiences with professional educators;
- Positioning candidates as active and important members of a professional learning community, working with the teachers, administrators, mentors, students and families to implement, reflect upon and continuously improve upon personalized learning goals of the school community;
- Supporting candidates to develop deep knowledge of their students and the communities from which they come;
- Emphasizing skill development, authentic assessment, attention to social and emotional learning needs, equity, and diversity;’ and
- Empowering candidates as self-directed adult learners with a personalized trajectory and timeline through the program.

The curriculum, housed on Canvas, is designed around four Elements of Effective Teaching aligned with the TPEs and edTPA. These four Elements include: (1) *Educator Knowledge* presented through content guides and playlists; (2) *Educator Skills* and (3) *Educator Habits of Success*, both operationalized through observable statements or “look fors,” that are tracked through an interactive, personalized Professional Educator Plan dashboard; and (4) *Professional Expeditions, or 2-week experiences*, where candidates apply these knowledge, skills and habits in different contexts.

Although the program is approved as an intern program, its clinical practice model appears to be based on a student teaching residency. The program integrates coursework and clinical experiences through what all stakeholders and program documents refer to as *residency placements*.

Candidates spend a year in a secondary classroom at one of the Summit Public Schools in Daly City, El Cerrito, Redwood City, Richmond, San Jose or Sunnyvale, located in the San Francisco Bay Area. Candidates spend 4 days a week in their cooperating teacher’s classroom and come to the Summit office to attend weekly learning sessions from 8:30 – 4:00 P.M. on Fridays.

During preservice, prior to passing the CSET and being recommended for the intern credential, candidates complete 5 weeks of professional development in the summer and begin a supervised, early field experience residency in the fall that scaffolds the teacher inquiry process and provides gradual release of responsibility. Candidates begin co-planning and co-teaching partner and small group activities and eventually co-plan and co-teach whole class lessons and learning sequences.

The program is designed so that candidates are recommended for the intern credential and begin solo teaching one period, four days a week, in the spring, for a minimum of eight weeks (32 hours) with the candidate co-teaching the remainder of the day on each of these 4 days. Through interviews and document review, it was determined that not all candidates pass the CSET in the fall and are delayed from being placed on an intern credential, including one candidate in the first cohort who did not advance to an internship until April. Candidates that have not passed the CSET continue in the classroom but without the added solo responsibility for one period a day. Interviews with principals and cooperating teachers made it clear that they view the candidates as residents, rather than intern teachers. They are not employed by Summit and the cooperating teacher remains the legal teacher of record.

Cooperating teachers are selected through an extensive process, based on program expectations, content area expertise, principal recommendations, interviews, and a simulated coaching assessment. The cooperating teachers complete extensive Summit training that extends well beyond the minimum 10-hour requirement and receive a handbook that clarifies expectations, roles and responsibilities. Candidates and cooperating teachers are “matched” based on survey results and compatibility. Candidates, completers and cooperating teachers

expressed satisfaction with placements; cooperating teachers were pleased with candidates' preparation; and cooperating teachers and candidates commended the program mentors for their accessibility and prompt attention and resolution to questions and issues as they arose.

Principals, cooperating teachers and candidates consistently reported the mentors met with candidates at least bi-weekly and regularly checked in with the cooperating teachers to gather feedback and provide ongoing support. Completers commended the mentors for being highly accessible and allowing class time each Friday to address their questions and needs, based on what was happening at their sites.

Course of Study (Curriculum and Field Experience)

Summit's four, yearlong courses are embedded into their Friday learning experience sessions and are co-planned and co-taught by the mentors as follows:

- Curriculum, Instruction and Assessment in a Personalized Environment
- Culture of Learning
- Diversity and Access
- Professional Growth

Each week candidates meet at the Summit office as a full cohort. The first three courses are designed to provide candidates with essential, timely content and resources through playlists (modules), checking for understanding and project-based activities, case studies, and inquiry cycles. The final, *Professional Growth* course, is designed for candidates to apply and gather evidence of what they learn in the other courses. Candidates and completers all stated that they appreciated the model, which allowed them to immediately apply what they learned in coursework to their classroom and bring questions and issues that surfaced in their classrooms, back to their Friday sessions. Completers confirmed that the coursework was rigorous, relevant and overwhelming at times (especially when the edTPA was due). Current candidates concurred and a few said that a clear syllabus or master calendar would have helped them keep track of all of their assignments and deadlines.

The leadership team reported that as a result of last year's SCALE (edTPA) report and the realization the program needs to frontload content for candidates, they adjusted this year's curriculum to provide more focused support for diverse learners, and established a separate, rather than a combined, inquiry cycle of assignments for English learners and students with special needs. Program completers reported that, although topics such as Universal Design for Learners, assistive technologies and supporting diverse populations of students (LGBTQ, homeless, foster care, GATE, and ELs with primary languages different than Spanish) were briefly touched upon in playlists last year, they had insufficient training in these areas. In addition, during interviews, all but two program completers expressed that they wanted more content-specific lesson planning and felt the program's general lesson planning strategies and limited content-area playlists were insufficient. The Senior Director of Summit Learning Teacher Residency provided evidence of how the program is adding playlist content and resources

inside their learning system to address these areas and mentioned that the program is providing candidates with additional content-specific support through existing playlists and their network of teachers.

Summit's leadership team and mentors closely monitor and support candidates progress in completing all of the expected course learning outcomes and program requirements (e.g., CSET, edTPA) through secure, shared spreadsheets, however course grades are not issued. Candidates reported their living expense stipend is contingent on staying on top of these requirements. As a result of the SCALE report and program completer input, Summit has further personalized the Friday learning experiences. Candidates now have a dedicated time to check in with their mentors in the morning. Then in the afternoon, candidates are provided time for personalized activities/sessions/break out groups to better address their individual needs.

Assessment

Each of Summit's courses include multiple formative assessments along with project/performance-based assessments that aligned with program outcomes and the edTPA. In addition, clear "look fors" or observable statements, along with novice-level rubric descriptors, ensure candidates, mentors and cooperating teachers clearly understand what is expected at each point in the program.

Candidates are observed in fieldwork for educator skills/habits rubric with specific "look fors" related to the TPEs and expect candidates to reach their "novice level." A Professional Learning Portfolio (PLP) guides their work with their cooperating teacher and mentor though out the year. Within the PLP, candidates set goals for specific skills or habits they want to work on, develop an action plan and collect evidence (observation notes and reflection notes) to document their progress.

Mentors, cooperating teachers and candidates engage in quarterly co-assessments (i.e., a beginning of the year baseline assessment plus meetings in November/December, February/March and a final meeting in May/June) where candidates review evidence, reflect on their growth, set goals, and track their progress based the program's performance indicators. At the final co-assessment meeting, a transition plan is developed with a set of recommendations for continued growth in the candidate's clear program. Each candidate receives a copy of his/her transition plan and the program maintains a copy in the candidate's file.

Cooperating teachers and mentors receive extensive, on-going training and support, including calibration activities using parallel local scoring of sample edTPA submissions. Likewise, candidates receive information and program support to help them complete the edTPA requirement. Among the first cohort of completers, all but one candidate

successfully passed the edTPA. The remaining candidate is receiving remediation support from the program.

Findings on Standards

After review of the institutional report; supporting documentation; outcomes data, including assessment and survey results; interviews with candidates, graduates, site administrators, cooperating teachers and faculty/mentors, and a representative from SCALE, the team determined that all program standards are met for the Single Subject Intern program except for the following:

Standard 2: Preparing Candidates Toward Mastery of the TPEs - Met with Concerns

Although there was some evidence presented that the program's coursework and clinical practice provide opportunities for candidates to learn, develop and apply each Teaching Performance Expectation, the program syllabi and assignments are not clearly mapped to the TPE elements. There was not a clear and complete crosswalk of the course content, assignments and "look fors" to ensure consistent implementation of coursework over time and to verify all TPE element areas (i.e., UDL, assistive technologies, supporting diverse student populations, and subject-specific pedagogy) are being addressed.

Standard 3: Clinical Practice – Not Met

Although there is extensive observation during the required hours of preservice, prior to becoming interns, the review team did not see evidence that the program meets the requirement of 600 hours of field experience as interns. According to the Senior Director of Summit Learning Teacher Residency, 8 weeks of solo teaching for one period across four days is the minimum fieldwork requirement for interns in the program. This is a total of 32 hours. The candidates are in the classroom co-teaching for the remainder of each of these 4 days.

The program did not provide convincing evidence that all of their cooperating teachers had a minimum of three years of content area K-12 teaching and had cleared their credentials in the content area for which they are providing supervision. During interviews, two cooperating teachers indicated that they had not cleared their credential. Additionally, although faculty mentors should have expertise in the content area of the candidate being supervised, the program has just a few mentors with content expertise in mathematics and English/Language Arts and draws upon others to provide candidates with additional support in designated content areas (e.g., science). Completers stated that they desired more content-specific support that extended beyond the playlists and their cooperating teachers.

Also, during interviews with candidates and the program director it was discovered that most candidates are admitted into the program in the summer without meeting the subject matter Precondition requirement. Precondition 2 for interns requires each single subject candidate admitted into the program to have passed the Commission-approved subject matter

examination, or completed the subject matter program for the subject areas in which the intern is authorized to teach. Summit expects candidates to pass the CSET so they can apply for intern credentials November-December, yet few candidates in the first cohort passed the CSET in time and 10 of 15 of the candidates in the second year cohort had not yet met the subject matter requirement at the time of the visit. *Reference: Education Code Section 44325(c) (3).*

Program Reports Teacher Induction

Program Design

The leadership team of the Summit Public Schools (SPS) Induction Program is comprised of one Manager of Induction and 15 coaches/mentors. The Manager of Induction is responsible for the day-to-day operations of the program and communicates with all stakeholders. The leadership team works with coaches/staff at all eight sites across the Bay Area. Summit's Manager of Induction collaborates with the Talent and Human Resources Teams to proactively identify any new hires eligible for the Induction program.

Summit's Teacher Education Induction Program for both General Education and Education Specialist credential candidate is a two-year program that begins in the teacher's first year of teaching. Summit's educator preparation programs are designed in alignment with the current research and theory on teaching and learning with highly effective personalized learning classrooms.

Interviews with a variety of stakeholders verified that informal and formal feedback from program candidates and coaches is gathered throughout the year in the form of surveys, observations, and site visits. This information is used to have reflective conversations to continue with candidate growth with induction and site-specific goals. The Manager of Induction shares this information with all stakeholders.

Course of Study (Curriculum and Field Experience)

Candidates are assigned a mentor and begin working with them within the first 60 days of hire. Through interviews, it was noted that coaches and teachers begin with a commitment meeting. Next, coaches observe classrooms then both sides co-create a shared narrative about strengths and areas for growth based on observational data and reflection. Coaches assist teachers in setting a goal, engage in an observation-feedback cycle for that goal through weekly observations and coaching meetings, and then help teachers determine when it is appropriate to set the next goal. They also complete quarterly co-assessments on the Summit Learning Instructional Look-Fors. The Look Fors were developed as part of the California Consortium for the Development and Dissemination of Personalized Learning, in partnership with Lindsay Unified School District and Transcend Education. Interviewees addressed the fact that Summit Public Schools has created a crosswalk between the Look-Fors and the California Standards of the Teaching Profession (CSTP). It was discussed in interviews that site principals have input into ILP goals that they would like to have all teachers work on during their induction participation. In the interviews, it was also noted that if coaches/mentors do not have a like credential with their assigned candidate, there is a system put in place so that the candidate is getting support from colleagues or other coaches that share their like credential.

During the course of the year, coaches work with their candidates to determine the order in which they will complete the required portfolio entries, making adjustments to the timeline whenever necessary. During an interview with the Manager of Induction, it was noted that this program is competency-based, not time based, therefore candidates have opportunities to continue working on progressing toward mastery beyond the two-year time frame. (All teachers at Summit Public schools have coaches assigned to them that help them with their professional development throughout their teaching at Summit Public Schools.) In alignment with the personalized learning focus that Summit Public School uses, coaches guide teachers in building a backwards map that is suitable to their needs; experienced or skilled teachers may complete the program requirements within one school year while others may need more time than the average two years. Candidates are informed of the Early Completion Option during the initial orientation and that information was available in the Participating Teacher Handbook.

Advisement and reflective conversations start at the beginning of year one as stated by interviewees. The program design includes beginning the coaching cycle, quarterly co-assessments, continual professional development, observations of candidates with reflective conversations to look for strengths and areas of growth, and calibrations of each portfolio. Portfolio calibration is completed by coaches with input from the manager of induction. The Manager of Induction meets with all coaches weekly to assist in providing support.

Assessment of Candidates

In order to successfully complete the induction program with Summit Public Schools, participating teachers must meet the following program requirements: successfully complete all three portfolio entries (Learning Environment, Student Work Inquiry Cycle, and Professional Communications), demonstrating substantial evidence of all required Look Fors while consistently demonstrating performance at the rubric level (3 or higher on a 4 point scale) for all required Summit Learning Instructional Strategies Look Fors. It was noted in interviews that any teacher struggling to meet program requirements is identified based on program data and weekly coach check-ins. The induction manager works with the coach to provide more intensive support for that candidate to ensure successful completion of the portfolio. The program requires candidates to submit three portfolios, and although candidates expressed that they feel that they have a voice in the flexibility with respect to the artifacts and evidence collected as well as input on which order they work on each topic, there appears to be limited attention to an ILP that is driven based on the individualized needs of each candidate. In addition, there was little evidence of the employer's input.

Candidates and coaches work together to complete the portfolios and then calibrate the portfolio work to reach the level 3 or higher on the performance rubric. Candidates are informed of where they are scoring as they are calibrating and use that data to continue working toward the level 3 standard. When they have successfully completed a portfolio, they are ready to move onto the next portfolio. The Manager of Induction tracks the overall

completion of the program. The Manager of Induction then recommends clear credentials for those individuals which program leadership has approved for the recommendation. Candidates stated in interviews that they receive a congratulatory email from their coach/mentor when they have been recommended for their clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the Summit Public Schools except for the following:

Standard 3: Designing and Implementing Individual Learning Plans Within the Mentoring System – Met with Concerns

The candidates develop their ILP on one of the three topic areas prescribed by the program. The standard requires that ILPs are to be created individually by the candidate, program, and employer. The program requires candidates to submit three portfolios. Although candidates expressed that they feel that they have a voice in the flexibility with respect to the artifacts and evidence collected as well as input on which order they work on each topic, there appears to be limited attention to an ILP that is driven based on the individualized needs of each candidate. In addition, there was little evidence of the employer's input.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 			X
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 		X	
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 			X

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 			X
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Not Met		
<p>Rationale</p> <p>The documents reviewed and interviews of key stakeholders indicate that the Summit Public School vision does not align with an LEA sponsoring an intern program, which is the only type of Preliminary teacher preparation that an LEA is legally allowed to offer. An in-depth review of the institution’s single subject intern program and interviews with the institution’s single subject intern program identified many responsibilities assumed by mentors, including developing the courses for the credential, tracking interns, and determining intern readiness. Through interviews and documents, provided by the program it is determined that at times cooperating teachers are placed without meeting the required qualifications of years of teaching experience and clear credential status. Single subject intern candidates are consistently recommended for preliminary credentials without having met all the fieldwork requirements (hours) as interns.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 		X	
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> • Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision</p> <p>It is clear that the institution purposefully recruits and admits candidates to reflect the diversity of the communities its schools serve and the state as a whole. Interviews of program leadership as well as the institution’s Director of Diversity, Equity and Inclusion provided examples of specific actions to ensure diversity. The program provides a system of support to ensure the transparency of requirement attainment through the use of digital tracking of requirements and specific coaching. Additional assistance is identified and provided to candidates in a timely manner through a “layered” coaching and mentoring model that involves regular communication and feedback.</p> <p>The criteria used to accept applicants into its single subject intern program is based on a teacher residency model. This discrepancy was noted in interviews with candidates, program staff, and school leaders.</p>			
Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
candidates to learn, practice, and demonstrate competencies required of the credential they seek.			
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 			X
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 		X	
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met with Concerns		
<p>Rationale Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed during the site visit, indicate that the teachers are in a residency program rather than an intern program. The minimum 600 hours of clinical practice, which includes time as a teacher of record, was not evident. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers, the clinical practice as a Teacher of Record was an issue.</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met		
<p>Additional information applicable to the standard decision Through numerous data sources provided and interviews with all stakeholders it is clear that both the institution and programs actively employ continuous improvement activities that result in program modifications. Interviews with the Chief Financial Officer and other institutional leaders indicate that substantive efforts are made to involve key stakeholders in the program's continuous improvement.</p>			
Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
Finding on Common Standard 5: Program Impact	Met		
Additional information applicable to the standard decision			
<p>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students. The intent is that teachers in these programs tend to remain in the system and some will become School Site Executive Directors and eventually leaders in the Summit system. There are also students who have attended the school and have then returned to Summit to teach.</p>			

INSTITUTION SUMMARY

The Summit Preparatory Charter High School (Summit Public Schools) Single Subject Intern and Teacher Induction programs have a strong coaching model that is evident at all levels: administrators, directors, coaches, mentors, teachers and candidates. Throughout all programs, collaboration is evident as indicated by the numerous levels of debriefing meetings in which stakeholders analyze data and determine the next steps to increase the capacity of all personnel in the Summit Public Schools. However, after review of all documents and interviews with administrators, directors, coaches, mentors, teachers, candidates and other stakeholders, major issues concerning the implementation and adherence to the standards for an Intern program are evident. As noted, the minimum 600 hours of clinical practice, during which the candidate is serving on an intern credential and is the teacher of record, was not evident. Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed during the site visit indicate that the candidates are in a residency program rather than an intern program, which is not allowable. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers, the clinical practice as a Teacher of Record was an issue and does not appear to be in alignment with the requirements of an Intern program.

For the induction program, there was concern as to individuality of the Individual Learning Plan, which is developed through a collaborative process that includes the candidate, coach and administrator. Evidence reviewed indicated that the program consistently prescribed three topic areas that each candidate was required to address in the form of three satisfactory

portfolios. The portfolios were required prior to a recommendation for a Clear Credential. There was no clear connection between the portfolios and the ILP. Although the strength appeared in the coaching model for the program, the individualized candidate driven program was not evident.

EXHIBIT “4”

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JANUARY 31, 2019 - COMMITTEE ON
ACCREDITATION MEETING

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MALE VOICE 1: Time Certain.

MS. HICKEY: Bob, do you know if the Summit people, do you have everybody here? Everybody? Are you, are we okay to do that one next? Okay.

MR. FRELLY: Okay, great.

MS. HICKEY: Why don't we do that?

MR. FRELLY: We'll move on to item number 14 then, please. - - Hm. Item 14 is a report of the accreditation team site visit to Summit Public Schools. Consultant William Hattrick [phonetic] will introduce this item. And joining him at the table is team lead Patricia Pernin and institutional representatives Pamula Lampke [phonetic]. Is that correct? - - Director Summit teacher learning residency, and Lily Lamb [phonetic], Summit Public Schools, Academic Program Manager. Does anyone need to recuse themselves? I see none. Mr. Hattrick, will please begin.

MR. HATTRICK: I will actually turn it over to my colleague, Bob Lox [phonetic]. I

1 was the consultant assigned to this visit up
2 until a few days before and I was unable to
3 be on the actual site visit, and Bob was
4 kind enough to take over for me.

5 MR. FRELLY: All right, then. Mr. Lox,
6 please begin.

7 MR. LOX: Okay. Thank you. On
8 November 5th through 7th, the accreditation
9 site visit team arrived at Summit
10 Preparatory Charter High School for their
11 accreditation visit. Summit was a gracious
12 host and all of our accommodations were
13 superb. The team lead and our common
14 standards team member did an excellent job
15 on getting to the institutional
16 infrastructure and how their programs are
17 supported. The two program samplers also
18 did an excellent job in understanding the
19 programs and how they ran. We quickly
20 realized that the Summit Prep Preliminary
21 Single-Subject Intern Program was very
22 unique and a complex program. As a team, we
23 had several discussions on our findings and
24 how these findings fit with the states
25 requirements. I'll now have Pat Pernin, the

1 team lead, will now give results of the
2 findings of the visit.

3 MS. PERNIN: Thank you. Before I go
4 into the findings, I would like to say that
5 the participants, the administrators, the
6 leaders in the program, were truly dedicated
7 to the work that they were doing. What was
8 also apparent was the collaboration between
9 the teachers, the participants in the
10 program, administration, and the leaders of
11 the program. The participants expressed
12 appreciation for the training they received,
13 and that they felt supported by their mentor
14 teacher. Please know that the team realized
15 the complexity of the single-subject intern
16 program. The team spent long hours
17 discussing how these findings would address
18 the state's requirements. I will now go
19 into the findings. Findings on the
20 standards, single-subject preliminary intern
21 program. After review of the institutional
22 report, supporting documentation, and
23 interviews, the team determined that all
24 program standards are met for the single-
25 subject intern program except for the

1 following. Standard Two: Preparing
2 Candidates Towards Mastery of the TPEs, met
3 with concerns. Although there was some
4 evidence presented that the program's
5 coursework in clinical practice provide
6 opportunities for candidates to learn,
7 develop, and apply each teaching performance
8 expectation, the program syllabi and
9 assignments are not clearly mapped through
10 the TPE elements. Standard Three: Clinical
11 Practice, not met. Although there is
12 extensive observation during required hours
13 of preservice prior to becoming interns, the
14 review team did not see evidence that the
15 program meets the requirement of the 600
16 hours of field experience as written.
17 According to the senior director of Summit
18 Learning Teacher Residency, eight weeks of
19 solo teaching for one period across four
20 days is the minimum field work requirement
21 for interns in the program. This is a total
22 of 32 hours. The candidates are in the
23 classroom co-teaching for the remainder of
24 each of these four days. The program did
25 not provide convincing evidence that all of

1 their cooperating teachers had a minimum of
2 three years of content area, K-12 teaching,
3 and had cleared their credentials in the
4 content area for which they provide
5 supervision. During the interviews, two
6 cooperating teachers indicated that they had
7 not cleared their credential. Findings on
8 this, on Standards Teacher Induction. After
9 review of the institutional report,
10 supporting documentation, surveys, and
11 interviews, the team determined that all
12 program standards are fully met for the
13 Summit Public Schools except for the
14 following: Standard Three. Designing and
15 Implementing Individual Learning Plans
16 within the Mentoring System, met with
17 concerns. The candidates developed their
18 ILP on one of three topic areas prescribed
19 by the program. The standard requires that
20 the ILPs are to be created individually by
21 the candidate, program, and employer. The
22 program requires candidates to submit the
23 three portfolios. Common Standards, Common
24 Standards Two, Four, and Five were met.
25 Common Standard One was not met, and Common

1 Standard Three was met with concern. Common
2 Standard One: Infrastructure to Support
3 Educator Preparation, not met. The
4 documents reviewed, and interviews of key
5 stakeholders indicate that the vision of the
6 Summit Public Schools, specifically with its
7 reference to its teacher residency program,
8 is inconsistent with its implementation of a
9 single-subject intern program. Also, through
10 interviews and documents provided by the
11 program it is determined that at times
12 cooperating teachers are placed without
13 meeting the required qualifications of years
14 of teaching experience and clear credential
15 status. Single-subject intern candidates
16 are consistently recommended for preliminary
17 credentials without having met all the
18 fieldwork requirements. Common Standard
19 Three: Field Work and Clinical Practice, met
20 with concern. Documents which included the
21 Summit Learning Teacher Residency referred
22 to as SLTR agreement, and other evidence
23 reviewed at the site visit indicate that the
24 teachers are in a residency program rather
25 than in intern program. The minimum 600

1 hours of clinical practice during which
2 candidates are teacher of record was not
3 evident. The SLTR document also indicates
4 that participating teachers in the SLTR
5 program are not contracted by Summit. As
6 participating teachers were not contracted
7 teachers, interns. The clinical practice as
8 a teacher of record was an issue.

9 MR. LOX: And also during this visit,
10 we found that one of the preconditions they
11 were not in compliance with, and that was
12 Precondition Two, Subject Matter Requirement,
13 that requires all individuals admitted into
14 an intern program to have passed a subject
15 matter. Although it appears that the
16 program has not allowed candidates to serve
17 on an intern credential prior to
18 demonstration of subject matter competence,
19 the program does not require a demonstration
20 of subject matter prior to program
21 admittance. Additionally, some candidates
22 reported not having earned subject matter
23 until very late in the spring in the one-
24 year program, leaving little time for
25 clinical practice. The team believes that

1 this complexity is largely the result of
2 trying to align a residency model with the
3 intern requirements. Our overall
4 recommendation, based on the fact that the
5 team found that the team found the
6 Preliminary Single-Subject Credential
7 Program, Standard Two, preparing students
8 towards mastery of the teaching performance
9 expectations, was met with concerns, and
10 that Standard Three, clinical practice, was
11 not met. That the clear-induction program
12 Standard Three, Designing and Implementing
13 Individual Learning Plans within the
14 Mentoring System, was met with concerns.
15 Common Standard One, Infrastructure to
16 Support, to Preparation, was not met.
17 Common Standard Three, Fieldwork and
18 Clinical Practice, was met with concerns,
19 and that Precondition Two for Intern
20 Programs was found to be not in compliance.
21 The team recommends accreditation with major
22 stipulations. And now I think Cheryl had
23 some further discussion.

24 MS. HICKEY: Right. So I know it's
25 unusual for me to speak during the team

1 report, but I think some additional context
2 might be helpful for your conversation on
3 this one. So one of the things I wanted to
4 mention is that there was definitely some
5 confusion in the early years about what kind
6 of program that was being proposed and what
7 is being offered. So in the induction
8 program that they're running, was approved
9 in 2015. In '17, they were approved to
10 offer the single-subject math, science,
11 English, social science, and world language
12 program. On the intent to submit, they
13 indicated at that point that it was an
14 intern program. Obviously when the
15 documents come in they go to our reviewers.
16 The reviewers look at them, they make
17 decisions about the standards. There was
18 nothing that happened between then and when
19 it went forward to the COA that kind of
20 highlighted for us, wait, wait, this is not
21 an intern program. The --Somehow in October
22 of 2017, Kathryn and I picked up that there
23 was some confusion going on, and that we
24 needed to make clear. We had conversations
25 with the institution at that time. We

1 called them and said, "Are you running a
2 residency program as a student teaching-
3 based program or an intern program? Because
4 you have to be running an intern program."
5 So at that point in time we had
6 conversations. They had candidates in the
7 program. We brainstormed about, okay, you
8 have candidates in the program, but nobody
9 is on an intern credential at that time. So
10 sort of, like, no harm no foul. It was
11 October, we can kind of figure out for these
12 candidates who are in the program now, what
13 should we do. So we talked them through and
14 made sure that they got subject matter
15 before they got on an intern credential and
16 got in an internship once they got approved
17 for the CSET, or they had passed their CSET.
18 That was supposed to be a temporary fix to
19 deal with the one year, and we expected that,
20 you know, in full compliance with the intern
21 requirements for the next academic year.
22 And then the team got there and saw that it
23 wasn't. So I wanted to make sure it was
24 clear that there was some confusion early on
25 about intern and residency. Now remember,

1 there's a lot that's been happening in the
2 last year or so about residency and we've
3 kind of honed in on what is a residency. In
4 2017, many, many programs are using the term
5 residency very loosely. So it's sort of
6 understandable where some confusion was
7 about what's a residency, and you can call
8 an intern a residency or not, that kind of
9 thing. But on, you know, in terms of the
10 actual what is an intern and that it has to
11 be an intern, as Teri mentioned with the
12 earlier chart, that we looked at in the
13 earlier item about how an LEA has to offer
14 an intern program, that is by law. So I
15 wanted to provide that information to you as
16 context for your conversation. Mm-hmm.

17 MR. FRELLY: Yeah, Member Riggs.

18 MEMBER RIGGS: Um, were people ever
19 employed as an intern?

20 MS. HICKEY: That you'll have to ask
21 the--

22 MR. FRELLY: Yeah--

23 MS. HICKEY: I'll let the institute--

24 MR. FRELLY: [Interposing] I think
25 you'd be--

1 MS. HICKEY: --[crosstalk] that, once
2 you get into the

3 MR. FRELLY: Yeah, thank you. So this
4 is now an opportunity for the members of the
5 institution to go ahead and make any
6 comments that you might have about the visit.
7 Not a chance to dispute the findings, but
8 rather any thoughts you might have about the
9 visit itself.

10 MS. LAMPKE [phonetic].: Sure. So
11 first, thank you to everyone who supported
12 us through this process. William, Bob,
13 Patricia, the site visit team, lots of
14 conversations with Cheryl and Teri. We
15 really appreciate the support that you've
16 provided. I wanted to first just clarify
17 something about the timeline that Cheryl
18 shared and then I'm, would love to share a
19 little bit about what we've been doing since
20 the visit. So we did submit an additional
21 intent form, clarifying that we were
22 submitting for a preliminary credential
23 program. And there were several
24 communications back and forth in which we
25 were asked to clarify. And we were clear

1 that what we were applying for, and the
2 actual approval letter that we received back
3 from the CTC was an approval for a
4 preliminary single-subject credential
5 program. So you can understand the
6 confusion on our end also when all of this
7 transpired. That said, I want to be really
8 clear that we're committed to running a
9 high-quality program for our candidates, and
10 that is also in compliance with the high bar
11 that you all hold for programs in California.
12 And as evidence of that we have jumped in
13 and really tried to figure out what our next
14 steps are and what improvements we need to
15 make to our program to ensure we are in
16 compliance. So I'll share a little bit
17 about what those things have been so far.
18 We are currently working in collaboration
19 with our leadership team to really reframe
20 and rename and clarify the vision for the
21 intern credentialing program. We're working
22 to update our policies and structures,
23 particularly around admissions and the 600
24 hours of the clinical experience. We've
25 been working with our legal, HR, and finance

1 teams to ensure that our candidates in the
2 future set up as employees. We've been
3 working to ensure the crosswalk with the
4 TPEs and an internal tool that we use called
5 Loop Force [phonetic] is really clear and
6 transparent to our candidates on all of
7 their assignments and assessments. And then
8 I don't think you mentioned this, but one of
9 the areas on the report was also increase
10 content area support for our candidates.
11 And so already this semester we've been
12 working to increase that for our current
13 candidates and are looking to continue to
14 increase that going forward. So those are
15 specifically for the credentialing program.
16 My colleague Lily will speak to the
17 induction program.

18 MR. FRELLY: All right, thank you.

19 MS. LAMB: Hi. For the induction
20 program we received feedback that there was
21 limited evidence that teachers have autonomy
22 over their ILP, and that their ILPs driven
23 by their needs. And I think there may have
24 been a misunderstanding of the ILP process.
25 And so the site visit team suggested that we

1 explain the process in more detail at this
2 meeting. The three broad topic areas that
3 are prescribed by the program--they include
4 the student learning environment, student
5 work - - cycle, and professional
6 communications actually taken together cover
7 all of the CSTPEs. So though they are three
8 topic areas, they are incredibly broad. And
9 teachers have the freedom to choose any sub-
10 strand or sub-strands from those three topic
11 areas as they see fit. And teachers
12 normally set one to two teacher goals based
13 on the co-assessment scores that they come
14 to with their mentors. And they normally
15 add one school site goal in addition. So
16 there, if the teacher goals overlap with the
17 school site goals, there's no need to set a
18 separate goal. So teachers then choose what
19 portfolio entry they work on based on how
20 relevant their personal goals and the school
21 site goals are to that portfolio entry. So
22 the teachers do have a considerable amount
23 of control over their ILP, and at the same
24 time there's room for employer inputs
25 through the school site goal.

1 MR. FRELLY: All right, thank you.

2 Discussion. We had--

3 MS. HICKEY: Matt, I just want to just
4 confirm what Pam Lampke [phonetic] did say
5 about the letter that went back to them, did
6 just say preliminary single-subject, it did
7 not say intern. So she's absolutely correct.

8 MR. FRELLY: Okay, thank you. Member
9 Riggs. You were first, would you...?

10 MEMBER RIGGS: Um, well I think, you
11 know, having read what the report says. It
12 says it appears it was a student teaching
13 residency program. And I don't know that it,
14 to me it looks like it was a student teacher.
15 It doesn't just appear. It was. Is that... I
16 guess I want clarification from the people
17 who did the visit. On um -- Because I'm not
18 seeing any employment, I'm not seeing any
19 full responsibility for teaching as an
20 intern. And so I'm really confused about
21 why an intern credential was every issued if
22 it was. And then need -- I would like, I
23 think it would be helpful to the group to
24 hear how the review team came up with the
25 recommendations that you did. How you came

1 up, really with the recommendations that you
2 did, given what the report says.

3 MR. LOX: Okay, as far as the first
4 question on, that it appeared to be a
5 residency program, well that was, and Cheryl
6 kind of mentioned it, that the term
7 residency program has been bandied around a
8 lot, so that it was kind of vague. But we
9 certainly did not see it as an intern
10 program. Yeah. Okay, is that clear enough?
11 Okay. And then as far as the
12 recommendations, do you, are you interested
13 in every standard that we had an issue with,
14 or a further explanation, or...?

15 MEMBER RIGGS: Whatever it takes to
16 explain your actual final recommendation
17 regarding accreditation.

18 MR. LOX: So are you asking what, how
19 we came up... All right, I'm sorry. What...
20 Okay, okay, all right. And it was, and we
21 had a large discussion on that, and it was,
22 it's kind of one of those things to where
23 you're, you know, it was just really close
24 on either way. And we felt that the, the
25 candidates that were coming out of the

1 program were, the candidates that came out
2 of the program were very strong. And so the
3 it's kind of a point to where they ran a
4 program that seemed to be very effective on
5 teaching candidates to be effective teachers,
6 but the fact that it wasn't following the
7 legalities of the ed code is where we came
8 to that point.

9 MR. FRELLY: Thank you. Any other
10 committee member? Member Forbes.

11 MEMBER FORBES: So thinking about the
12 hiring of interns, it all, you know, the
13 preconditions also require that there's
14 justification for an intern program, and
15 there are in fact shortages of appropriately
16 certificated staff. So is that the case at
17 your school? Are there openings?

18 MS. LAMPKE: There are openings and a
19 teacher shortage at our school, in our
20 school network. And our, that was approved
21 when we submitted our intern preconditions
22 once we realized this discrepancy.

23 MEMBER FORBES: So I guess I'm still
24 confused as to how these residents were
25 student teaching in classrooms where there

1 was a shortage, and who was teaching in the
2 shortage classrooms for which you would
3 imagine that interns would be placed? I
4 don't know if that makes sense, I'm trying...

5 MS. LAMPKE: So they were co-teaching
6 with another teacher, and then taking on
7 full responsibility as the teacher referred
8 for one section of students. And so that is
9 why they had the intern credential. We had
10 some misunderstandings on our end around the
11 employee piece. And now that we have
12 clarification from the CTC legal team, are
13 moving forward to address that.

14 MEMBER FORBES: So the... I'm sorry. Can
15 I continue?

16 MR. FRELLY: Sure.

17 MEMBER FORBES: So in other words,
18 these interns, if they're now hired as
19 interns, they also can't displace any
20 certificated employee. So what's happening
21 to the people who were in the classrooms?
22 Are they being released because now an
23 intern is going to teach their classroom?

24 MS. LAMPKE: So--

25 MEMBER FORBES: I'm looking at

1 Precondition Ten.

2 MS. LAMPKE: Mm-hmm.

3 MEMBER FORBES: For intern--multiple
4 and single-subject intern programs.

5 MS. LAMPKE: So currently our plan is
6 to address this going forward. But if you
7 have other guidance for our current
8 candidates we're happy to hear that.

9 MEMBER FORBES: So, So, the, you know,
10 let's say we have a biology teacher who is
11 teaching on a short-term staffing permit,
12 perhaps, if you had a shortage, right.
13 'Cause I would assume if there was already a
14 credentialed teacher in that position it's
15 not a shortage. So if there's a person in
16 there on a Stip or some other credential.
17 Then what happens to that person when the
18 intern on an intern credential takes over
19 that biology classroom?

20 MS. LAMPKE: I'm not sure I understand.

21 MS. HICKEY: Your teacher is still in
22 the classroom with the person seeking the
23 preliminary credential correct? I think
24 that's what you might be getting, is that
25 what happens to that person when really the

1 intern is in charge, what happens to the
2 veteran teacher? I think that's the
3 question. So they're co-teaching--

4 MR. FRELLY: Dr. Karni did you want to
5 interject?

6 DR. KARNI: I think that there's just,
7 like, some nomenclature issues. So as I
8 understand it, they are co-teaching not in a
9 classroom where there's currently a shortage.
10 That's a veteran employee that you're
11 putting them with, and that for part of
12 their time, once they have passed subject
13 matter, they are doing, they're taking over
14 limited responsibility for a specific full
15 responsibility for a limited set of students.
16 And that they aren't actually filling a
17 position of a teacher at any place inside of
18 your institution during the time at which
19 they're an intern. Does that wind the trail
20 in a more clear way?

21 MS. LAMPKE: Yes, that's correct.

22 DR. KARNI: Okay. Thanks.

23 MEMBER FORBES: So if I could just
24 follow up with my original question.

25 MR. FRELLY: Sure.

1 MEMBER FORBES: So in other words,
2 you're hiring them now, but you're not
3 hiring them to be the teacher of record in a
4 classroom--

5 MR. FRELLY: They're not hiring.

6 MEMBER FORBES: Oh they're not hired.
7 I thought I heard you say that that's what
8 you were doing as a result of the visit.

9 MS. LAMPKE: That's one of the next
10 steps that we're working on. We have not
11 taken action on it.

12 MR. FRELLY: Member Riggs. I'm sorry,
13 Member Alvarado.

14 MEMBER ALVARADO: So the report also
15 shows that students were admitted into the
16 program without having met subject matter
17 competency. I didn't get a sense about the
18 scope of the problem. But also what steps
19 are you taking to address and make sure that
20 this doesn't happen anymore?

21 MR. FRELLY: Um, Ms. Clark, would you
22 like to intervene?

23 MS. CLARK: I do want to clarify for
24 they respond, is that the commission's
25 requirement is subject matter must be met

1 prior to placement as a student teacher. It
2 is not prior to admission to a program. But
3 on the other hand, as an intern program, it
4 is a requirement prior to admission as an
5 intern. So it's very complex question
6 you've just asked.

7 MR. FRELLY: Sure, Ms. Riggs.

8 MEMBER RIGGS: Just about what will
9 happen in the future versus what we need to
10 decide based upon what was. Is that true?
11 So that, because normally when someone comes
12 before this body, they're not able to say
13 what we're going to do in the future now
14 that we understand. We're... is that... okay.

15 MS. CLARK: I would say that your
16 decision is based on the report before you,
17 and any information that you hear today.
18 But you have routinely heard from
19 institution saying we've now met with
20 faculty and we're doing X, Y, or Z. So does
21 that make sense? Your decision, though, is
22 based on the report. Yeah.

23 MR. FRELLY: Member Morrison.

24 MEMBER MORRISON: Thanks. We've all
25 read the report, so I'm not going to

1 highlight some of the things that stood out
2 to me as shocking. Earlier I said I
3 appreciated the clarification about which
4 institutions could offer credentials and
5 what programs. And it's clear to me that
6 this system is outside of the law at the
7 moment. I mean, it's not compliant with the
8 law. And so I have a hard time thinking
9 about giving any kind of probationary or
10 conditional accreditation based on something
11 that might happen in the future. And so I
12 have serious questions about any kind of
13 accreditation.

14 MR. FRELLY: Thank you, Member. Did
15 you get your answer, Member Alvarado? Okay,
16 would you like to respond?

17 MS. LAMPKE: Sure. I might have lost
18 it, so let me know if I don't address it
19 fully. So the question was about the
20 timeline around admission. So again, I
21 think this stems back to the initial
22 confusion in which we were expecting to run
23 a preliminary credential program, and so
24 admission was not dependent on having passed
25 the CSET. And then I think going forward,

1 we are now trying to articulate the
2 difference between admission to the pre-
3 service component and then admission to the
4 internship. And so we've drafted some
5 different policies and shared that with the
6 CTC staff for feedback. We have not granted
7 intern credentials without candidates having
8 met that requirement. So we're looking at
9 different policies going forward.

10 MEMBER ALVARADO: So I have a follow-up.

11 MR. FRELLY: Sure.

12 MEMBER ALVARADO: You're saying that
13 you're continuing to offer that preliminary
14 in addition to?

15 MS. LAMPKE: No.

16 MEMBER ALVARADO: You will, from this
17 point forward, you will only offer
18 internship.

19 MS. LAMPKE: Yes.

20 MEMBER ALVARADO: Thank you.

21 MR. FRELLY: Member Balatayo [phonetic].

22 MEMBER BALATAYO: I'd like to follow up
23 on Dr. Forbes question. So if you are no
24 longer, if you're not going forward in
25 thinking about hiring in terms of the intern

1 program, then what are the basis for the
2 need in interns? Because if you're saying
3 that there's this, if there's certain
4 teachers and there's certain slots where
5 they're student teaching, that doesn't pose
6 a need, then how do you determine, then how
7 does that affect the current, you know,
8 interns, candidates, whatever, in your
9 program currently. And if there's no need
10 for those students or candidates with their
11 subject matter expertise or content
12 knowledge, what happens to them? Where do
13 they get placed? I think that's my problem
14 with this. Because the focus, it seems to
15 me, is a student teaching program, but now
16 because of legalities and compliance issues,
17 you're trying to run an intern-based program.
18 But you still have these students or
19 candidates intact. How do you address that?

20 MS. LAMPKE: Yeah, I think that's where
21 we would love some guidance. Because we
22 have candidates in our program currently.
23 We want to support them in continuing to
24 move into teaching. And at the same time
25 we're in January, almost February, and so,

1 you know, our schools are staffed for the
2 most part for the year. So that's why we've
3 primarily been thinking about it starting,
4 going forward. And we have historical data
5 from our institution on where there have
6 been needs and subject shortages and certain
7 subject areas and things like that. So that
8 would help us define where we would hire
9 interns going forward.

10 MEMBER FORBES: So a clarifying
11 question. The candidates, or folks that are
12 in your program right now, are they employed
13 by your district?

14 MS. LAMPKE: They're not currently
15 employees. They are receiving a living
16 stipend.

17 MEMBER FORBES: So they do not have an
18 intern credential.

19 MS. LAMPKE: A number of them have an
20 intern credential.

21 MEMBER FORBES: But not all of them.

22 MS. LAMPKE: Yes. We have a few that
23 have not yet passed the CSET.

24 MEMBER FORBES: Okay. Another question
25 that, based on the report, is this not

1 meeting the 600 hours of clinical practice.
2 Can you speak to that with regards to how
3 you're addressing it now and what your plans
4 are for addressing that in the future?

5 MS. LAMPKE: Yes. This was definitely
6 one of the big places where there was
7 confusion. Because of the issue with how
8 the program was approved originally, our
9 understanding was that 600 hours in the
10 clinical setting regardless. It doesn't
11 actually say in the standards 600 hours with
12 an intern credential, although we now
13 understand that that is what is intended to
14 say. And so with our current candidates we
15 are tracking their hours, and will ensure
16 that they have 600 hours before they receive
17 their preliminary credential. And as we are
18 drafting these policies around when
19 admissions will start and what the length of
20 the internship will be, we are ensuring that
21 we are now calculating going forward as well
22 600 hours from the start of the intern
23 credential.

24 MR. FRELLY: Member Riggs.

25 MEMBER RIGGS: So I am most concerned

1 with what is now, not the future. And when
2 I think about licensure in other professions
3 and legalities in other professions, they
4 take it very seriously and I want us to do
5 the same. And so you've got people in your
6 program who are not interns but they're in
7 an intern program. And I understand that
8 there's confusion related to the term
9 preliminary. But the intern program in my
10 mind is a preliminary program. And you
11 applied for an intern approval, if I'm
12 understanding everything. And perhaps staff
13 can give additional information. But as a
14 program sponsor, we are the ones who have a
15 responsibility for understanding what kind
16 of program we're applying for. And the
17 requirements are very clear related to the
18 intern program itself and the subject matter
19 responsibility. The fact that they have to
20 be employed. All of those things are very,
21 very clear. If there's confusion about the
22 600 hours, that, to me, is minor, compared
23 to these other issues that are, you know,
24 that should have been quite clear to you
25 when you applied for an intern program. So

1 the fact that the response from the
2 commission to you was that you got approval
3 for a preliminary program is true. You were
4 approved for preliminary intern program,
5 even if it didn't specifically say that. So
6 I can understand some confusion about the
7 600 hours, because that was a new
8 requirement. I cannot understand how you
9 would not understand that your people had to
10 be employed and have to be meeting a
11 shortage in your district. That they could
12 not just be put in as student teachers, or
13 whatever we want to call them. They were
14 not employed, and they did not qualify for
15 an intern credential, because employment is
16 a requirement of the intern credential. And
17 so now we have this situation in front of us
18 that is very serious, and I'm not exactly
19 sure what to do about it. Because you have
20 people who've gone through this program in
21 good faith and yet I also see that I have a
22 concern then, that's why I asked the
23 question about how did the committee come up
24 with met with concerns, especially related
25 to this second standard for the program.

1 Because the coursework did not fully connect
2 to the TPEs. You had them placed with
3 people who did not have a full credential, a
4 clear credential, who did not match the
5 subject area in which they were studying.
6 And the candidates themselves said that they
7 wanted more learning in content. And so do
8 these people get a credential? I mean, this
9 is what we're talking about, to me. We're
10 talking about the people in the current
11 program who think that they are supposed to
12 be getting a credential and they're not in a
13 program in which they should be. And that
14 second standard suggests that even if
15 they're strong people, that they did not get
16 the education that they deserved because
17 there was all of this confusion related to
18 how the program was designed. So I don't
19 know what to say from here on out. But to
20 me that frames it as to what we're
21 discussing, unless I'm missing some
22 information.

23 MR. FRELLY: Does the institution wish
24 to respond to that, or...?

25 MS. LAMPKE: Um, I can clarify a few

1 things. There are two cooperating teachers
2 who don't have clear credentials, and that's
3 because their credentials are in process
4 currently with the CTC. They're
5 transferring from out of state with many
6 years of experience behind them. I think...
7 additionally I just want to add I feel
8 really strongly about the quality of
9 candidates coming out of the program and of
10 the experience that they have had. And I
11 feel confident that I understand the
12 concerns. We want to address them, we want
13 to work with you all to address them, and I
14 feel confident that we can do that. And we
15 appreciate the guidance that you can provide
16 in how to do that.

17 MR. FRELLY: Member Alvarado.

18 MEMBER ALVARADO: So earlier I asked if
19 you're running now a strict induction
20 program. I mean, sorry, an intern program,
21 and you said yes. So Table 1 shows that
22 there are currently 15 students enrolled in
23 that program. Are all of them employed by
24 the district as interns? The 15.

25 MS. LAMPKE: No, none of them are

1 currently employed. We just received
2 additional information from the CTC legal
3 team this week, so we have not been able to
4 take action on that since then.

5 MS. HICKEY: So we had provided--

6 MR. FRELLY: [Crosstalk]

7 MS. HICKEY: --information about how we
8 read the ed code historically, that an
9 intern must be an employee of the district.
10 Someone had said our lawyers read it
11 differently. And really it came down to the,
12 when interns were a funded grant program.
13 And so we sent that information to our
14 lawyers and they said no. That's basically
15 the section of the law applies to all
16 interns the fact that the state no longer
17 funds is not relevant, really, it's... So
18 that was the issue, so we had the follow-up
19 email from our lawyers this week.

20 MR. FRELLY: Wait, the timing of that,
21 was that recent? Or was that--

22 MS. HICKEY: [Interposing] Yes, that
23 was Tuesday, thank you.

24 MR. FRELLY: Okay. I want to come back
25 to Member Morrison, please.

1 DR. KARNI: Can I, I'm sorry.

2 MR. FRELLY: Or, Dr. Karni?

3 DR. KARNI: When you asked if they're
4 employed, just so we have clarification,
5 'cause I think, again, nomenclature has been
6 confusing in the conversation, do you mean
7 employed as a teacher?

8 MEMBER ALVARADO: I mean employee--

9 DR. KARNI: An intern teacher?

10 MEMBER ALVARADO: I'm talking about
11 employed as any other intern across the
12 state is employed.

13 DR. KARNI: Okay. I just wanted it to
14 be clarified that you're not just talking
15 about a paycheck coming from the district.
16 It's in the position of a teacher. Okay,
17 thank you.

18 MR. FRELLY: Member Morrison.

19 MEMBER MORRISON: Thanks. If I could,
20 I'd like some advice and clarification from
21 staff before I --. I'm inclined to propose
22 that we reject the recommendation and not
23 accredit the institution. But what I would
24 like to know or get some advice is, what are
25 the options for those candidates who are in

1 the program at the moment, and what could we
2 be thinking about for those if we do decide
3 to do that?

4 MR. FRELLY: Member Balatayo.

5 MEMBER BALATAYO: Again, that goes back
6 to my question earlier, where, you know,
7 there are these candidates or interns, what
8 have you. Where will they be placed for the
9 meantime while you're thinking about where
10 to place them for their, you know, in the
11 future. Like you said earlier, I didn't
12 quite understand or know what the plan is in
13 terms of placing them. Because currently as
14 your program is structured or situated,
15 there are no feasible, well, placements.
16 There aren't, and actually the program
17 itself is out of compliance. Therefore they
18 should not continue. That's the problem
19 here.

20 MR. FRELLY: Just to remind the
21 committee that in addition to the question
22 that you had raised, Committee Member
23 Morrison, we also have our guidance, here,
24 to go through. So while this would address
25 the institution in its entirety, your

1 question relates to the individual students,
2 right? Member Erickson.

3 MEMBER ERICKSON: It appears based on
4 our discussion, and if staff could discuss
5 this with us. That people in this program
6 are not even eligible for a credential at
7 this point, period.

8 DR. KARNI: Can I--

9 MEMBER ERICKSON: I'm not, sure, go
10 ahead, Kathy.

11 MR. FRELLY: Yeah.

12 DR. KARNI: A couple clarifying things
13 again. Sorry. Back to Committee Member
14 Morrison. I think that you are, so in
15 talking about the institution, there's two
16 programs in the institution, so the
17 committee is allowed to create a stipulation
18 in which a program is closed without denying
19 the accreditation to the whole institution.
20 Additionally, there are systems in place for
21 staff to work with an institution to find
22 placements with other institutions for
23 continuing candidates. It, that is a very
24 severe step, but I just, I heard you say
25 reject and I didn't know if you were talking

1 about a program or the institution.

2 MEMBER MORRISON: Yeah, I should've
3 been clearer. And now I thank you for the
4 clarification. I meant this intern program.

5 MS HICKEY: So lots of issues on the
6 table here.

7 MEMBER MORRISON: Definitely.

8 MS. HICKEY: So I think it might be
9 helpful, and I'm not sure why, but I think
10 it might be helpful for maybe the
11 institution to talk about before the person
12 serves on the intern credential, what is it
13 that they're doing in the classroom? I
14 think separating the time periods for which
15 the candidate is in, sort of, preservice
16 versus being on an intern, I think might
17 help a little bit. Because I'm feeling like
18 there's lots of issues and all of a sudden
19 they're all being intermingled. And I think,
20 I don't know. If that would help anything,
21 I that might give that...

22 MS. LAMPKE: Sure. So candidates spend
23 the summer in coursework with us and
24 orientation to the program and to the
25 institution. In the fall they are observing

1 in the school where they've been placed four
2 days a week watching a master teacher really
3 do their craft, collaborating alongside of
4 them as they're understanding, planning, and
5 things like that.

6 MS. HICKEY: For the - - mostly
7 they're--

8 MS. LAMPKE: Observing.

9 MS. HICKEY --observing and maybe
10 talking, obviously, with the... okay.

11 MS. LAMPKE: Yeah.

12 MR. FRELLY: Can I just ask quick,
13 could you define the term collaboration as
14 it relates to how you just mentioned it?

15 MS. LAMPKE: I mean like studying
16 alongside as the expert teacher is planning.
17 And they are sharing their thinking and
18 talking through the work that they are doing
19 so there's conversation happening there.
20 And they continue to work with us on their
21 preservice coursework one additional day a
22 week. We do have folks who pass their CSET
23 sort of all throughout--some before they
24 come into the program, some this year who
25 passed, you know, early in the fall. And so

1 then internal credentials are granted as
2 those requirements are being met. Is there
3 more that you want me to add on to there?

4 MS. MOORE: What happens with that
5 candidate once the intern credential, what
6 are they doing then at that point?

7 MS. LAMPKE: So then they're moving
8 into... they're still there four days a week
9 but then they're shifting from observation
10 into co-teaching. And then the one block
11 that they've identified where there'll be
12 the teacher leading the planning, teaching,
13 assessment, family communication, primary
14 responsibilities for that class.

15 MS. MOORE: And when do the clock, does
16 the clock start ticking for those 600 hours,
17 and how many do you count per day?

18 MS. LAMPKE: When the intern credential
19 is granted we have clarification from the
20 CTC staff that we should not be counting
21 more than 6 hours a day. They're on campus
22 more than that time, but those are the hours
23 that we're counting. And so we, as I
24 mentioned before, are documenting that for
25 each of our candidates.

1 MR. FRELLY: Member Riggs, and then
2 Member Erickson.

3 MEMBER RIGGS: So I feel like what
4 we're talking about right now are the
5 candidates who are presently in the program,
6 and what kind of education and preparation
7 have they had, and whether or not they are
8 eligible to get a credential. It seems like
9 that's our focus, right at the present, what
10 we've steered to. And you've just described,
11 you know, that they are heavily in a
12 classroom with a teacher who may or may not
13 really be qualified to nurture them and
14 guide them. We don't know a lot about the
15 coursework that they're taking, except that
16 we know that the report says to us that the
17 candidates themselves asked for more content
18 preparation, and that there was a concern
19 that the education that they were getting
20 was not directly tied to the TPEs. And we
21 haven't really heard anything related to how
22 all of those TPEs, which are so many and so
23 in-depth, are addressed in this program, in
24 their coursework. And so I have a question
25 in my mind about whether or not they have

1 fully, you know, we know that they are not
2 in an intern program. And we know that
3 you're not eligible to offer a preliminary
4 student teaching program. And if I felt
5 fully confident that what they had gotten
6 was a full student teaching program in error,
7 I would have less concern about the
8 credentialing of the candidates that are in
9 your program presently. So, I mean, I, I, I
10 feel like you do not have intern program, we
11 cannot say that you have an intern program.
12 It doesn't matter what you do in the future.
13 At the present time, you do not have an
14 intern program. There isn't, there aren't
15 15 placements of employment for the people
16 that you've admitted. And there's nothing
17 to do about that, except to say this is not
18 an intern program and we cannot allow this.
19 Because the law doesn't allow it. So the
20 only other option is to think about what do
21 those candidates do. And if we hear from
22 someone, from, like, the site team, that
23 there is assurances that what have those
24 people, what the candidates have experienced
25 is equivalent to what they would have

1 experienced in a student teaching program,
2 fully, you know. Maybe that allows us to
3 have some flexibility with the way those
4 candidates are treated. I'm just, I'm not
5 sure.

6 MR. FRELLY: Member Erickson, then
7 Forbes.

8 MEMBER ERICKSON: Dr. Riggs just
9 beautifully outlined my concerns.

10 MR. FRELLY: That was a twofer, well
11 done. Member Forbes.

12 MEMBER FORBES: Then I would add to
13 that, 'cause I also think it was very well-
14 outlined, the concern that I have, because
15 Standard Two was met with concerns and
16 Standard Three wasn't met. So that makes me
17 not, you know I know we want to, we're going
18 to accept the findings on standards of the
19 team. I still think there may be some
20 preconditions that I have concerns about
21 that weren't identified in this report,
22 'cause that's not the subject of the site
23 visit. But I don't, it doesn't give me
24 confidence in the preparation for these 15
25 candidates while they're still in the

1 program, if Standard Two is met with
2 concerns, and Standard Three was not met for
3 that program.

4 MR. FRELLY: Yeah, Ms. Clark?

5 MS. CLARK: I was just in the
6 accreditation framework, just to look into
7 this. You do know you have the ability to
8 not only prohibit an institution from
9 sponsoring new programs, you also have the
10 ability to prohibit an institution from
11 accepting candidates in a specified program.
12 So that is something you could think about.
13 Another thing to consider is, in our last
14 framework at least, when an institution was
15 denied or closed, or if a program was to be
16 closed, the candidates that are actually in
17 the program still get to finish the grading
18 period they're in. Which, we're kind of in
19 a grading period that takes us to the end of
20 the school year now, in essence. So we
21 would not kick Students, candidates out next
22 week, based on a decision you made here
23 today. So that's not really viable. It
24 does seem that there might be some way to
25 partner the current candidates in the

1 current Summit program with some other
2 program to take care of your concerns about
3 monitoring the coursework and the number of
4 hours. And you also have the ability to
5 have staff to continue to work with the
6 Summit leadership. So those are just some
7 things I wanted to point out that you could
8 consider in your deliberations.

9 MR. FRELLY: Member Forbes.

10 MEMBER FORBES: So to help me
11 understand, that was a very helpful comment,
12 but to be sure I understand, so for example
13 if an IHE program, or an approved program
14 sponsor--it doesn't have to be an IHE if
15 it's a student teaching program--were
16 willing to partner with this institution
17 they could help support the I also wasn't
18 completely clear about if these actually are
19 cooperating teachers as opposed to intern
20 support providers, what was their training?
21 Did they all have 10 hours of training, what
22 kind of mentoring are they getting in order
23 and I'm, forgive me if it was in the report
24 and I missed it, you know, 'cause it was a
25 very thorough report. But um

1 MS. CLARK: I think she wants to
2 respond to that.

3 MEMBER FORBES: Yeah.

4 MS. LAMPKE: Um, I'm happy to speak to
5 that. So all of the folks serving in what
6 we call the cooperating teacher role
7 received two full days, so 16 hours of
8 training prior to the start of the school
9 year, that was led by my team. That covered
10 overview of the program, coaching and
11 observation, best practices, understanding
12 the curriculum, the TPEs, the edTPA, all of
13 the core components of the program and the
14 candidate experience. We then did a follow-
15 up full day in October and we just had
16 another one last week, so over the course of
17 the year four full days of professional
18 development. In addition, the, what we call
19 the mentor, what you'd call the university
20 supervisor from our program, checks in with
21 them every other week when they're on site.
22 And they have additional support from their
23 school leader with - -. Can I also make a
24 clarification around the TPEs? So perhaps
25 Bob or Patricia could speak to this from

1 their perspective, but my read on the report
2 and from the conversation I had with the
3 site visit person who looked at the program
4 when we talked through the TPEs together was
5 not that the coursework was not aligned,
6 that we didn't have it visible to the
7 candidates. So we have internal documents
8 where we show between our look fors, which
9 is the assessment tool that we use, and the
10 TPEs, the alignment between the content and
11 the projects that our candidates are doing
12 in coursework, the alignments of the TPEs,
13 we just did not have it visible to the
14 candidates. And so that is the next step
15 that we are planning to take.

16 MR. FRELLY: Member Forbes.

17 MEMBER FORBES: And just in continuing
18 this thought about if there were a
19 partnership with the IHE. Thank you for
20 explaining the training, that was very
21 helpful. Then they would have access to a
22 university supervisor as well as to a
23 cooperating teacher, which would, I think,
24 be particularly important if there were
25 cooperating teachers that don't have the

1 clear credential or, you know, other they've
2 had the training, so that's good. But at
3 least that would provide two forms of
4 support. Since as a district you would only
5 have the district employed personnel.

6 MR. FRELLY: Member Alvarado.

7 MEMBER ALVARADO: So sorry to get into
8 the weeds, but based on what Teri just
9 shared, assuming that there's is a
10 partnership with an IHE, I mean, those
11 services aren't for free. And so who do you
12 envision being, or what entity being
13 responsible for the additional cost that
14 would be associated with that reviewing
15 coordination with an IHE? Who would bear
16 those costs?

17 MS. CLARK: That's not for us to say,
18 really, it would be a negotiation with the
19 leadership at Summit. I believe we had
20 something somewhat similar. I'm trying to
21 remember if, I think it was an induction
22 program in the past, where they had to work
23 with another program, fairly recently. That
24 would be up to the institution to be able to
25 come forward and say, "We have a plan, we've

1 identified this commission-approved sponsor
2 who can sponsor a student teaching based
3 program and they would be our partner, to
4 make sure we finish these candidates out
5 adequately and appropriately."

6 MR. FRELLY: Dr. Karni, do you wish to
7 comment?

8 DR. KARNI: So when I was back in my
9 old role as dean, we actually assisted a
10 program that was also not allowed to accept
11 or actually finish candidates. And that
12 institution worked with my institution. We
13 came to an agreement of a fee that we
14 charged that institution. And I don't know
15 how much, or if any was passed on to the
16 candidates. It was my understand that that
17 was not the case. And in this case we had
18 no prior relationship with them. I know
19 that Summit has a prior relationship with at
20 least one institution of higher ed,
21 University of the Pacific. And the
22 commission was not involved in any of those
23 decisions. It was very clear that that had
24 to become, that had to come between the
25 institution, finding - - a way to finish out

1 their candidates and allow them to be
2 credentialed, and at which point that
3 institution then, while they didn't have
4 candidates, did some work and came forward
5 for approval and moved forward. And they
6 are offering a preparation program now.

7 MR. FRELLY: Thank you. Member
8 Alvarado.

9 MEMBER ALVARADO: So just as a
10 clarification per Kathryn. So in that
11 particular instance, the decision was not
12 admit any new students, and allow the
13 current students to finish in collaboration
14 with an IHE.

15 DR. KARNI: Um, there were some
16 additional complexities to that particular
17 situation.

18 MEMBER ALVARADO: But generally.

19 DR. KARNI: But the role I played was
20 that their candidates were not allowed to be
21 recommended by that institution, so we did a
22 transcript evaluation. We found places
23 where holes needed to be plugged and helped
24 provide services for that. And there were
25 some instances where holes did not need to be

1 plugged and we were able to move forward and
2 recommend those candidates within that
3 process. With, I feel like we did no harm
4 to candidates, and that the institution,
5 although of course it's unsettling for
6 candidates, was comfortable in the outcome.

7 MR. FRELLY: Great. Thank you.

8 DR. KARNI: Of course I'm putting words
9 in their mouth.

10 MR. FRELLY: No. Member Riggs.

11 MEMBER RIGGS: So I don't know if we're
12 ready for this, but I'm going to try to say
13 what, get the ball rolling.

14 MR. FRELLY: Mm-hmm.

15 MEMBER RIGGS: On what we might do,
16 given all this really helpful conversation.
17 So I'm wondering if we could accept the
18 decision related to accreditation with the
19 addition that the intern program would be
20 closed and all intern, present intern
21 candidates would need to go through the
22 process that that, a similar process with
23 partnership with an approved preliminary
24 student teaching program for secondary, to
25 verify and make the recommendation for the

1 present candidates, and that no future
2 candidates would be accepted into the
3 present intern program. And if they, if you
4 would, if the institution should want to
5 develop an intern program, then they would
6 need to resubmit, and not make patches or
7 changes to the present program, because it's
8 just too confusing to start from the
9 original, just start from scratch. So is
10 that kind of clear, or--

11 MR. FRELLY: Well--

12 MEMBER RIGGS: As a start and people
13 can discuss that?

14 MR. FRELLY: Well actually before we
15 second it, let's wait, yeah, let's wait to
16 have clarity on this.

17 MS. HICKEY: 'Cause it's, there were
18 too many pieces of it that--

19 MEMBER RIGGS: Okay.

20 MR. FRELLY: But, it sounds like the--

21 MS. HICKEY: In particular the
22 past/present piece threw me, so--

23 MEMBER RIGGS: Okay, so we accept the
24 recommendation of accreditation as it stands
25 in the report. Right. With the change in

1 that the present intern program would be
2 closed. And all--

3 DR. KARNI: So you're adding a
4 stipulation, Iris, that--

5 MEMBER RIGGS: Okay.

6 MR. FRELLY: Yep.

7 DR. KARNI: So...

8 MEMBER RIGGS: And--

9 DR. KARNI: You're adding a stipulation
10 that the program is closed.

11 MEMBER RIGGS: Okay, okay. And that
12 the current students in the 15 cohort would
13 need to get their recommendation through
14 partnership, with an accredited, preliminary,
15 single-subject, student teaching program.

16 MS. HICKEY: That'd need to be an
17 intern program? Teri?

18 MR. FRELLY: Teri.

19 MS. HICKEY: I'm just, I don't know.

20 MS. CLARK: It doesn't make sense to be
21 an intern program, because the candidates
22 are not really intern placements.

23 MS. HICKEY: Okay, so it has to be,
24 then, a student teaching based--

25 MS. CLARK: Has to be an IHP sponsored,

1 MS. HICKEY: I just want that very
2 clear.

3 MS. CLARK: --student teaching-based
4 program.

5 MR. FRELLY: Okay. It sounds like
6 there are multiple parts to the motion. Is
7 it wise for use to take it in one at a time,
8 separate motions?

9 DR. KARNI: Oh, so I don't think that
10 you have to put into the stipulation that in
11 order for them to have an intern program
12 they have to resubmit. Because when you
13 close a program, there's already language in
14 the handbook--

15 MR. FRELLY: Okay.

16 DR. KARNI --that requires that. So in
17 making it cleaner, I don't think you have to
18 put that explanation in there.

19 MR. FRELLY: So accepting the team
20 findings yet adding stipulation to it. And
21 is that acceptable way to do that, Cheryl,
22 or? - - Accepting the team findings but
23 then adding additional stipulations to that.
24 So is that two separate, or is that - - one?

25 MS. HICKEY: Also makes me wonder what

1 happens to some of the stipulations that are
2 there, if you're closing the program, and so
3 those stipulations don't exist anymore.

4 Correct?

5 MR. FRELLY: Mm-hmm.

6 MS. HICKEY: I'm thinking.

7 UNKNOWN FEMALE VOICE: Well the teacher
8 induction's still there.

9 MS. HICKEY: Induction, right. The
10 induction one stays there.

11 DR. KARNI: Cheryl, because they're
12 closing a program and because they're not
13 allowing students to be accepted--

14 MS. HICKEY: Yeah.

15 DR. KARNI: well, obviously if the
16 program's closed. Do they need to change
17 the decision to a probationary, rather than
18 major?

19 MS. HICKEY: That's, I don't know, look
20 at the chart. That would seem to be more in
21 line.

22 DR. KARNI: I don't think it's
23 required--

24 MS. HICKEY: But it's not--

25 MS. CLARK: --but it does seem to be

1 more in line with what probationary means.
2 But I do think you need to think about if
3 the institution is only sponsoring an
4 induction program, does the induction
5 program and the institution warrant a
6 probationary decision, and that's up to you.

7 I mean,

8 MS. HICKEY: Yeah.

9 MS. CLARK: You also, I think, may
10 want to consider that Summit would return to
11 you at your next meeting with a report on
12 what they're planning to do with their
13 current candidates.

14 MS. HICKEY: Mm-hmm.

15 MS. CLARK: And if there isn't a plan,
16 then you would have to think about what
17 happens in that point in time.

18 MS. HICKEY: The other thing is that
19 once the program's closed, the stipulation
20 is met, it can be removed. So you can
21 change the accreditation decision once that
22 happens.

23 MS. CLARK: To full accreditation.

24 MS. HICKEY: So then it doesn't leave
25 probationary hanging on a single program

1 that is operational. And I, just so that
2 Summit can follow all this, the fine line
3 between a finding of accreditation with
4 major or probationary stipulations versus a
5 denial of accreditation, even though one
6 program is being proposed for closure, is
7 that your institution remains whole and it
8 is not closed. And that rather than going
9 through initial institutional approval, you
10 will go through only program approval for
11 the intern program should you decide to seek
12 that.

13 MR. FRELLY: Member Erickson?

14 MEMBER ERICKSON: I have a question
15 regarding what was just proposed, with
16 concern to the candidates. It was proposed
17 that they have to go into a student teaching
18 program. What happens if they are found
19 eligible to be an intern and there is a
20 hiring district that would allow them could
21 that happen? It seems like it could.

22 MS. CLARK: it seems like it could,
23 except I believe these 15 candidates are
24 very happily placed in Summit school
25 classrooms--

1 MEMBER ERICKSON: Mm-hmm.

2 MS. CLARK: --with cooperating teachers
3 at this point in time. I don't think
4 they're actually out looking for jobs, so I
5 think their whole trajectory really has been
6 kind of on a student teaching based program
7 approach.

8 MEMBER ERICKSON: With that, though, my
9 concern is, they are not approved as a
10 student teaching program, and have not met
11 those qualifications, nor has the
12 organization appeared to follow all of the
13 guidance and opportunities that are provided
14 by the CTC to understand those programs.
15 And I'm not sure that that's an appropriate-
16 -

17 MR. FRELLY: Okay, now Member Riggs
18 was--

19 MEMBER RIGGS: Yeah, I, I mean, I have
20 the same exact concerns. But what helped
21 alleviate them is what Kathryn shared about
22 how it worked at your institution when you
23 were a dean. So what I'm thinking is that
24 it's as though these candidates through no
25 fault of their own really had a lot of, they

1 did, actually, have a lot of hours. If they
2 were in a student teaching program, they met
3 the 600 hours for student teaching program.

4 MEMBER ERICKSON: Yeah.

5 MEMBER RIGGS: We still have a concern--
6 --or I do, at least--about the TPEs. And so
7 if they go to another institution, it's kind
8 of like when we do a subject matter review
9 and say this is equivalent to our subject
10 matter preparation program. So they're,
11 whatever you can provide to them as a
12 transcript, a record of their, how you've
13 assessed them and how they've met the TPEs
14 would be given to the whatever student
15 teaching program it is. They're not really
16 seeking into a student teaching program.
17 They're just having a student teaching
18 program review and determine is this
19 equivalent or not. And if it's not, here's
20 where the gaps are, and here's some courses
21 that you could take to meet that gap. Or
22 maybe you need more student teaching, or
23 whatever. But the institution would
24 determine that, is that the way--

25 DR. KARNI: So we had to admit those

1 students.

2 MEMBER RIGGS: Mm-hmm.

3 DR. KARNI: Because, I mean, it was
4 part of our agreement. But because we were
5 going to recommend them, they had to be our
6 students, or our candidates. And there,
7 that, I think that we're trying, or, I'm
8 sorry. I'm saying we, but you all, good
9 people, are attempting to problem-solve in
10 advance of I think it's, those things are
11 best left to the institutions to problem-
12 solve. I think you can put, like, a frame
13 around, that they need to find an
14 alternative for them to finish their program.

15 MR. FRELLY: Right.

16 DR. KARNI: And the best alternative,
17 in the terms of advice, would be for them to
18 work with another IHE who would kind of
19 embrace what they've done so far, and that
20 possibility exists out there. Rather than
21 us trying to figure out. I guess a student
22 could, a candidate in their program could
23 see an opportunity for a job somewhere, or
24 even in, you know but they're, for those 15
25 it makes sense for it to be a student

1 teaching program.

2 MR. FRELLY: Okay. And Co-chair Moore?

3 You had. Okay. All right. Member Forbes?

4 All right, Member Riggs.

5 MEMBER RIGGS: Um, I just wonder about

6 my motion. And given what I heard, I'm

7 wondering, I guess I'd like some discussion

8 or something.

9 MR. FRELLY: Mm-hmm.

10 MEMBER RIGGS: Because I'm considering

11 saying probation rather than accept with

12 major stipulations. So I, could I amend my

13 own motion? Is that okay?

14 MS. HICKEY: Yeah, of course.

15 MR. FRELLY: Mm-hmm.

16 MS. HICKEY: Of course.

17 MR. FRELLY: Sure.

18 MEMBER RIGGS: Okay. Because I did not

19 initially say that I didn't, I felt like the

20 induction program, although it has an issue,

21 would not be probationary, and since that

22 would be all that you were left with, that's

23 why I didn't want to put it. But I

24 understand the reason for putting it related

25 to what happens to these 15 candidates and

1 having that accountability to those
2 candidates as they come, as you come back to
3 us and then the probationary status could be
4 removed. So would that--that it's
5 probationary.

6 MR. FRELLY: Yes, Corrie.

7 CORRIE: Just adding one clarifying
8 comment, because it was said that they had
9 met all 600 hours, but they would not have
10 met the four solid weeks of independent
11 student teaching. And so just keep that in
12 mind.

13 MR. FRELLY: Good point.

14 CORRIE: Because you can't complete
15 that 600 hours with those four week--

16 MR. FRELLY: Okay.

17 CORRIE: Yeah.

18 DR. KARNI: Well, they're only doing

19 [crosstalk]

20 DR. KARNI: The receiving institution,
21 that might be a hole that they would find.

22 CORRIE: That's, yeah, exactly. And
23 they're only doing one class.

24 MR. FRELLY: Right.

25 CORRIE: So

1 MR. FRELLY: So Cheryl, what do we have
2 as a motion, or

3 MS. HICKEY: Right now I have that it
4 was moved. I don't think we have a second
5 yet, 'cause, okay. Hold that thought.

6 MR. FRELLY: I think I'd like to hear
7 it.

8 MS. HICKEY: Hold that thought while I
9 restate it.

10 MR. FRELLY: [Crosstalk]

11 MS. HICKEY: That it's probationary
12 stipulations with the present intern, um,
13 program be closed at the end of this term.
14 The current students that the program would
15 work with another student teaching-based
16 program to work with these current students,
17 and that that program would recommend these
18 candidates. I did not hear, but I'm
19 assuming, so tell me yes or no, that you
20 would like them to come back with the plan
21 at the next me--, yeah, the very next
22 meeting I'm assume, okay. That's what I
23 have so far. And now? Okay.

24 MR. FRELLY: Okay, so we have a motion
25 by Committee Member Riggs, seconded by

1 Member Morrison. Sure. Sure.

2 MEMBER RIGGS: Where it states that
3 they would be recommended by the other
4 institution, I think we need to be really
5 clear and say they would apply for
6 recommendation by the other, by the partner
7 institution.

8 MS. HICKEY: Okay.

9 MR. FRELLY: Partner institution.

10 MEMBER RIGGS: Because we can't say
11 that they would be.

12 DR. KARNI: So can I, I want to know
13 the intent. I'm a little confused. Your
14 intention is that no current candidates can
15 be recommended by this institution? Okay.
16 They have to be recommended by the receiving
17 [crosstalk]

18 MS. CLARK: Or the--

19 MR. FRELLY: By the partner--

20 MS. CLARK: Or a preliminary credential.
21 Not for the clear.

22 DR. KARNI: Right.

23 MR. FRELLY: Right.

24 MS. CLARK: Thank you.

25 MS. HICKEY: Right, just for that

1 program. Okay.

2 MR. FRELLY: Okay. SO we have a motion
3 on the table, and there is a second.

4 Further discussion? Co-chair Moore.

5 CO-CHAIR MOORE: I just feel compelled
6 to share. We know this is heavy.

7 MR. FRELLY: Yeah.

8 CO-CHAIR MOORE: This is a weighty
9 decision, and that's why we go through all
10 this discussion. I know this is hard for
11 you. We know that it's hard for you, and
12 that your intent, when you moved forward,
13 was really to develop competent teachers
14 that would go out and do the best work that
15 they could do. And there was confusion that
16 was not your fault. That being said, I just,
17 our compassion is with you. We know how
18 hard it is to run a program. And we know
19 that this is going to be difficult for you
20 to go back and talk to your candidates and
21 colleagues about the decision today, and
22 know that we're here for you to answer your
23 questions and support you and offer guidance.
24 You have a great team here, the CTC, PSD, to
25 offer that support. And that we hope that

1 you will come back to us with an intern
2 program in the future if that works for you
3 and the candidates, or potential candidates
4 in your district.

5 MS. HICKEY: Terri's got a comment.

6 MR. FRELLY: Thank you. Sure.

7 MS. CLARK: So in the recommendations
8 from the team, that Summit would host a
9 revisit in one year.

10 MS. HICKEY: That would not--

11 MS. CLARK: And that they not be
12 permitted to propose new programs. If you
13 are--

14 MS. HICKEY: That's what I--

15 MS. CLARK: Closing their intern
16 program, do you still want them to host a
17 revisit in a year related to their induction
18 program?

19 MS. HICKEY: No.

20 MS. CLARK: Because currently the
21 motion on the table, I believe, was what the
22 team said, plus what you said. So if you--

23 MS. HICKEY: That's what I tried to get
24 at earlier. [Crosstalk]

25 MS. CLARK: So if you don't want a

1 revisit, I think you should--

2 MEMBER RIGGS: I would amend it with no
3 revisit.

4 MR. FRELLY: Member Forbes.

5 MEMBER FORBES: Does that move it, then,
6 from probationary to major? Because I'm
7 looking at the chart. Well it says the
8 revisit, doesn't it say it's required if
9 it's probationary? Right, there would be,
10 no. But I'm--

11 MS. CLARK: Well, this required is
12 taken with a grain of salt, all of it.

13 MEMBER FORBES: Okay.

14 MS. CLARK: You as a body have the
15 right to make the decisions that are
16 appropriate for each institution.

17 MEMBER FORBES: Okay.

18 MS. CLARK: And usually you're right,
19 with probationary it would be required. But
20 the probationary part of this is being
21 closed.

22 MEMBER FORBES: Closed, exactly.

23 MS. CLARK: So it doesn't--

24 MEMBER FORBES: Right.

25 MS. CLARK: Make sense to have...

1 MEMBER FORBES: Right.

2 MS. CLARK: You did say a report at the
3 next commission meeting.

4 MR. FRELLY: Committee.

5 MS. CLARK: Committee meeting, I'm
6 sorry. And is that all you need? Is there
7 a follow-up, is there a seventh-year report
8 due to address the induction issues?

9 MR. FRELLY: Mm-hmm.

10 UNKNOWN FEMALE VOICE: No, I don't
11 think so.

12 DR. KARNI: Teri, I have a question
13 about your question, sorry. When you read
14 that back, in addition to revisit, you also
15 said that they not be allowed to propose any
16 new programs. Part of what this discussion
17 has been about is that--

18 MS. CLARK: To allow them to.

19 DR. KARNI: Is they're going to close.

20 MS. CLARK: And then rethink.

21 DR. KARNI: And then according to the
22 requirements of our handbook.

23 UNKNOWN FEMALE VOICE: Yes.

24 MR. FRELLY: Mm-hmm.

25 DR. KARNI: They, they're in a position

1 where they'll, if they decide to pursue this,
2 they'll have to be allowed to propose new
3 programs.

4 MS. CLARK: Right.

5 DR. KARNI: So either you wait until
6 the issue is resolved and they're closed,
7 and then you also lift that stipulation at
8 that time, and you keep it in place now.
9 That is something that you can do. So I
10 just, like... following this string.

11 MS. CLARK: Mm-hmm.

12 DR. KARNI: It's perfectly fine to
13 leave that there, but you, I'm just putting
14 on the radar that down the road you have to
15 reconsider that part.

16 MS. CLARK: Mm-hmm.

17 DR. KARNI: You might have to.

18 MS. CLARK: To not...

19 DR. KARNI: To, you can leave it there
20 now, that they can't propose any new
21 programs--

22 MS. CLARK: [Interposing] It was not in
23 Iris's list.

24 DR. KARNI: Oh, okay. I misunderstood.
25 I'm so sorry.

1 MS. CLARK: So

2 MS. HICKEY : Okay, all right. So is
3 it in or out, people?

4 MR. FRELLY: Well, let member Alvarado.

5 MEMBER ALVARADO: So to simplify the
6 matter, could we not just add an addendum
7 that says that this motion also notes that
8 any previous team recommendations that were
9 based on a continuing program be rescinded
10 or eliminated. So that both of those were
11 based on the assumption that the program
12 would continue. And in this case the
13 program is not continuing, therefore those
14 two items are no longer relevant.

15 DR. KARNI: So can I make a suggestion?

16 MR. FRELLY: Sure.

17 DR. KARNI: I think that you leave the
18 motion as it is, and then when, next
19 committee meeting, when it's, there's
20 evidence that they have closed, then you can
21 remove the other stipulations and then
22 you're taking it in increments.

23 MR. FRELLY: Mm-hmm.

24 DR. KARNI: that might be the cleanest
25 way to do it. I mean, it's not the only way.

1 MR. FRELLY: But it's step-by-step - -
2 clearer. Okay, so where are we? Like have
3 we, I just want to double-check to be sure.
4 There was a motion at the table.

5 MS. HICKEY: Mm-hmm.

6 MR. FRELLY: And it was seconded.

7 MS. HICKEY: Right.

8 MR. FRELLY: Cheryl, do you mind just
9 rereading the motion, be sure we're all on
10 the same page?

11 MS. HICKEY: So the motion is for, I
12 think, probationary stipulations, that the
13 intern program would be closed. That the
14 students in the 15 cohorts would be
15 recommended, or the, the cohort of 15 would
16 be recommended by another commission-
17 approved preliminary program.

18 UNKOWN VOICE: But we were taking out--

19 MS. HICKEY: What?

20 MS. CLARK: How about evaluated and
21 monitored, and when appropriate recommended?

22 MS. HICKEY: Okay. Maybe recommended
23 after that. Evaluated and monitored. And
24 that the institution come back with a plan
25 at the next meeting where they are with

1 things.

2 MR. FRELLY: Mm-hmm.

3 MS. HICKEY: The status, I guess the
4 status of things.

5 MR. FRELLY: Status.

6 MS. HICKEY: Mm-hmm. related to
7 closure. And future candidates. Not future
8 candidates.

9 UNKOWN VOICE: Future candidate
10 placements - -

11 MS. HICKEY: And candidate placements.

12 MR. FRELLY: Candidate placement, right.

13 MS. HICKEY: I'd take out future.

14 MR. FRELLY: Mm-hmm.

15 MS. HICKEY: Placements, okay.

16 DR. KARNI: I have to make one more
17 clarification, I think. That you're really
18 saying, because it's student teaching, it
19 has to be an IHE.

20 UNKNOWN FEMALE VOICE: Yes.

21 DR. KARNI: The partner has to be an
22 IHE.

23 MR. FRELLY: Right, right.

24 DR. KARNI: Okay.

25 MS. HICKEY: And that we are

1 eliminating any need for the revisit, and
2 any follow-up related to the induction
3 program, formal follow-up with you.

4 MR. FRELLY: Until the institution
5 presents in March, right?

6 MS. HICKEY: No.

7 MR. FRELLY: No?

8 MS. HICKEY: 'Cause what I thought what
9 I thought I heard about the induction
10 program is you're good.

11 MR. FRELLY: Okay.

12 MS. HICKEY: That they will make the
13 changes that, that you did not need anything
14 further.

15 MEMBER RIGGS: I am good, but I thought
16 that we would go to Kathryn's suggestion
17 that we just leave it as is related to what
18 it says, and then make those changes to the
19 requirement for the focus visit and
20 everything else. That would be erased once
21 the closure has occurred and we've gotten
22 the update. That's what I had understood
23 where we were going. But just for the time
24 being, until this has closed.

25 MS. HIKCEY: Okay.

1 MEMBER RIGGS: Mm-hmm.

2 MS. HICKEY: Okay.

3 MR. FRELLY: Okay. Do we need to
4 reread it one more time? Sorry Cheryl, I
5 just want to be sure.

6 MS. HICKEY: I'm actually going to ask
7 Iris to restate it, thank you.

8 MR. FRELLY: Thank you.

9 MS. HIKCEY: I don't think, yeah. You
10 can look at my notes.

11 MEMBER RIGGS: Okay.

12 MS. HICKEY: All right, there.

13 MEMBER RIGGS: Okay, so we accept the
14 report and recommendation of the committee
15 with a new stipulation added, and the
16 stipulation is, that the present intern
17 program would be closed, and that the
18 institution would work to partner with an
19 approved preliminary student teaching
20 single-subject program, which means it's an
21 IHE, to have the 15 current candidates be
22 monitored and evaluated, and apply for their
23 recommendation for the credential by that
24 partner.

25 MR. FRELLY: When appropriate.

1 MEMBER RIGGS: When appropriate.

2 MR. FRELLY: Oh.

3 MEMBER RIGGS: And just to make it
4 clear that the institution it's, that the
5 present institution is not allowed to admit
6 new, you know, the program is closed, and
7 they cannot recommend for the credential.
8 Does that do it?

9 MS. HICKEY: Did you just say admit and
10 recommend? I just want to make sure it's
11 clear.

12 MEMBER RIGGS: Which part?

13 MS. HIKCEY: Admit and recommend?

14 MEMBER FORBES: May not be allowed to--

15 MEMBER RIGGS: To admit or recommended.

16 MS. HICKEY: Okay, I just want to make
17 sure we got--. Did you leave the
18 accreditation decision as major or
19 probationary?

20 MEMBER RIGGS: I, it was probationary
21 in my mind.

22 MR. FRELLY: That's--

23 MS. HICKEY: Which is, yeah.

24 MR. FRELLY: Yep, but that's your
25 motion, that's motion.

1 MS. HICKEY: [Crosstalk] it's a
2 different, so that's why I'm trying to get
3 that clear. Okay? And the rest of the
4 report as it relates to the induction
5 program stays as is.

6 MEMBER RIGGS: Mm-hmm.

7 MR. FRELLY: Okay, that is the motion.
8 Do all committee members understand the
9 motion? Okay. And is there, Committee
10 Member Morrison, do you still second that?
11 Okay, any further discussion? Okay, motion
12 on the table's been seconded. Time for the
13 vote. All in favor say aye.

14 FEMALE VOICE: Aye.

15 MALE VOICE: Aye.

16 MR. FRELLY: All opposed. Motion
17 carries.

18 FEMALE VOICE: It's okay.

19 MR. FRELLY: Thank you for a very
20 detailed discussion. And we do recognize it
21 may not necessarily be what the institution
22 was hoping for. We tried to work within
23 what our guidelines are, and we do
24 appreciate your coming to visit before us.
25 So thank you also for Ms. Pernin, Ms. Lampke,

1 Ms. Lamb, Mr. Hattrick, and Mr. Lox, thank
2 you so much. All right. Looking at our
3 agenda, we, where's, is Anaheim en route
4 still?

5 [END 1_36_40_TO_2_56_00]

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REPORTER'S CERTIFICATE

I, MICHAEL J. LeROY, a Certified Shorthand Reporter for the State of California, do hereby certify:

That the meeting recording was transcribed in shorthand by me, MICHAEL J. LeROY, a Certified Shorthand Reporter of the State of California; that the foregoing is a true and correct record of the proceedings.

IN WITNESS WHEREOF, I hereby certify this transcript at my office in the County of Placer, State of California, this 11th day of March, 2019.


MICHAEL J. LeROY, CSR #8023

EXHIBIT “5”

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JANUARY 31, 2019 - COMMITTEE ON
ACCREDITATION MEETING

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TRANSCRIBED FROM 1_01_10_TO_1_15_10

REPORTED BY: MICHAEL J. LeROY

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FEMALE VOICE: Thank you.

[Crosstalk]

MALE VOICE 1: Congratulations.

FEMALE VOICE: Thank you.

MR. FRELLY: All right, we're going to move on to Item 11. Item 11 is a discussion of program sponsors and authority to offer certain educator preparation programs. Director Teri Clark will introduce this item. Ms. Clark, can you please begin.

MS. TERI CLARK: Thank you. Good morning. So the California legislature gives state agencies the authority to do their work. It also constrains the work the state agencies do. And then this authority related to the work the commission does is documented in the California Education Code. Every year we get a new big, blue book from the education code, and we also use it online. So historically the legislature really looked at institutions of higher education. Regionally accredited colleges and universities as the entities that would

1 prepare educators. And IHEs are legally
2 authorized to have any of the type of
3 credential programs that the commission
4 works with. As the laws came through over
5 the years, some additional entities have
6 been authorized to provide some types of
7 educator preparation. So in the table you
8 see on bottom of page 1, we actually, on the
9 first column list all the different types of
10 educator preparation programs that can be
11 offered in California that lead to a
12 certification. And we then, in the next
13 three columns, we list the types of entities
14 that are eligible to sponsor those
15 preparations. So you'll see in the first
16 column to the right of the list of programs
17 is IHEs, regionally accredited colleges and
18 universities. At one time they had to be
19 accredited by WASC; that was broadened to
20 any of the six regional accreditors. The
21 next column over is the LEAs, which are
22 county offices of education, school
23 districts, and charter schools. And they
24 have been added in and authorized to do
25 certain types of educator preparation over

1 the years. And then the very right-hand
2 column are the community based organizations
3 or the non-governmental organizations. This
4 was a bill that was signed and went into
5 effect in 2010 as part of an extraordinary
6 session, and we had to do a lot of work
7 really quickly, because there was this real
8 need for STEM teachers. No entity has ever
9 completed the process to become approved as
10 an NGO or CBO, to date. We actually have
11 one that's still in the process and working
12 towards it, but this was something that we
13 had an extraordinary legislative session to
14 deal with some issues. This is one of the
15 topics that came up in that, and they said
16 that in essence any entity could offer STEM
17 teacher preparation. Now the commission had
18 to put some requirements around that, and
19 they have set up a process that is very
20 parallel to the requirements in regional
21 accreditation, that an NGO or CBO has to go
22 through before it's able to go through the
23 steps of initial institutional approval,
24 which is now a five-step process for the
25 commission. So we don't have anyone in the

1 right-hand column yet. We have just the two
2 columns where programs are being offered.
3 In each cell of table one, you also see
4 listed education code numbers. And those
5 education code sections have to do with
6 which part of the education code actually
7 has provided this authorization. The
8 education is actually a little bit complex,
9 and it's been created over years and years
10 and years. Things are overlaid on top of
11 other things. And there's never a place in
12 the education code where it says what an
13 entity can't do. It really only says what
14 an entity is authorized to do, usually, so
15 we have to read it very carefully to make
16 sense of it. We've worked with our legal
17 counsel to confirm where the yesses are in
18 this table, and we're confident that this
19 accurately represents what the California
20 Education Code currently says. Then because
21 we were providing information on the variety
22 of credentials and authorization that
23 commission-approved institutions may offer,
24 we didn't want to leave out a second part of
25 the story. So starting at the bottom of

1 page two and on to page three you see
2 another table. These are all authorizations,
3 documents, emergency documents, that an
4 individual in some cases may apply for, and
5 in other cases the individual must be
6 recommended by an employing agency. In here
7 you see this, the very first row in the
8 second table is colloquially called a GLAP
9 internally in the building, because it's a
10 General Education Limited Assignment Permit.
11 We have a CLAP down further, which is a
12 special education. Oh, actually the first
13 row are the interesting credentials. An
14 eminence credential, an exchange credential
15 for someone prepared out of the country, a
16 sojourn credential for someone who's just
17 coming here for a short amount of time and
18 has language skills. You can get a
19 credential based on Peace Corps experience
20 or six years in a private school. All the
21 way to the different types of emergency
22 permits and including the child development
23 permits, where actually not an approved
24 program, it's a collection of courses. And
25 in this table you'll see there's an awful

1 lot of links also. Each of those links
2 takes you in essence to a leaflet. And the
3 leaflet describes the requirements for that
4 document, the terms and conditions of that
5 document, for each of those types of
6 authorizations. So if you have spare time
7 and you want to know about all this, you
8 have the links right there. So later in
9 today's meeting there's an item on your
10 agenda where the information in Table 1 is
11 important. In Table 1 it shows that a local
12 education agency, a county office school
13 district or charter school is eligible to
14 sponsor preliminary teacher preparation only
15 through an intern model. There is no
16 authorizing legislation that says they may
17 prepare teachers through a student teaching
18 model. And that is just how the law is
19 currently. The law could be amended but
20 that is how the law is currently defined.
21 And the reason this happened is because
22 there was a bill way back in 1967 that
23 developed intern programs. The Internship
24 Act of 1967. And because of that bill that
25 was put in and some later bills about

1 district interns, school districts are
2 allowed to offer that type of preparation.
3 As an aside, school districts are not
4 allowed to offer intern preparation for
5 administrators, which doesn't make any sense
6 to me, because the reason school districts
7 are offering intern preparation for teachers
8 is they are employees of the district and
9 they're helping make sure they're really
10 prepared. We've actually some situations
11 where a person is in an LEA's admin program,
12 they have an opening in the district, the
13 person wants to fill that opening for an
14 administrator, but they have to leave their
15 program and go to an IHE to get... So it's,
16 you don't want to see how this is made
17 sometimes, 'cause it can be quite complex.
18 But the reality of today's world is, an LEA
19 may only sponsor an intern program. In
20 addition, there's two more sections of ed
21 code I want to point out now that are
22 related to this topic of intern programs and
23 are pertinent to your item that's coming up
24 later. In ed code 44325(a) it actually
25 specifies that an individual who is serving

1 on an intern credential must be an employee
2 of an LEA. They use the term the individual
3 and employee of the LEA. So I wanted to
4 make that clear. And there's another
5 section of ed code that's not actually
6 pertinent to the table in general, but it is
7 44281. And in 44281 it requires that the
8 subject matter requirement must be met
9 before a candidate can be assigned either as
10 an intern or as a student teacher. This
11 really impacts when the clinical practice
12 hours can start to be counted towards the
13 commission's minimum 600 hours of clinical
14 practice. We have long time have people,
15 candidates in classrooms before they've met
16 subject matter. They're only allowed,
17 really to be observers at that point in time.
18 They're not allowed to provide instructional
19 services, because in California the mastery
20 of subject matter knowledge has been
21 considered very important for a teacher. So
22 I did want to point out that other section
23 of ed code also. I know this is a meaty,
24 complex set of tables, but I'm here to try
25 to answer any questions if you have them.

1 MR. FRELLY: Thank you Ms. Clark.
2 Committee Member Morrison.

3 MEMBER MORRISON: Thank you for that
4 explanation, 'cause that informs what will
5 be my comments on an upcoming item which,
6 when I was reading, I had some serious
7 concerns about. And I appreciate that this
8 was put in there as well, so I, thank you.

9 MR. FRELLY: Committee Member Forbes.

10 MEMBER FORBES: So to be clear, the
11 clinical practice 600 hours can't start
12 until an intern has completed subject matter.
13 My light is on, I'm, maybe I'm not close
14 enough. I just want to clarify again what I
15 heard. So that the clinical practice of 600
16 hours for clinical practice can't begin for
17 an intern until they've met subject matter.

18 MS. CLARK: That is accurate. The
19 individual can't get an intern credential,
20 either, until they've met subject matter.

21 MEMBER FORBES: Right, but I guess I'm
22 still a little bit confused about the
23 clinical practice part of the 600 hours that
24 may occur as field experience prior to
25 admission and beginning a professional

1 preparation program.

2 MS. CLARK: One document we did not
3 link to you here which might have been very
4 helpful is, there's actually a guidance
5 document about clinical experience hours.
6 Because once the commission put in the
7 requirement of 600 hours, then obviously the
8 question is, what counts in the 600 hours?
9 So there's actually a document, it's called
10 "The Clinical Practice Guidance Document,"
11 and it is available on our webpage, and it
12 does specifically say when you can start
13 counting the hours. And the components that
14 are really important here is that the
15 candidate is working with an experienced
16 educator and getting feedback on their
17 practice. So it used to be that the many
18 intern programs just counted all the hours
19 the person was in the classroom. Well the
20 adult on the intern document in the
21 classroom by themselves with students is not
22 getting any feedback. So we've fairly
23 clarified that all the intern teaching hours
24 are not part of supervised clinical practice.
25 It is really the time that they are working

1 with an experienced educator. It does not
2 have to be their buddy or mentor. It could
3 be grade level colleagues, it could be
4 department colleagues. It can be
5 professional learning, working about their
6 students. So the 600 hours are defined in
7 this document about when can you start to
8 count them. Supervised clinical practice,
9 the 600 hours is of supervised clinical
10 practice.

11 MEMBER FORBES: Well and just to follow
12 up with that, I think there had been an
13 earlier item on the commission agenda about
14 the data, the annual data collection, and
15 some confusion about the ways that hours are
16 being counted. Am I remembering that
17 correctly? As an intern program sponsor,
18 this... I have a personal stake, so.

19 MS. HICKEY: With the Title II
20 information, too, was very confusing,
21 especially for intern programs. Because the
22 numbers were all over the place.

23 MS. CLARK: Right. We're about to
24 release a program sponsor alert specifically
25 focused on Title II reporting and what, how

1 do you count clinical practice hours for
2 both student teaching models and intern
3 models. So yes, that has been an issue
4 across the state.

5 MR. FRELLY: Ms. Karni?

6 DR. KARNI: I just want to clarify
7 something, because I know what context
8 you're in, Dr. Forbes, that there is a small
9 distinction between, or not distinction but
10 the context matters. So there are IHEs who
11 kind of, who run concurrently student
12 teaching and intern programs. And sometimes
13 an individual starts off in a student
14 teaching program which has different
15 requirements and wind up on an intern
16 credential towards the finish. And so how
17 those 600 go across the arc looks a little
18 different. And when an LEA's offering an
19 intern program, they're--student teaching is
20 not an option, residencies are not an option.
21 So it is about being on the intern
22 credential and having that responsibility
23 for a classroom, and so I think that context
24 might help clarify, kind of, what was behind
25 your question, perhaps.

1 MEMBER FORBES: Yes, that, I think that
2 is very helpful. And so even though this
3 discussion has a lot of moving parts, it's
4 going to be immensely helpful to the field,
5 I think. Both in making sure all of our
6 interns--and I also have to appreciate
7 Kathryn and all the guidance that I've
8 gotten from her as an intern program sponsor
9 myself--or as part, you know, heading up a
10 program that sponsors interns. So I think
11 this guidance to the field is timely, and I
12 appreciate it.

13 MR. FRELLY: Member Alvarado.

14 MEMBER ALVARADO: So I just pulled up
15 the guidance on clinical practice and
16 supervision, and it specifies that it's from
17 preliminary multiple and single-subject. It
18 does not mention education specialist.

19 MS. CLARK: That is because at this
20 point in time the standards that apply to
21 education specialist programs are not yet in
22 effect, the newly adopted standards. When
23 they go into effect, probably in fall of
24 2021, this guidance will be either amended
25 to include education specialists or parallel

1 guidance will be developed and posted.
2 Until the commission adopted its most recent
3 multiple and single-subject standards, it
4 has never had an hour requirement. But now
5 that it does... and so the special ed
6 candidates are coming along to that
7 requirement, and this will be added to it
8 once it's pertinent.

9 MR. FRELLY: Member Borges [phonetic]
10 did you want to...? Member Borges, did you?
11 Okay, no worries. Any other committee
12 member? Okay, thank you Ms. Clark. This is
13 an information item, no actions necessary,
14 but thank you for bringing that very
15 valuable information, we appreciate that.
16 Yeah. It was really nice, yep. And it
17 worked.

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REPORTER'S CERTIFICATE

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That the meeting recording was transcribed in shorthand by me, MICHAEL J. LeROY, a Certified Shorthand Reporter of the State of California; that the foregoing is a true and correct record of the proceedings.

IN WITNESS WHEREOF, I hereby certify this transcript at my office in the County of Placer, State of California, this 11th day of March, 2019.


MICHAEL J. LeROY, CSR #8023

EXHIBIT “6”

Summit Credentialing Program Overview

Program Design

Summit's preliminary credentialing program was designed specifically to build a long-term, sustainable pipeline of teachers prepared to lead high-quality, personalized learning classrooms at Summit and across the nation. The program is intentionally designed to mirror Summit's academic model for students, such that candidates:

- engage in project-based learning that is authentic, job-embedded, and skills-focused,
- acquire content knowledge through playlists and apply that content in the projects,
- work towards the program's requirements at a self-directed, individualized pace, and
- engage in 1:1 coaching, feedback, and support based on individual strengths and needs.

The program was designed from the start in collaboration with Stanford University's Center for Assessment, Learning, and Equity (SCALE), experts in teacher and student performance assessment. As multi-year design and evaluation partners, the team from SCALE participated in a series of design meetings with the leadership team from Summit to draft a vision and values for the program; a scope and sequence backwards planned from the CTC Program Standards, Teacher Performance Expectations (TPEs), the edTPA, best practices in teacher education including the research of Linda Darling-Hammond, and Summit's internal Educator Skills; major assessments and a framework for candidate assessment; and course syllabi.

In the second phase of the partnership, the SCALE faculty worked over the course of eight months to design the curriculum for each of the four strands of curriculum in small teams. Each team worked from the collaboratively-designed syllabi, scope and sequence, and major assessments to develop playlists, including learning objectives and key content and resources, as well as to identify recommended learning experiences aligned to each course and content. The full SCALE team also reconvened periodically throughout this process to review each other's work and provide feedback, as well as to identify gaps and overlap across courses.

The collaboration with SCALE extends beyond the program design and development as well. The SCALE team provided multiple professional development sessions focused on edTPA for the Summit program faculty throughout the 2017-18 school year, as the program implemented edTPA for the first time. Additionally, several members of the SCALE team conducted an extensive program evaluation during the 2017-18 school year, including surveys of key stakeholders, focus groups and interviews, and case studies of individual candidates. The program evaluation was used by the Summit program faculty to improve on the program design and execution for the current year.

The SCALE team is comprised of experts in the field of educator preparation, many of whom currently serve as instructors and supervisors for teacher credentialing programs. Their expertise and experience, in combination with the Summit team's deep level of understanding of

Summit schools and personalized learning, allowed for a strong collaboration that built on the expertise of each group. The SCALE team includes:

- Dr. Raymond Pecheone, Executive Director of SCALE and Professor of Practice at Stanford University. Dr. Pecheone has served as Bureau Chief at the National Board of Professional Teaching Standards, in various leadership capacities at the Connecticut State Board of Education, a director supporting the redesign of the New York Regent's Exam while at Columbia University, and a leader in the development of the edTPA.
- Dr. Andrea Whittaker, Director of Teacher Performance Assessment, provides technical assistance and policy support to universities and state departments engaged in the national pilot of the teacher performance assessment. Dr. Whittaker has 15 years of experience as a professor of education at San Jose State University.
- Dr. Nicole Merino, Director of PACT, serves as the main point of contact for teacher preparation programs and development teams for the Performance Assessment for California Teachers (PACT), a consortium of 32 teacher preparation programs within the state of California. Dr. Merino is a part-time lecturer for the Stanford Teacher Education Program.
- Dr. Susan Schultz, Co-Director of SCALE Science, focuses on designing and piloting science performance assessments in California, New York, and Ohio as well as developing a science teacher observation instrument to be used in the Measuring Effective Teaching (MET) study funded by the Bill & Melinda Gates Foundation. Dr. Schultz is also an instructor for the Stanford Teacher Education Program.
- Dr. Cathy Zozakiewicz, Senior Research Associate. Dr. Zozakiewicz has twelve years of experience as a professor of education at San Diego State University.
- Dr. Ruth Chung Wei, Senior Research Scientist, serves as the project lead for the Measures of Social-Emotional Learning Project, a research study that focuses on evaluating the validity of potential sources of classroom-embedded evidence about students' development of social-emotional competencies (e.g., interpersonal and intrapersonal skills). Dr. Chung Wei has experience as a lecturer, teaching assistant, and program supervisor for various educator preparation programs.
- Nicole Renner, Performance Assessment and ELA content specialist, focuses on building educators' assessment literacy through professional development and technical support.
- Dr. Annie Kuo, Director of Research-Practice Partnerships for Understanding Language

In the past year, we have continued to develop our curricula and assessments in partnership with Alder Graduate School of Education and the University of the Pacific. In close collaboration with these institutions, we engage in cycles of improvement to ensure that our program offerings are rigorous, standards-aligned, accessible, and representative of the best practices in teacher preparation. By developing common assessments and shared curricular and instructional resources, as well as sharing teaching faculty, these partnerships continue to strengthen our credentialing program.

Curriculum

Summit's credentialing program curriculum mirrors Summit's student curriculum in the form of projects, playlists, and learning experiences. The curriculum is broken up into four year-long strands: Curriculum, Instruction, and Assessment; Culture of Learning; Diversity and Access; and Professional Growth.

Summit uses a project-based curriculum in which projects allow candidates to practice and demonstrate skills, to apply content learning, and to connect theory to practice. Projects are also designed such that candidates use them authentically in the classroom as part of their learning.

In Summit's competency-based model, candidates engage with playlists to build their foundational content knowledge. The research articles and resources used in Summit's credentialing program playlists were cultivated by the SCALE team and Summit program faculty, and are supplemented by core texts and in-person learning experiences. Candidates have opportunities to process the content of the playlists with their peers through reading groups and other discussion structures, and then apply the content in the projects.

Candidates meet as a full cohort for in-person learning experiences on Fridays for the length of the school year facilitated by the credentialing program faculty. On any given Friday, one could expect to see the full cohort engaging in the launch of the next project, small group discussions of playlist objectives and resources, modeling and intentional practice of skills utilized in the project (such as analyzing a video of a candidate teaching, analyzing student work, or drafting research questions), independent or pair work on projects and playlists, workshops, and 1:1 check-ins with program faculty.

Assessment

The Summit credential program's assessment framework reflects what we most value about adult learning, performance, and growth, while also mirroring Summit's student assessment model.

In order to successfully complete the program, candidates must meet the following program requirements by the end of the program:

- successfully complete all coursework projects and playlists, demonstrating substantial evidence of all required Look Fors (ie, teaching strategies),
- consistently demonstrate performance at the high bar (3 or higher on a 4 point scale) for all required Look Fors in the clinical setting,
- pass the edTPA, a required, external Teacher Performance Assessment,
- meet all requirements to earn a California preliminary teaching credential.

Teaching Candidate Support

Summit's credentialing program is based on best practices in educator preparation, particularly the research of Dr. Linda Darling-Hammond, that emphasizes the importance of working with an expert teacher who can model and make visible the work of teaching. As such, candidates are placed with a Cooperating Teacher for the full academic year. Candidates spend full days Monday through Thursday learning from, and with, the Cooperating Teacher through observation and collaboration around planning, instruction, assessment, mentoring, communication with families, and participating in school site meetings and professional development. Candidates follow a gradual release of responsibility model that is personalized to their own growth.

Candidates receive support from both the Cooperating Teacher and a Mentor (program faculty). Mentors observe and coach candidates every other week at their school placement sites, while also providing support on Fridays around coursework. Quarterly, candidates, Cooperating Teachers and Mentors complete a co-assessment of the candidate's classroom performance on the required TPE-aligned Look Fors.

Cooperating Teachers have support from a variety of structures, including in-person and on-demand professional development provided by the credentialing program faculty. Cooperating Teachers also have coaching and support from their school leaders, and can reach out to the program faculty for additional support.

Enrollment Data

Summit's first cohort enrolled 24 candidates, 19 of which completed the program. All of the individuals who completed the program were offered full-time teaching roles at Summit.

Summit's vision for the program includes recruiting, preparing and supporting a diverse pool of teacher candidates. In its first year, 58% of Summit's teacher candidates identified as people of color and 42% were male. The first year also included two alumni from Summit Public Schools. 95% of the members of the first cohort passed the EdTPA by June, 2018 (the national pass rate is 72%).

This year, Summit has partnered with Alder Graduate School of Education and the University of the Pacific. As a result, we are offering teacher candidates two paths to a credential: a credential-only path through Summit or a credential and master's degree program in partnership with Alder. We enrolled 43 candidates, one of whom withdrew as of March. Of the 43 candidates, 20 are enrolled in Summit's credentialing program and 23 are enrolled in the Alder program. Fifty-one percent of our current teacher candidates identify as people of color and 35% are male. The cohort also includes 48% first- or second-generation immigrants, and 42% are from the local community.

EXHIBIT “7”

Report of Program Accreditation Recommendations March 2017

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to "Inactive" status or are requesting "Reactivation." In addition the item presents requests from institutions for programs to be "Withdrawn." The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers, take action to reactivate the program as requested (D), and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Programs of Professional Preparation for Preliminary Single Subject

Summit Public Schools

Summit Public Schools' credentialing program is committed to recruiting, developing, and supporting a diverse pool of candidates who embody Summit's principles of personalized learning. The program follows a residency model, allowing a deep integration and alignment between the candidate's experience in the clinical setting and in the coursework. The coursework, created in collaboration with the Stanford Center for Assessment, Learning and Equity, is intentionally designed to mirror Summit's student academic model with its focus on deeper learning projects, authentic performance tasks, self-directed learning, and meaningful collaboration. In the clinical setting, candidates experience a gradual release of responsibility over the course of a full academic year, culminating in independent student teaching for the second semester of the program. Candidates are placed with one Cooperating Teacher for the full academic year, while also engaging in weekly observation, coaching, and feedback with a Mentor, a full-time faculty member in the credentialing program. Over the course of the year, candidates demonstrate their readiness for full-time teaching through the credentialing program projects and performance tasks, by demonstrating consistent performance at the required level in the clinical setting, and by passing the edTPA.

Programs of Professional Preparation for Speech-Language Pathology

Biola University

Candidates enrolled in the MS degree in Speech-Language Pathology (MS-SLP) program at Biola University will take graduate level speech-language pathology classes and complete 400

supervised clinical hours in a variety of settings, including Biola on-campus speech-language clinic, public school, hospital, and private clinic externship placements. All students will gain experience working with both adult and pediatric patients from diverse cultural and ethnic backgrounds and who have a variety of communication and swallowing disorders. Candidates will demonstrate advanced knowledge of basic human communication and swallowing the ability to integrate scholarly literature into the clinical practice of speech-language pathology and implement diagnostic, intervention, and prevention plans for individuals from diverse populations. A fair, valid, and reliable assessment is embedded in the curriculum and students will be assigned advisors and offered support and remediation to assist them in meeting all program expectations. Candidates who successfully complete the MS-SLP program will be recommended for a California State Speech-Language Pathology Credential.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

C. Programs of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.) The date of the inactive program must be no sooner than the date of COA action or no later than 6 months after the date of the application.

Argosy University

Preliminary Administrative Services Credential, effective March 24, 2017.

D. Professional Preparation Programs Requesting Reactivation

*When an approved program has requested an **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.

Chapter 3 of the Accreditation Handbook states:

An inactive program may be re-activated only when the institution submits a request to the COA and the COA has taken action to reactive the program. If the program standards under which the program was approved have been modified, the institution or program sponsor must address the updated standards before the program may be re-activated.

Butte County Office of Education

General Education (Multiple/Single Subject) Induction Program, effective July 1, 2017
Education Specialist Induction Program, effective July 1, 2017

E. Recommendation about the Withdrawal of Professional Preparation Programs

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action or, if requested, up to 6 months after the date the COA is notified of withdrawal.

When an institution withdraws an educator preparation program the institution must wait a minimum of one year before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

Madera County Office of Education

Education Specialist – Added Authorization: Autism Spectrum Disorder

Wisburn Unified School District

Education Specialist – Added Authorization: Autism Spectrum Disorder
Education Specialist – Added Authorization: Early Childhood Special Education
Education Specialist – Added Authorization: Emotional Disturbance
Education Specialist – Added Authorization: Traumatic Brain Injury

California State University, San Bernardino

Reading Certificate

F. Automatic Withdrawal for Programs of Professional Preparation

Programs which have met or exceeded the maximum five year period allowable by the accreditation system are automatically withdrawn. The date of withdrawal will be the date of the COA's action.



**Butte
County**
Office of Education
"Where Students Come First"

Tim Taylor
Superintendent
ttaylor@bcoe.org

Susan J. Hukkanen
Assistant Superintendent
shukkanen@bcoe.org
530.532.5789

**Educational
Support Services**
Center for Transforming
Education
5 County Center Drive
Oroville, CA 95965
530.532.5800

Board of Education

Amy Christianson
Howard M. Ferguson
Ryne Johnson
Jeannine MacKay
Brenda J. McLaughlin
Roger Steel
Mike Walsh

1859 Bird Street
Oroville, CA 95965
(530) 532-5761
Fax (530) 532-5762
<http://www.bcoe.org>

An Equal Opportunity
Employer

March 16, 2017

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Cheryl Hickey
Administrator of Accreditation, Professional Services Division

Dear Ms. Hickey:

On behalf of Butte County Office of Education, we are requesting reactivation of our Teacher Induction Program beginning July 1, 2017. The purpose of this reactivation is to provide a high-quality induction program for the teachers in Butte County, currently being served by Tehama, Sutter and through an online provider. We intend to transition both the General Education and Education Specialist Induction Programs concurrently, as we have done in the past.

The basic changes that will be made to our program include the following:

- Developing a Transition Plan
- Establishing an advisory committee
- Recruiting and hiring personnel

All necessary documents will be submitted within the timeline for review and approval to CTC. Due to new requirements, we are also requesting support in identifying all of the necessary documents. We look forward to collaborating with you.

Sincerely,

Tim Taylor

Superintendent, Butte County Office of Education

Randy Wise

Interim Administrator, Educational Support Services

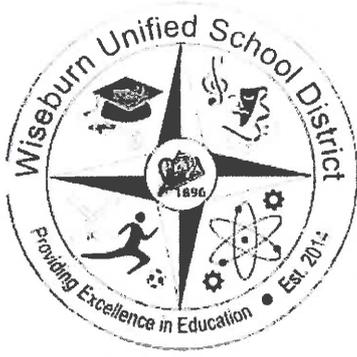
Rindy DeVoll

Interim Coordinator, Educational Support Services

Susan Hukkanen

Assistant Superintendent, Educational Support Services

"WHERE STUDENTS COME FIRST"



Wiseburn Unified School District

Tom Johnstone, Ed.D., Superintendent

Board of Trustees

Israel Mora, President • JoAnne Kaneda, Vice President/Clerk
Neil Goldman, Member • Nelson Martinez, Member • Roger Bañuelos, Member

January 25, 2017

Cheryl Hickey
Administrator of Accreditation Programs
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

Dear Ms. Hickey,

This letter shall serve as formal notification that on January 24, 2017, the Wiseburn Unified School District Board of Trustees approved a withdrawal dapplication from providing CTC -approved educator preparation -added authorizations. The Wiseburn USD as the institution and unit understands that withdrawal of a program formalizes the fact that it will no longer be part of the accredited program offerings. We also understand that Wiseburn USD will not be eligible for re-approval by the Commission for two years after the effective withdrawal date. Wiseburn USD will not be accepting any new candidates into any of the four added authorization programs after February 28, 2017. WUSD also understands that no additional recommendations may be submitted for the added authorization credentials beyond the effective withdrawal date of June 30, 2017.

Sincerely,

Dr. Tom Johnstone, Superintendent

cc: Catherine Kearney, Mary P. Ring, Ana Montes, Vicki Moeller

Wiseburn Family of Schools

Pre-Schools – Wiseburn Child Development Centers
Juan de Anza
Juan Cabrillo

Elementary Schools
Juan de Anza
Peter Burnett
Juan Cabrillo

Middle School
Richard Henry Dana

Da Vinci Charter Schools
Da Vinci Innovation
my (K-8)
Wiseburn High School,
Home of the Da Vinci High Schools:
Da Vinci Communications
Da Vinci Design
Da Vinci Science

Da Vinci Chief Executive Officer
Matt Wunder, Ed.D

Da Vinci Board of Trustees
Chet Pipkin, President
Don Brann, Vice President
Roger Bañuelos, Member
Art Lofton, Member
Brian Meath, Member
Israel Mora, Member
Jennifer Morgan, Member

Wiseburn District Office
13530 Aviation Boulevard
Hawthorne, CA 90250

Phone: (310) 643-3025
F (310) 643-7659
w...wiseburn.k12.ca.us

Da Vinci Office
Phone: (310) 725-5800
www.davincischools.org

WISEBURN UNIFIED SCHOOL DISTRICT
Regular Board Meeting
Tuesday, January 24, 2017

13530 Aviation Boulevard – Hawthorne, CA
District Office Boardroom

5:00 p.m. - Closed Session
6:00 p.m. – Open Session

CALL TO ORDER

_____ p.m.

Members present:

Israel Mora, President _____
JoAnne Kaneda, Vice President/Clerk _____
Roger Bañuelos, Member _____
Neil Goldman, Member _____
Nelson Martinez, Member _____

Administration present:

Tom Johnstone, Superintendent _____
Chris Jones, Deputy Superintendent _____
Vince Madsen, Director, Facilities Plan. _____
David Wilson, Chief Business Official _____

CLOSED SESSION

• Adjourn to Closed Session _____ p.m.

- EdGov. Code 54956.8(b) Conference with Legal Counsel – Anticipated Litigation:

Significant Exposure to Litigation Pursuant to Subdivision (b) of Section: 54956.9:

1 case.

- Gov. Code 54956.9 Potential Litigation
- Gov. Code 54957 Personnel
- Gov. Code 54957.6 Conference with Labor Negotiator
Employee Organization: Wiseburn Faculty Association
California School Employees Assn.

• Reconvene to Regular Session _____ p.m.

Declaration of Closed Session discussion/action

members who wish to address the Board on a specific agenda item should identify themselves to the chair during the Public Comment period. The chair will then recognize such individuals who wish to speak on a specific agenda item at the appropriate time.

- **GENERAL** - pink
 - Approve Settlement Agreement for OAH Case No. 2016090924
Moved _____ *Seconded* _____ *Vote* _____
 - Approve Withdrawal from CTC-Approved Added Authorizations – WUSD – Project Optimal
Moved _____ *Seconded* _____ *Vote* _____
 - Receive Board Policies for Second Reading and Possible Adoption
Moved _____ *Seconded* _____ *Vote* _____

- **FACILITIES** - yellow
 - Adopt Resolution #16/17.14 – Regarding Energy Conservation Project
Moved _____ *Seconded* _____ *Vote* _____

- **NEW SCHOOL CONSTRUCTION PROJECTS** - salmon
 1. Approve Change Order #7 with Gould Electric for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
 2. Approve Construction Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
 3. Approve Change Order #16 with Anderson Charnesky Structural Steel for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
 4. Approve Change Order #9 with Sierra Lathing for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
 5. Approve Construction Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
 6. Approve Change Order #10 with Sierra Lathing for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
 7. Approve Change Order #1 with Inland Building Construction Companies, Inc. for Phase I of the New Wiseburn High School Project – Construction Contingency

Moved _____ *Seconded* _____ *Vote* _____

22. Approve Change Order #2 with Inland Building Construction Companies, Inc. for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
23. Approve Construction Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
24. Approve Change Order #6 with Alpha Mechanical, Inc. for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
25. Approve Construction Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
26. Approve Change Order #13 with Sierra Lathing Company, Inc. for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
27. Approve Construction Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
28. Approve Change Order #9 with Gould Electric, Inc. for Phase I of the New Wiseburn High School Project – Construction Contingency
Moved _____ *Seconded* _____ *Vote* _____
29. Approve Addition to Construction Contingency in the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
30. Approve Change Order #14 with Anderson Charnesky Structural Steel for Phase I of the New Wiseburn High School Project – Scope Interface Contingency
Moved _____ *Seconded* _____ *Vote* _____
31. Approve Scope Interface Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
32. Approve Change Order #12 with Sierra Lathing for Phase I of the New Wiseburn High School Project – Scope Interface Contingency
Moved _____ *Seconded* _____ *Vote* _____
33. Approve Scope Interface Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project
Moved _____ *Seconded* _____ *Vote* _____
34. Approve Change Order #3 with Best Contracting Service, Inc. for Phase I of the New Wiseburn High School Project – Scope Interface Contingency
Moved _____ *Seconded* _____ *Vote* _____
35. Approve Scope Interface Contingency Distribution from the GMP for Phase I of the New Wiseburn High School Project

Moved _____ *Seconded* _____ *Vote* _____

- 8: Ratify Home Study Teacher – Yamane
- 9: Approve Additional Hours – Technology Training - Anza
- 10: Approve Additional Hours – Technology Training
- 11: Ratify Consultant’s Agreement – Cheryl Hauck
- 12: Ratify Consultant’s Agreement – AMAN Dance Educators
- 13: Ratify Contract and ISA/Consultant’s Agreement – Klaus
- 14: Ratify Contract and ISA/Consultant’s Agreement – Stika
- 15: Ratify Special Education Master & ISA – Speech Bananas
- 16: Approve Participation of Dana Middle School Student Field Trip and Bus Transportation
- 17: Approve Field Trip for Dana Middle School Participation in Northrop Grumman Hackathon
- 18: Approve Field Trip for Dana Middle School Participation – Hidden Figures
- 19: Approve Field Trips and Bus Transportation - Anza

Moved _____ *Seconded* _____ *Vote* _____

- **PERSONNEL** - green

- 1. Accept Resignation - Certificated
Moved _____ *Seconded* _____ *Vote* _____
- 2. Accept Resignation - Classified
Moved _____ *Seconded* _____ *Vote* _____
- 3. Ratify Voluntary Transfer
Moved _____ *Seconded* _____ *Vote* _____
- 4. Ratify Unpaid Leave of Absence
Moved _____ *Seconded* _____ *Vote* _____
- 5. Ratify Temporary Teacher - Campanelli
Moved _____ *Seconded* _____ *Vote* _____
- 6. Ratify Associate Aide – Anza CDC
Moved _____ *Seconded* _____ *Vote* _____
- 7. Ratify Facility Support Custodian and Substitute Custodian
Moved _____ *Seconded* _____ *Vote* _____
- 8. Ratify On-Call Substitute Instructional Aides
Moved _____ *Seconded* _____ *Vote* _____
- 9. Ratify On-Call Substitute Custodian
Moved _____ *Seconded* _____ *Vote* _____
- 10. Ratify On-Call Substitute Food Service Worker
Moved _____ *Seconded* _____ *Vote* _____
- 11. Approve On-Call Substitute Teachers
Moved _____ *Seconded* _____ *Vote* _____

UPCOMING DATES/EVENTS

- Joint Board Meeting – Saturday, January 21, 2017, 8:00 a.m.

EXHIBIT “8”

SENATE RULES COMMITTEE SB 2042
 Office of Senate Floor Analyses
 1020 N Street, Suite 524
 (916) 445-6614 Fax: (916) 327-4478

UNFINISHED BUSINESS

Bill No: SB 2042
 Author: Alpert (D), et al
 Amended: 8/21/98
 Vote: 21

SENATE EDUCATION COMMITTEE : 10-0, 4/22/98
 AYES: Greene, Alpert, Dills, Haynes, Hughes, Knight,
 McPherson, Monteith, Sher, Vasconcellos
 NOT VOTING: Hayden, O'Connell, Watson

SENATE APPROPRIATIONS COMMITTEE : 11-1, 5/26/98
 AYES: Johnston, Alpert, Burton, Dills, Hughes, Johnson,
 Kelley, Leslie, McPherson, O'Connell, Vasconcellos
 NOES: Mountjoy
 NOT VOTING: Calderon

SENATE FLOOR : 32-0, 5/28/98
 AYES: Alpert, Ayala, Brulte, Burton, Calderon, Costa,
 Dills, Hayden, Haynes, Hughes, Hurtt, Johannessen,
 Johnson, Karnette, Kelley, Knight, Kopp, Leslie, Lockyer,
 Monteith, Mountjoy, O'Connell, Peace, Polanco, Rainey,
 Rosenthal, Schiff, Solis, Thompson, Vasconcellos, Watson,
 Wright
 NOT VOTING: Craven, Greene, Johnston, Lewis, Maddy,
 McPherson, Sher

ASSEMBLY FLOOR : 76-0, 8/25/98 - See last page for vote

SUBJECT : Teacher credentialing

SOURCE : Commission on Teacher Credentialing

DIGEST : This bill makes a variety of changes to the laws governing the qualifications and processes for obtaining a California teaching credential. It enacts the recommendations of a commission on teacher credentialing to restructure the recruitment and training of teachers.

Assembly Amendments make further changes to implement the recommendations of the advisory panel.

ANALYSIS : SB 1422 (Chapter 1245, Statutes of 1992; Bergeson) required the Commission on Teacher Credentialing (CTC) to convene a 24-member advisory panel (CTC's Advisory Panel on Teacher Education, Induction and Certification for Twenty-first Century Schools) to review and make recommendations regarding the requirements for earning and renewing a teaching credential. This bill is the result of this requirement.

How to Earn a Credential . Under current law, candidates for a teaching credential are required to (a) have a BA degree from an accredited institution of higher education, (b) pass the California Basic Education Skills Test (CBEST), (c) demonstrate subject-matter knowledge, and (d) complete one of the following three types of credentialing programs:

1. Traditional : This type of program is offered through an accredited university (public or private) and is approved by the CTC. On a full-time basis, this program usually takes a year. Approximately 15,000 individuals used this route in 1997.
2. University Intern (established in 1967) : This "alternative" program, also approved by the CTC, takes between one and two years to complete; participants are paid during this time. Although established by a university, it is a collaborative effort between a university and a school district(s). About 3,700

individuals used this route in 1997.

3. District Intern (established in 1983) : This "alternative" program, which does not require CTC approval, also takes approximately two years to complete and is established and administered by a school district. Participants are paid. Close to 1,500 individuals used this route in 1997.

Preliminary Credential and "Clear" Credential . In order to get into the classroom more quickly, credential candidates who have completed (a) approximately 90% of the course work

required in a traditional credential program, and (b) the other basic requirements (BA, CBEST), have two choices. They can either:

1. Receive a one-time "preliminary credential", which is valid for five years. This allows the candidate (a) to be hired and begin teaching even though all their course work is not complete, and (b) five years to finish any outstanding course work and, then, qualify for a "clear" credential.
2. Complete all course requirements and field experience and receive a professional "clear" credential. The "clear" credential must be renewed every five years, subject to 150 hours of professional development to be completed prior to the renewal date.

Beginning Teachers . Current law provides for the Beginning Teacher Support and Assessment (B TSA) Program, administered by the State Department of Education (SDE).

This is an optional program which provides professional support for first and second-year teachers who are in need of assistance in preparing for the realities of classroom teaching. The Governor's Budget proposes \$34.8 million for B TSA in 1998-99, an increase of \$16.9 million or 90%. In the current year, B TSA served 5,420 first and second-year teachers.

This bill makes a variety of changes to the laws governing the methods for earning a teaching credential. Significant provisions of the bill include:

1. Requires that all programs and course work leading toward both the preliminary and clear credential, as well as the 150 hours of required staff development, be aligned with the California Standards for the Teaching Profession (CSTP), established by the Commission on Teacher Credentialing (CTC) in July 1997.
2. Requires that each of the types of teacher preparation programs authorized under current law administer a teaching performance assessment. This assessment would be required to be aligned with the CSTP and could either be (a) developed by the preparation program and approved by the CTC; (b) developed by the CTC and conducted by the program; or (c) developed and conducted by the CTC.
3. Requires that the teaching performance assessment not be incorporated into a preparation program without

streamlining the existing requirements. The bill also requires that CTC implement the assessment in a manner that does not increase the number of assessments required for teacher credential candidates.

4. Requires that the teaching performance assessment (a) be designed so as to help a teacher candidate improve his or her skill and ability; (b) have results be reported so that they may serve as one basis for a recommendation that CTC award a preliminary credential to a candidate; and (c) serve as one basis for a new teacher's individual induction plan.
5. Requires CTC to encourage all accredited institutions of postsecondary education to offer an undergraduate minor in education for students who intend to become teachers (nothing in existing law prohibits colleges and universities from currently offering these types of programs). Under current law, as well as under this bill, credential candidates are prohibited from having a baccalaureate degree in professional education.
6. Requires that every candidate complete, during their first two years of teaching, a program of beginning teacher support and assessment that meets CTC standards, as specified. This provision would be contingent upon

appropriation in the Budget Act to provide statewide access to such programs to all eligible beginning teachers.

7.Re-organizes the process for earning a credential so that, in effect, it becomes a two-phase process for all candidates, as follows:

A. Phase One: Preliminary Credential: (1) Complete a CTC-accredited professional preparation program, including the newly required performance assessment; and (2) meet existing basic requirements (i.e., baccalaureate degree, California Basic Educational Skills Test, etc.)

B. Phase Two: Clear Credential: (1) Complete all phase one requirements; and (2) complete a two-year beginning teacher induction program, as specified. The clear credential would be renewable every five years, as specified.

8.Requires CTC to develop and implement program quality standards for the clear credential studies requirements under current law.

9.Exempts from the new credential requirements imposed by this bill candidates who were in the process of meeting teaching credential requirements on or before December 31, 1998.

FISCAL EFFECT : Appropriation: No Fiscal Com.: Yes
Local: No

This bill provides that the implementation of the teaching performance assessment and the beginning teacher induction program are to be implemented upon appropriation of sufficient funds in the Budget Act. Funding for the teacher preparation, the teacher induction and the teacher assessment requirements set forth in this bill is contained in the Budget Bill.

SUPPORT : (Verified 8/25/98)

Commission on Teacher Credentialing (source)
American Electronics Association
Association of California School Administrators
Association of Independent California Colleges and Universities
State Department of Education
Legislative Action Coalition for Arts Education
State department of Finance
Governor's Office of Child Development and Education
California Association of Suburban School Districts
California Federation of Teachers, AFT, AFL-CIO

ASSEMBLY FLOOR :

AYES: Ackerman, Aguiar, Alby, Alquist, Aroner, Ashburn, Baca, Baldwin, Battin, Baugh, Bordonaro, Bowen, Bowler, Brewer, Brown, Campbell, Cardenas, Cardoza, Cedillo, Cunneen, Davis, Ducheny, Escutia, Figueroa, Firestone, Floyd, Frusetta, Gallegos, Goldsmith, Granlund, Havice, Hertzberg, Honda, House, Kaloogian, Keeley, Knox, Kuehl, Kuykendall, Leach, Lempert, Leonard, Margett, Martinez, Mazzoni, McClintock, Migden, Miller, Morrissey, Morrow, Murray, Napolitano, Olberg, Oller, Ortiz, Pacheco, Papan, Pochigian, Prenter, Pringle, Richter, Runner, Scott, Shelley, Strom-Martin, Sweeney, Thompson, Thomson, Torlakson, Vincent, Washington, Wayne, Wildman, Woods, Wright, Villaraigosa

NOT VOTING: Bustamante, Machado, Perata, Takasugi

NC:ctl 8/26/98 Senate Floor Analyses
SUPPORT/OPPOSITION: SEE ABOVE

**** END **** _

EXHIBIT “9”

Timing Is Everything:
Building State Policy on Teacher Credentialing
in an Era of Multiple, Competing,
and Rapid Education Reforms

Mary Vixie Sandy
*Office of the Chancellor,
California State University*

Artist, teacher, and poet M. C. Richards once said, "Let no one think that the birth of humanity is to be felt without terror. The transformation that awaits us costs everything in the way of courage. Let no one be deluded that a knowledge of the path can be a substitute for putting one foot in front of the other" (Richards, 1989).

I first encountered this quote when reviewing applications from individuals seeking to serve on an Advisory Panel to the California Commission on Teacher Credentialing. The year was 1995, and the panel was being organized to conduct a comprehensive review of California's teacher credentialing system. In using this quote, the applicant espoused a view of the project that resonated with me then, and inspires me now. As I consider the work launched in response to Senator Marion Bergeson's omnibus reform legislation of 1992 (SB 1422, Chapter 1245, Statutes of 1992), which led to the reforms of Senate Bill 2042 (Alpert and Mazzoni, Chapter 548, Statutes of 1998), there is no question that a substantial transformation in California's teacher education and credentialing system is underway.

An examination of credentialing reform over the last fifty years in California reveals a tumultuous history, filled with political intrigue, vision, idealism, and compromise. At the core, however, is a persistent

Mary Vixie Sandy is associate director of Teacher Education and Public School Programs in the Office of the Chancellor, The California State University.

belief in the importance of teachers and teaching in our society. Irving Hendrick, in his review of policies and forces shaping California teacher credentialing, reminds us that

Most of the important issues concerning the preparation and credentialing of teachers in California have arisen repeatedly over the past 140 years. Early and late there have been disagreements about which group of educators—or the state—should exercise primary control over teacher quality and entry into the profession. Early and late there have been disagreements over the efficacy of teacher examinations as a requirement for teacher credentials. Early and late there have been disagreements over the relative value of pedagogical knowledge and academic content knowledge as paramount objectives for credentialing teachers. Perhaps all of this was inevitable. Since public education had emerged in America primarily as a state responsibility, in the absence of any generally apparent need to enforce agreed-upon standards of technical competence, it followed that the states and their citizens would assert responsibility over the qualifications of public school teachers. But how best to pursue that responsibility became the subject of continuing controversy, debate and policy shifts. (Hendrick, 2004)

The credentialing reforms introduced in Senate Bill 2042 follow in this tradition and stake their own claims regarding the locus of control over teacher quality, the role of teacher examinations, the balance point between pedagogical knowledge and academic content knowledge, the need for sustained preparation over time and mentored induction into teaching. This reform movement has the potential to bring to fruition ideas about learning to teach that have been evolving for some time in California's policy environment. This article reviews the major legislative changes and policy underpinnings that have driven the SB 2042 reforms.

Chronology of Previous Reforms

The seeds of SB 2042 were sown in previous reform efforts dating as far back as the Licensing and Certificated Personnel Law of 1961, also known as the Fisher Act. The primary shift in teacher licensure brought about by the Fisher Act was the introduction of a new focus on subject matter preparation. Based on this law, all candidates for a teaching credential were required to complete an academic undergraduate major in their teaching field rather than an education major. Fisher also introduced the "diversified major" as a required course of study for future elementary teachers. For secondary teachers, the Fisher Act aligned the courses they could be assigned to teach with a candidate's major or minor, thereby limiting school districts in their ability to assign teachers to any classroom. For colleges and universities, these changes shifted a great

deal of the coursework and responsibility for teacher preparation to the academic departments and reduced the amount of coursework in education and pedagogy. The “fifth-year” of post baccalaureate study was also introduced in the Fisher Act as a requirement for full teacher certification (Inglis, 2004a). The fifth-year was intended to provide teachers with flexibility in the pursuit of a program of study reflective of their professional interests or need for advanced preparation (State of California, 2005).

Ten years later, the Ryan Act updated and focused the reforms of the Fisher Act and established an independent standards and licensing board for teachers, the first of its kind in the nation. The reforms launched by Leo Ryan in 1970 reflected a renewed commitment to subject matter preparation. For the first time, candidates for a teaching credential were allowed to demonstrate their competence by passing an examination or by completing an approved subject matter program. The examination route allowed candidates to add areas in which they could teach without taking additional college coursework. The credential itself was shifted from a grade level focus to a focus on the subject matter to be taught. All credentials issued under the Ryan act authorized service in K-12 settings: the multiple subjects credential authorized service in self contained classrooms, while the single subject credential authorized service in departmentalized settings. Maintaining the fifth year of study introduced by the Fisher Act, Ryan also made it possible for teachers to complete preparation with a four-year college degree (Inglis 2004b). Both Fisher and Ryan had in mind a two-tiered credential structure, whereby candidates would complete their undergraduate major and professional preparation to earn a preliminary credential, then complete a full year of post-baccalaureate study to earn a professional credential. In practice, many teachers completed their major in four years, followed by a year of professional education coursework that included specified courses and earned a professional clear teaching credential as their first credential.

The teacher licensing reforms of the 1980s were smaller in scale than those of prior decades, but have had an equally important and sustained impact on the preparation and certification of teachers. In 1983, Senator Hart and Assembly Member Hughes authored Senate Bill 813, which, in addition to many other reforms, introduced basic skills testing into the teacher licensing system and retired the Life Credential by instituting credential renewal requirements. In 1987, the Commission on Teacher Credentialing adopted the first Standards of Quality and Effectiveness for Multiple and Single Subject Credential Programs, moving away from guidelines and a compliance orientation to program approval that had been the norm for many years. These standards were used for the

qualitative review and approval of teacher preparation programs until 2001, when new standards were adopted by the Commission, pursuant to SB 2042.

In 1988, Senator Bergeson authored legislation (SB 148, Chapter 1455, Statutes of 1988) creating the California New Teacher Project (CNTP), a pilot program intended to examine the value and viability of providing beginning teachers with systematic support to increase both teacher effectiveness and retention in the profession. California was experiencing a teacher shortage exacerbated by a problem with teacher retention, especially in large urban schools. The purpose of the CNTP was to experiment with different types of mentoring and support systems for new teachers in order to improve teaching and teacher retention rates. This project was so successful that Senator Bergeson authored legislation five years later, Senate Bill 1422, which converted the CNTP from a pilot program into the Beginning Teacher Support and Assessment Program (BTSA). The intent of Senator Bergeson and the policy community was to make new teacher induction a requirement for earning a teaching credential. In attempting to make this substantial change in licensing requirements, however, it became clear to policy makers that the whole credentialing system was in need of review and evaluation. The “system” consisted of a collection of educational experiences that had been added legislatively to the licensure mix over a period of years and lacked coherence. So instead of making new teacher induction a requirement for teacher licensure in 1992, the legislation called for the Commission to conduct a comprehensive review of the requirements for earning a teaching credential in California. The review called for in Senate Bill 1422 was conducted between 1992 and 1997, and laid the groundwork for the reforms adopted pursuant to Senate Bill 2042 in 1998.

SB 1422: A Blueprint for the Next Round of Credentialing Reform

In August 1997, the Commission on Teacher Credentialing received the final report of the statutorily mandated Advisory Panel on Teacher Education, Induction, and Certification for Twenty-First Century Schools, entitled: *California's Future: Highly Qualified Teachers for All Students* (CCTC, 1997). This twenty-four member Advisory Panel, which was broadly representative of the education stakeholder community, began its work in 1995 and was charged with reviewing all requirements for earning and renewing teaching credentials. The Panel held 18 meetings between September 1995 and June 1997. During the course of the review, the Panel reviewed a substantial body of information, discussed a wide range of policy issues with a broad spectrum of constituents from schools,

colleges, universities and the general public, developed policy recommendations intended to improve the credentialing process, and submitted a report with findings and recommendations to the Commission on Teacher Credentialing. The Panel established the following four goals to organize their work and final recommendations:

1. Improve teacher recruitment, selection and access to the profession;
2. Establish clear standards for new teacher preparation;
3. Increase and improve professional accountability; and
4. Increase and improve professional collaboration and system evaluation.

In August 1997, the Panel placed 16 general policy recommendations and 110 specific recommendations for structural changes in credentialing before the Commission, as depicted in the following:

Recommendations of the Advisory Panel on Teacher Education,
Induction, and Certification for Twenty-First Century Schools
(SB 1422)

Goal 1: Improve Teacher Recruitment, Selection, Access

Policy Recommendation 1: Recruit greater numbers of talented individuals into teaching who reflect greater diversity.

Policy Recommendation 2: Select teachers carefully to ensure a qualified workforce.

Policy Recommendation 3: Provide multiple, flexible routes to an initial teaching credential.

Policy Recommendation 4: Increase access to teacher preparation so greater numbers of new teachers can learn to teach effectively.

Goal 2: Teaching Standards and Program Content

Policy Recommendation 5: Adopt candidate standards that define professional practice.

Policy Recommendation 6: Establish a credential structure that recognizes the complexity of learning to teach.

Policy Recommendation 7: Require teacher preparation programs to address the learning needs of children and youth in California.

Policy Recommendation 8: Establish levels of standards that ensure the development of teaching competence over time.

Policy Recommendation 9: Establish accreditation standards that ensure opportunities to learn teaching.

Policy Recommendation 10: Give special attention to the preparation of teachers for early adolescents.

Policy Recommendation 11: Improve teacher accountability in credential renewal that involves career-long professional development.

Policy Recommendation 12: Establish and implement a Professional Services Certificate.

Goal 3: Increase Professional Accountability

Policy Recommendation 13: Require broader and more rigorous assessment of teacher candidates.

Policy Recommendation 14: Require more rigorous accreditation of programs for all routes into the teaching profession.

Goal 4: System Evaluation

Policy Recommendation 15: Require collaborative governance at all levels of the new teacher preparation and certification system.

Policy Recommendation 16: Institute new measures of accountability for the overall system of teacher certification.

The Panel proposed that the credential system reflect a learning to teach continuum that incorporated recruitment into the profession, subject matter preparation during the undergraduate sequence, professional preparation either blended with subject matter preparation or taught intensively following subject matter preparation, induction into the profession, ongoing professional development, and advanced levels of preparation and certification to support higher levels of teacher leadership. The system as understood by the Panel was developmental in nature, insofar as each phase of preparation built on the prior phase. The credential itself was intended to be two-tiered, with a Level I or Preliminary Credential being issued following initial preparation (student teaching or internship models), and a Level II or Professional Credential being issued following completion of a two-year induction program. Through this structure, the Panel intended to ensure that all teachers spent time teaching and reflecting on their practice with a seasoned mentor prior to earning their professional credential. The Panel affirmed the practice of holding teachers to some set of professional growth requirements for credential renewal, but proposed changes that would bring greater relevance and focus to professional development.

During the early years of BTSA, the *California Standards for the Teaching Profession* (CSTP) were developed and widely adopted by the K-12 and higher education communities, the California Department of Education and the California Commission on Teacher Credentialing as a consensus statement about the nature of effective teaching practice (CCTC and CDE, 1997). The CSTP were intended by the SB 1422 Panel to guide every aspect of the learning to teach continuum: linking the stages of teacher preparation and licensure through the CSTP would provide conceptual coherence to the credentialing system. In practical terms, the Panel viewed the CSTP as incorporating the essential domains of teaching effectiveness that should guide the professional development of teachers throughout their careers. To support the development of

candidate competence in the domains of the CSTP, the Panel made the following recommendations regarding the content of teacher preparation:

To provide optimal conditions for children to learn, preparation for a teaching credential must include the following:

- ◆ knowledge and understanding of the ability levels, languages, and cultures that children and youth bring to the learning process;
- ◆ a broad base of knowledge and skill in pedagogy, curriculum design, student assessment, instructional planning and classroom management;
- ◆ effective practical preparation that is well integrated with principles for teaching the subjects authorized by the credential;
- ◆ preparation for instruction in reading, critical thinking, and the classroom uses of technology; and
- ◆ preparation for the social and environmental conditions that are prevalent in California's K-12 schools. (CCTC, 1997, p. 26)

The 1422 Panel also recommended the creation of two new credentials: one for middle grades teachers and one for teacher leaders. The proposed Middle Grades Credential was intended to provide focused preparation to teachers of early adolescents, and to mirror the middle school reforms that had been enacted in the 1990s. The proposed Professional Services Certificate was intended to recognize teachers with advanced expertise and authorize them to provide specialized services to other instructional personnel. Examples of teacher leadership identified by the Panel included service as a support provider for beginning teachers in an induction program, supervision of student teachers and interns, and service as a professional growth advisor (CCTC, 1997, p. 34). The Panel had in mind the creation of a career ladder for teachers that would enable skilled veteran teachers to move into leadership roles without leaving teaching altogether. Further, the Professional Services Certificate supported the proposed changes in the credential structure, which would rely heavily on the existing members of the teaching profession to support, develop, and supervise the incoming workforce.

Neither the Middle Grades Credential nor the Professional Services Certificate recommendations were included by the Commission in their sponsored omnibus reform bill, SB 2042. The Middle Grades Credential proposal failed to gain the support of the Commission largely because employers expressed serious concerns about their ability to staff classrooms. Restricting the authorization of a credential holder to specific grade levels, it was argued, would constrict an employer's ability to

recruit from the broadest possible applicant pool. The state was just entering into the implementation of class size reduction as the Commission was considering the SB 1422 Panel recommendations, and supply and demand issues were of paramount concern within the broader stakeholder community.

The recommendation to create a Professional Services Certificate was met with some level of concern by teachers themselves. Creation of this certificate was viewed as an attempt to establish a hierarchy within the teaching ranks, which introduced a wide range of other questions related to compensation, authority, and contract negotiations. Employers expressed concern as well, primarily in relation to a perceived loss of flexibility in filling positions that would require this new level of certification. The lack of a strong consensus from the field about the need for and desirability of a new level of teaching authorization derailed this recommendation.

In addition to these structural changes in the system, the SB 1422 Panel recommended that the state “increase accountability in teaching by establishing rigorous candidate-based assessments and more comprehensive program evaluation and accreditation systems” (CCTC, 1997, p. 35). In their review of then-current practices and requirements, the Panel found teacher assessment to be inadequate, and recommended that systematic assessment of teaching performance occur at the end of pre-service, at the end of an internship program, and at the end of induction. The Panel called for these assessments to meet a high standard of reliability and validity, and for the results of these assessments to be used as “one source of information about the quality and effectiveness of programs” (CCTC, 1997, p. 38). The Panel’s recommendations about improving accountability in teacher education resonated with policy makers. The K-12 standards and accountability movement was gaining momentum, and public concern about the quality of California public education, characterized by a growing lack of confidence in teaching, teachers, and teacher preparation, was blossoming. The Panel’s recommendation to establish a Level I Assessment leading to the Preliminary Credential and a Level II Assessment leading to a Professional Credential was directly responsive to the perceived need for greater accountability in teacher licensure.

The proposal to assess teachers at the end of their induction program, after they had been credentialed and had begun teaching, met with a great deal of resistance from the teacher associations and some other stakeholders, however. Ultimately, the Commission chose to move forward legislatively with a proposal to assess the teaching performance of every prospective teacher prior to the issuance of a Preliminary

Credential. It was determined that a summative, high stakes assessment placed at the end of pre-service or internship preparation would serve to “filter” less than fully qualified teachers out of the pool before they began teaching. The Commission put the proposal for a second level of assessment at the end of induction on hold, and expressed their intent to reevaluate the need for additional assessment after the first assessment had been put in place and evaluated.

Between August 1997 and January 1998, the Commission engaged in extensive public discussion and debate on the SB 1422 Panel recommendations, leading to the development of language for its sponsored legislation. Most of the structural recommendations coming out of the SB 1422 work were incorporated into SB 2042, which was signed into law in September, 1998, sweeping in the most far reaching changes in credentialing and teacher preparation in close to 30 years.

Senate Bill 2042

Senate Bill 2042 established, after ten years of research, analysis and consensus building within the policy and stakeholder communities, a two-tiered teaching credential based in a developmental theory of learning to teach. The overall framework inherent in the SB 2042 system advances the following policy objectives:

- ◆ Prospective teachers should begin their preparation to teach with an intensive development of subject matter knowledge;
- ◆ Pedagogical training should be built upon a subject matter foundation, and focus on effective teaching;
- ◆ Subject matter and professional preparation for teachers should be explicitly aligned with the standards and frameworks that govern the K-12 public school curriculum, textbooks and assessments;
- ◆ Assessment of teaching performance should be conducted in valid and reliable ways prior to a teacher beginning professional practice;
- ◆ Teachers who complete subject matter preparation and professional preparation and demonstrate through a Teaching Performance Assessment their readiness to begin teaching should earn a *preliminary credential*;
- ◆ A professional credential should not be conferred upon any teacher until they have served for at least two years as a teacher of record and completed a structured program of beginning teacher induction; and
- ◆ All phases of learning to teach and routes into teaching should be governed by coherent standards developed and informed by the profession.

SB 2042 established multiple, standards based routes into teaching;

called for a uniform set of standards to govern all routes and phases of preparation; required that preparation programs leading to a preliminary credential incorporate a teaching performance assessment (TPA); and brought induction into the licensing system. The TPA and induction provisions of the law were subject to the availability of funding in the Annual Budget Act, however, and for a time these two key aspects of the reform agenda appeared to be at risk. Full funding for the Beginning Teacher Support and Assessment Program was provided in the Annual Budget Act beginning in 2003-04, which allowed the Commission to fully implement that requirement. A Title II Teacher Quality Enhancement grant from the United States Secretary of Education allowed the Commission to move forward with the development of a TPA prototype. Full funding for implementation of the TPA has yet to emerge.

SB 2042 was implemented in two phases between 1998 and 2005. In Phase I, standards were developed for subject matter programs and examinations, professional preparation programs leading to the Preliminary Credential, and induction programs leading to the Professional Clear Credential. Assessment Quality Standards were also developed to govern the validity and reliability of teaching performance assessments. Consistent with the provisions of SB 2042 and the recommendations of SB 1422, these new standards are aligned and congruent with the K-12 Academic Content Standards for Students and the California Standards for the Teaching Profession. Also consistent with the recommendations of the SB 1422 Panel, standards for subject matter preparation, professional preparation and induction articulate with one another and treat the content of learning to teach recursively, such that knowledge developed early in the preparation sequence is revisited during subsequent phases and applied in the evolving teaching contexts teachers experience. Phase II occurred between 2002 and 2005. All institutions and local education agencies offering teacher preparation and induction programs revised their programs according to the new standards and underwent peer review in a process sponsored by the Commission.

The only piece of the system enacted in SB 2042 that has not been fully implemented is the teaching performance assessment requirement. Subject to the availability of funds in the Annual Budget Act, institutions are required to embed in their preparation programs an approved teaching performance assessment that meets assessment quality standards adopted by the Commission. Though the CCTC developed standards for these assessments and was moving forward with plans for implementation, lack of sufficient funds to support the administration of the TPA resulted in a suspension of this requirement in 2003. SB 2042 allowed institutions to meet this requirement in one of three ways:

institutions could adopt a TPA developed by the CCTC and administer it within their programs; institutions could develop their own TPA and submit it for review and approval to the Commission; or institutions could request that the CCTC administer the TPA to candidates. The CCTC used its Title II grant to develop a prototype, and contracted with Educational Testing Services (ETS) to create the CA TPA. This model was fully developed by the middle of 2003, and is currently being piloted and used by many institutions. A group of research universities—including Stanford University and all campuses of the University of California—developed an alternative TPA, the Performance Assessment for California Teachers (PACT) which has also been extensively piloted in California institutions. These assessment systems are substantially different than prior assessments in that they are designed to be administered in a consistent, valid, and reliable manner. The Assessment Quality Standards adopted by the Commission in 2002 (and suspended in 2003) call for institutions to attend to the psychometric quality of assessment practices in ways that are unprecedented in California's credentialing system.

The SB 1422 goal for establishing systematic and psychometrically sound teaching performance assessments, which carried forward in the framing of SB 2042, was to confirm the quality of the teaching workforce and increase public confidence in teachers, teaching and teacher preparation. The standards developed pursuant to SB 2042 were intended to couple with assessments in a comprehensive accountability system. Through standards and accreditation, the Commission would have the ability to assure a high level of quality in preparation. Through rigorous candidate assessment, the Commission would have the ability to confirm a high level of teacher competence for licensure. At the close of 2005, these two critical aspects of the reform movement are on hold. The Commission on Teacher Credentialing, facing a severe shortage of financial resources, suspended the accreditation system in 2003, at the same time that it halted efforts to move forward with implementation of the TPA. Three years later, resources have still not been generated to put these pieces of the teacher education accountability system in play. Ensuring quality in preparation and in the teaching workforce has fallen to the sponsors of programs, with limited guidance or assistance from the Commission. This circumstance has given sponsors of teacher preparation time to deepen their understanding of standards and teaching performance assessments, to very good effect. But the absence of a firm commitment from the state to support and sustain this work will undermine its effectiveness and limit its impact over time.

The reforms of SB 2042 set forth an ambitious agenda for the revision of professional teacher preparation and licensure. More than 90 higher

education institutions and over 150 local education agencies participated in a complete overhaul of teacher preparation over the course of four years, during a time of shrinking resources and major shifts in the political winds. Four Governors presided over the state during the period of time that SB 1422 and SB 2042 were conceptualized, enacted, and implemented. Despite major political upheaval at the state and national levels, the education and policy communities in California established a new system characterized by a developmental understanding of the process of learning to teach, a commitment to embed preparation in sustained and guided practice, an understanding that systematic formative and summative assessment can substantially improve preparation, and a knowledge that mentored entry into the teaching profession makes a profound difference in a new teacher's ability to teach and willingness to make teaching a career. Herein lies the strong potential of SB 2042 to contribute to the transformation of teacher education.

SB 1422 and SB 2042 were about systemic reform, and require attentive, systematic implementation, guidance, support and evaluation in order to have a lasting impact on teacher preparation and licensure. The SB 1422 Advisory Panel recognized this need when they recommended that the Commission institute new measures of accountability for the overall system of teacher certification:

In order for teacher education policy and practice to achieve and maintain a high level of credibility within the education community and with the public, it must operate within a system of inquiry and self-evaluation. State policymakers must focus on increasing the levels of practice-based research and research-based practice so future recommendations for credential reform efforts can be well informed. The Commission should sponsor a variety of activities and research efforts focused on overall system accountability, and should exercise its leadership in advocating that new policies and procedures be left in place long enough so their effectiveness can be appropriately evaluated. (CCTC, 1997, p. 42)

The intent of California's reform work over the last decade has been to establish coherence in the system, introduce the learning to teach continuum as a basis for licensure, and implement systematic accountability in all aspects of the system. The teacher education community has been expanded to include K-12 in ways that are unprecedented. This expanded community, in the absence of sustained support, guidance or leadership from the State, has risen to the challenge of transforming the system. The reform work that was initially sponsored and led by the Legislature and the Commission on Teacher Credentialing is now owned and sustained by the profession. This is a good, if unanticipated outcome: true reform in the preparation, certification and ongoing development of

the education workforce will not succeed if it isn't owned by the participants in the system. The challenge that lies ahead is to re-engage the Commission and the policy community in the evolution of this work, and to get the remaining pieces—assessment and accreditation—moving forward. Nature, and the policy community in California, abhors a vacuum. The absence of a strong sense of purpose in the recruitment, preparation, induction and ongoing development of the teaching workforce could be the undoing of years of productive, transformative work.

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EXHIBIT “10”



Addressing California's Emerging Teacher Shortage: *An Analysis of Sources and Solutions*

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Executive Summary

After many years of teacher layoffs in California, school districts around the state are hiring again. With the influx of new K–12 funding, districts are looking to lower student-teacher ratios and reinstate classes and programs that were reduced or eliminated during the Great Recession. However, mounting evidence indicates that teacher supply has not kept pace with the increased demand. This report examines indicators of current shortages, discusses their impact on students, analyzes factors that influence teacher supply and demand in California and nationally, and recommends policies to ensure an adequate supply of fully prepared teachers for the fields and locations where they are needed.

Findings

Increased demand for K–12 teachers in California comes at a time when the supply of new teachers is at a 12-year low. Enrollment in educator preparation programs has dropped by more than 70 percent over the last decade, and has fallen below the number of estimated hires by school districts around the state. Many signs point to shortages:

- In mid-October, two months after the school year started, EdJoin, the statewide educator job portal, still listed more than 3,900 open teaching positions—double the number listed at that time in 2013.
- In 2014-15, provisional and short-term permits (issued to fill “immediate and acute” staffing needs when a fully credentialed teacher can’t be found) nearly tripled from the number issued two years earlier, growing from about 850 to more than 2,400.
- In all, the number of teachers hired on substandard permits and credentials nearly doubled in the last two years, to more than 7,700, comprising a third of all the new credentials issued in 2014-15.
- Estimated teacher hires for the 2015-16 school year increased by 25 percent from the previous year, while preliminary credentials issued to fully prepared new teachers increased by less than 1 percent from the previous year, and enrollment in teacher education programs increased by only about 2 percent.

Although shortages are occurring across a range of subject areas, the problem is most acute in mathematics, science, and special education. Each of these high-need fields has been marked by a drop in the number of preliminary credentials issued to new teachers and a significant increase in the number of temporary permits, waivers, and intern credentials.

- In mathematics and science, the number of preliminary credentials awarded to new, fully prepared teachers dropped by 32 percent and 14 percent, respectively, over the last four years.
- In that same time, the numbers of underprepared mathematics and science teachers (those with temporary permits and waivers and intern credentials) have increased by 23 percent and 51 percent, respectively.

- In special education, the number of credentials issued dropped by 21 percent between 2011–12 and 2013–14, while substandard permits and credentials increased by 10 percent. Nearly half (48 percent) of the special education teachers licensed in California in 2013–14 lacked full preparation for teaching.
- To get a sense of the growing disparity between demand and supply, while districts estimated their hiring needs at roughly 4,500 special education teachers in 2014–15, only about 2,200 fully prepared new special education teachers emerged from California’s universities in that year.
- As in previous years when California has experienced a shortage of qualified teachers, low-income students of color and students with special needs are disproportionately impacted by the shortage. According to California’s educator equity plan, in 2013–14, nearly twice as many students in high-minority as in low-minority schools were being taught by a teacher on a waiver or permit (a teacher not yet even enrolled in a preparation program). Similar disparities existed between students in high- and low-poverty schools. In the 2000–01 school year, during the last round of acute shortages, 40,000 California teachers were working on emergency credentials, the vast majority of them in high-minority and high-poverty schools. At that time, one in four students in these schools was taught by an underprepared teacher in any given year, placing at greater risk the quality of education these students received.

Prognosis for the Future

Among the factors contributing to the increased demand for teachers, districts’ efforts to return student-teacher ratios to pre-Recession levels is one of the most significant. California has the highest student-teacher ratio in the nation (24:1, as compared to the national average of 16:1 in 2013), and the disparity grew even greater during the extended period of budget cuts. For California to bring student-teacher ratios back to pre-Recession levels, districts would need to hire 60,000 new teachers beyond their other hiring needs. If California were to reduce student-teacher ratios to the national average, districts would have to hire 135,000 additional teachers.

Although enrollments are expected to be largely stable statewide, in some counties, enrollment growth will play a critical role in determining hiring needs. In 11 counties, enrollments are expected to grow by more than 5 percent in the coming decade; in Kern and Imperial counties, enrollments are expected to grow by more than 10 percent.

Attrition from retirement will also vary by district and county. With 34 percent of teachers statewide age 50 and older, and nearly 10 percent age 60 and older, retirements will continue to be a factor in many locations over the next five to 10 years.

Non-retirement attrition is an even larger factor, typically accounting for two-thirds of teachers who leave. Research shows that salary levels and other aspects of compensation matter (such as college debt levels and housing costs), as do working conditions, especially having a supportive administrator and a collegial work environment. Turnover for beginners—who leave at much higher rates than other teachers—is influenced by how well novices are prepared prior to entry and how well they are mentored in the first years on the job.

Each time a teacher leaves the profession, it not only increases demand, it also imposes costs on districts. Replacement costs for teachers have been found to be about \$18,000 per teacher who leaves, which adds up to a national price tag of more than \$7 billion a year. High turnover also negatively affects the achievement of all students in a school. A comprehensive approach to reducing attrition would reduce the demand for new teachers and save money that could be better spent on mentoring and other approaches to supporting teacher development and advancing student achievement.

On the supply side, overall desirability of teaching as a profession is the most important factor; others include ease of entry, competitiveness of salaries, and teaching conditions. Highly publicized teacher layoffs during the budget downturn left a mark on the public psyche, including that of individuals who might have been considering a teaching career. In addition, salaries were frozen and working conditions suffered during the era of cutbacks, as resource limitations led to increased class sizes, along with fewer materials and instructional supports. One sign of the impact is that only 5 percent of the students in a recent survey of college-bound students were interested in pursuing a career in education, a decrease of 16 percent between 2010 and 2014.

These factors suggest that California must take purposeful steps now if the state is to avoid more acute, widespread shortages of teachers. Earlier state policy initiatives were greatly reduced or terminated during the era of state budget cuts. Reinstating incentives for teacher recruitment and retention will be a critical component of a thoughtful strategy to address the emerging teacher shortage.

Policy Recommendations

Based upon this analysis and prior research, the authors offer the following policy recommendations for consideration:

1. **Reinstate the CalTeach program**, which helped recruit teachers from colleges, other careers, and other states; provided them information about how to become credentialed; and directed them to preparation programs and districts so that entry into the profession was made simpler and more supported.
2. **Create incentives to attract diverse, talented individuals to teach in high-need locations and fields** by funding candidates who prepare and teach in such schools and subject areas, as did two highly successful California programs: the Governor's Teaching Fellowship and the Assumption Program of Loans for Education (APLE).
3. **Create innovative pipelines into teaching**, such as high school career pathways and Grow-Your-Own teacher preparation models, which encourage and support young people and others to go into teaching in their own communities. These strategies are aligned with the research findings that many young people can be attracted to teaching early in life, and teachers prefer to teach near where they grew up and attended high school.
4. **Increase access to high-quality preparation programs that support teacher success in high-need districts and fields.** California needs new approaches to training and recruitment to solve shortages in communities and fields that have longstanding challenges with both adequate preparation and adequate supply. In particular, innovation is needed to develop new

model programs for training urban and rural teachers, such as teacher residencies and new models of special education preparation.

5. **Ensure that all beginning teachers have access to a high-quality support and mentoring program** that can reduce early attrition and enhance competence, such as is available through well-designed Beginning Teacher Support and Assessment (BTSA) programs.
6. **Provide incentives that support teachers' ability to stay in or re-enter the profession** through strategies like mortgage guarantees for housing, ease of credential renewal, streamlined reciprocity with other states, and opportunities to continue teaching and mentoring after retirement.
7. **Improve teaching conditions by supporting administrator training** that enables principals to create productive teaching and learning environments.

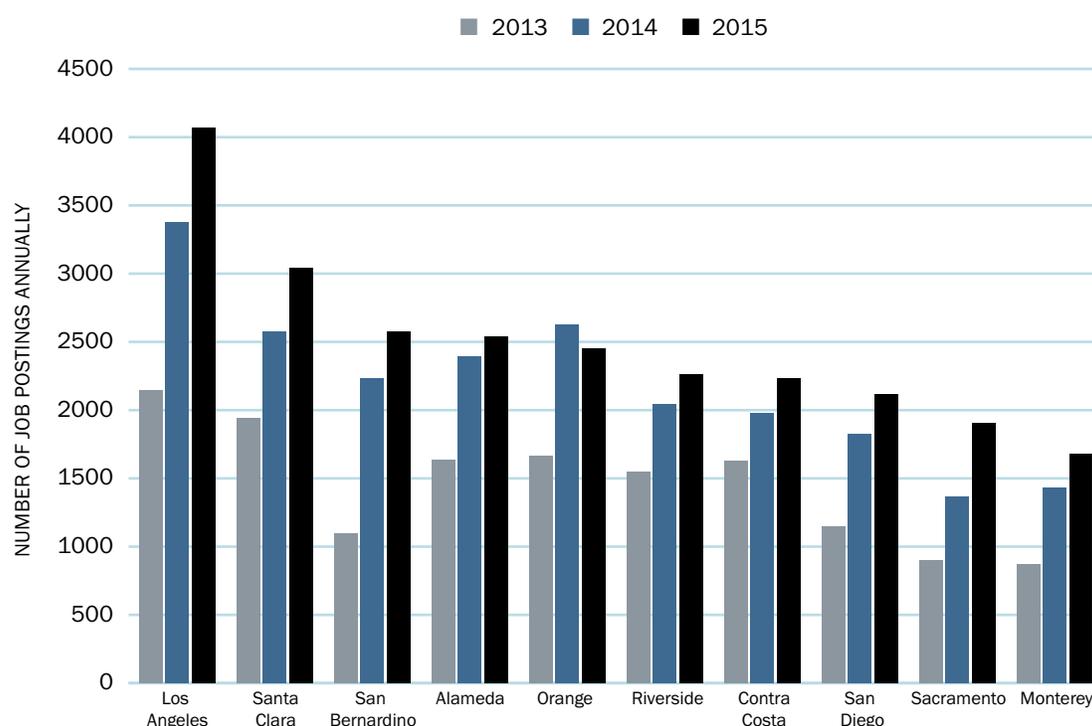
Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions

Introduction

In September 2015, with just one week to go before the first day of school, the San Diego Unified School District still had nearly 60 teaching positions to fill.¹ District officials had already filled nearly 500 slots and were hoping an 11th-hour job fair and media push would produce the remaining teachers needed to begin the school year fully staffed. The district's last-minute push was a preview of potentially bigger hiring challenges ahead: One thousand teachers, or nearly one-sixth of the district's certificated staff, will be eligible for retirement at the end of the school year.²

San Diego was not alone. Around the state, districts found themselves scrambling throughout the summer and into September to find enough qualified candidates to fill open teaching positions. From the San Francisco Bay Area to the Central Coast and Inland Empire, annual back-to-school news stories were focused on a central question: Would there be a qualified teacher in every classroom on

Figure 1: **Demand for Teachers Is Growing**



Note: Numbers reflect open teaching positions advertised on EdJoin over 12-month period, beginning October 16 and ending October 15.

Source: EdJoin data on postings for 12-month period, provided to LPI.

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the first day of school?³ As we discovered in this study, the answer was “no.” On the first day of classes and well into October, more and more districts were forced to hire teachers who are not fully prepared for the subjects, grade levels, or students they are assigned to teach.

In the first week of September, after most schools had already been open for two weeks, EdJoin, the statewide education job search portal, still listed 5,116 open teaching positions in school districts and county offices of education around the state.⁴ These included most subject areas, with the greatest need for teachers in mathematics, science, and special education.⁵ These positions appear increasingly difficult to fill. By mid-October, the EdJoin site still advertised 3,910 listings for classroom teachers, more than double the number posted at the same time in 2013. As Figure 1 shows, among the largest counties, the growth rate in demand for teachers appeared highest in the southern end of the state (e.g., Los Angeles, San Bernardino, San Diego), but northern counties also posted significantly more vacancies than in recent history. (For all counties, see Appendix A.)

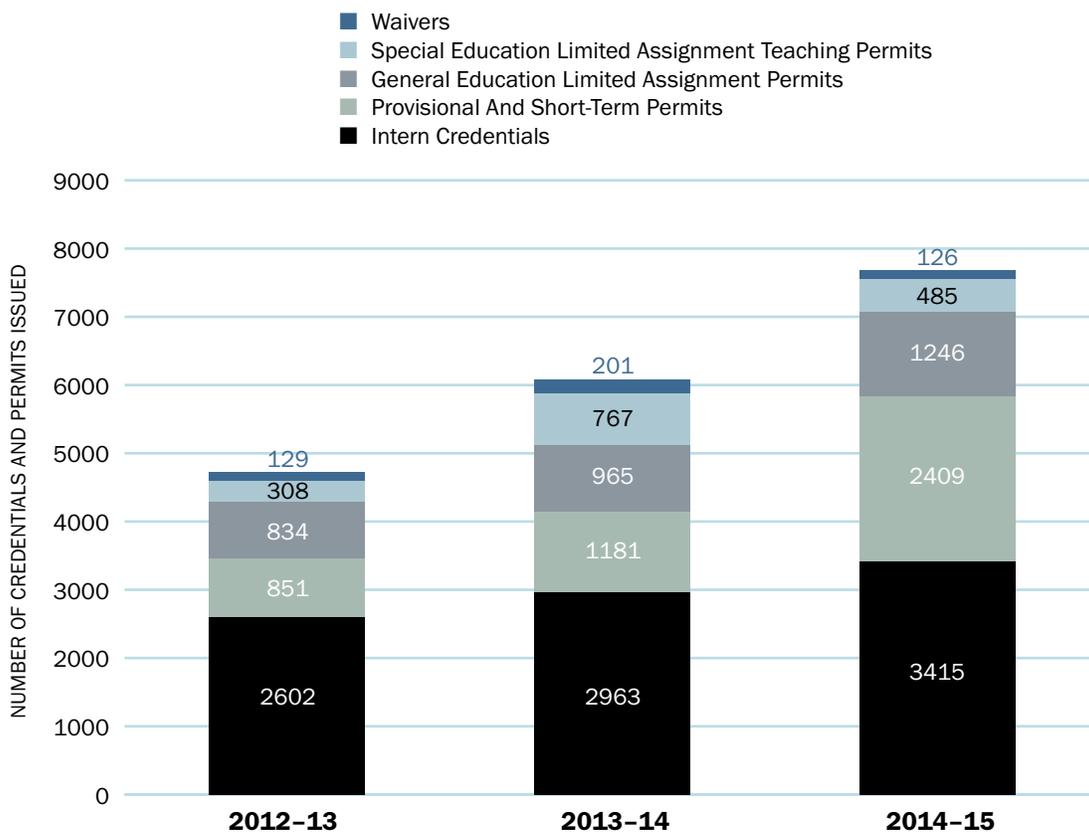
News reports and job postings are just a few of the indications that teacher supply has not kept pace with current demand. After steady reductions in the number of underprepared teachers in California schools, the trend has reversed. A sharp uptick in the number of temporary permits, waivers, and intern credentials issued by the California Commission on Teacher Credentialing (CTC) means that more students are being taught by individuals who have not completed, or sometimes even begun, their preparation for teaching.

Box 1: Teacher Preparation and Credentialing: Understanding the Terms		
Term	Credential Types	Definition
Fully Prepared Teachers	Preliminary Credential	Awarded to individuals who have successfully completed a teacher preparation program and the state assessments required for a license; preliminary credentials are valid for five years.
	Clear Credential	Awarded to preliminary credential holders once they have successfully completed an induction program; clear credentials are renewable every five years.
Underprepared Teachers	Provisional Intern Permits, Short Term Staff Permits and Waivers	Used to fill “immediate and acute” staffing needs, these one-year permits allow individuals who lack the appropriate training or subject-matter competency to teach a particular grade or course for a maximum of one year.
	Limited Assignment Teaching Permits	These authorizations allow credentialed teachers to teach outside of their subject area, to fill a “staffing vacancy or need.”
	Intern Credentials	Awarded to teachers-in-training who have an undergraduate degree and subject-matter competency but have not completed preparation or met the performance assessments for a license. Interns take courses and receive mentoring while teaching.
<p><small>Source: California Commission on Teacher Credentialing, CTC Glossary: http://cig.ctc.ca.gov/cig/CIG_glossary/all.php. See also http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf; http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf; http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf. © 2016 Learning Policy Institute</small></p>		

In 2014–15, for example, provisional and short-term permits (issued to fill “immediate and acute” staffing needs when a fully credentialed teacher can’t be found) nearly tripled from the number issued two years earlier, growing from about 850 to more than 2,400. (See Figure 2.) Limited assignment permits for teachers asked to teach outside their area of training also grew, as did

internship credentials issued to teachers taking classes while they are still in training. These kinds of permits and credentials are signs of shortages, as they are not to be granted when fully prepared teachers are available. Overall, these substandard credentials and permits grew from approximately 4,700 in 2012–13 to nearly 7,700 in 2014–15, an increase of 63 percent, comprising more than one-third of all new credentials issued. Meanwhile, the number of credentials issued to fully prepared new teachers increased by less than 1 percent, after a large, decade-long decline. (See Figure 6 and Appendix B.)

Figure 2: **Substandard Permits and Credentials Are Increasing, 2012-13 to 2014-15**



Note: Number of credentials issued between July 1st of each year and June 30 of the following year. (See Appendix B.)

Source: Data provided by the California Commission on Teacher Credentialing through a special request.
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These trends in California are occurring as teacher shortages are emerging across the country, with increased demand confronting declining numbers of teaching entrants. Nationally, there has been a 40 percent decrease over the past 30 years in education degrees. This decline is contributing to thousands of emergency teachers being hired in a number of states.⁶ Like California, other states find that shortages of mathematics, science, and special education teachers are among the most pronounced. Some of these states are recruiting heavily in California, seeking to lure candidates

to their districts with recruiting bonuses and the promise of lower housing costs. This adds to California’s challenges in developing an adequate pipeline of teachers to meet statewide needs.

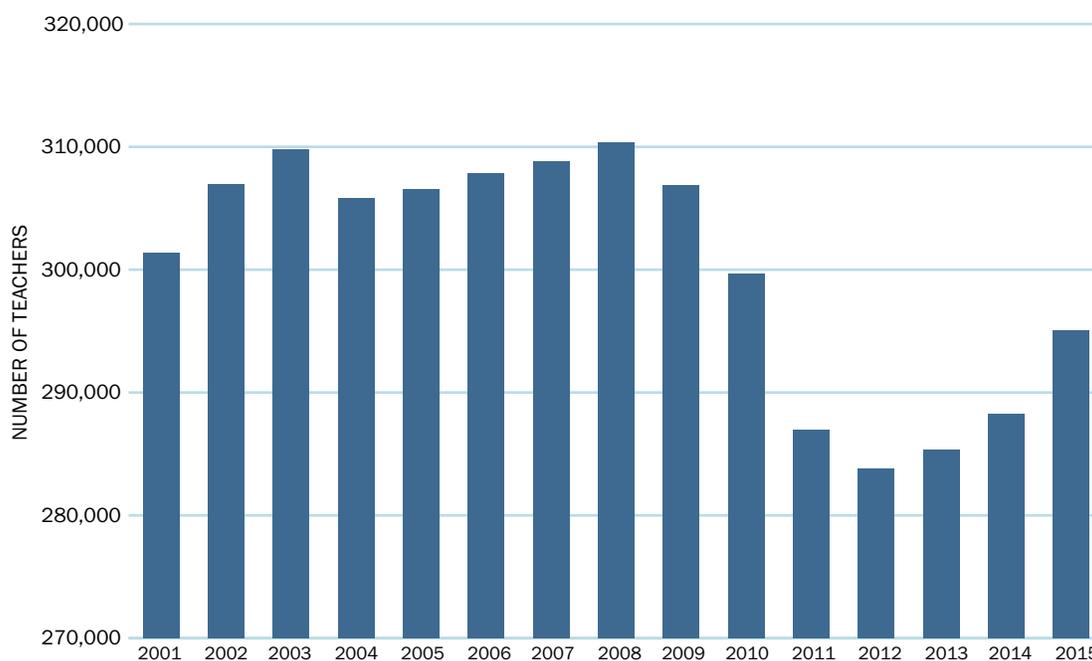
Fifteen years ago, in an earlier era of shortages, California had more than 40,000 teachers working on emergency permits or temporary credentials, most of them in schools serving low-income students of color.⁷ Is another such crisis looming? To answer this critical question, we examined data on teacher supply and demand to assess current and future trends and to better understand how the state might respond, so it can avoid repeating a history in which the most vulnerable students often encountered underprepared teachers and short-term substitutes year after year.

From Layoffs to Shortages

Increasing Teacher Demand

Over the past few decades, California’s teaching workforce has expanded and receded with the economic tides. Throughout the 1990s and early 2000s, the number of teachers working in public schools grew dramatically, due to an increase in the number of school-age children and the implementation of a major initiative to reduce class size, made possible by the increased state revenue from the dot-com boom.⁸ Through the mid-2000s, as revenues and state spending began to decline, the number of teachers grew more slowly, reaching a peak of 310,361 in 2007–08.⁹ (See Figure 3.)

Figure 3: **The Teacher Workforce Is Expanding Again**



Number of California public school teachers, 2000-01 to 2014-15

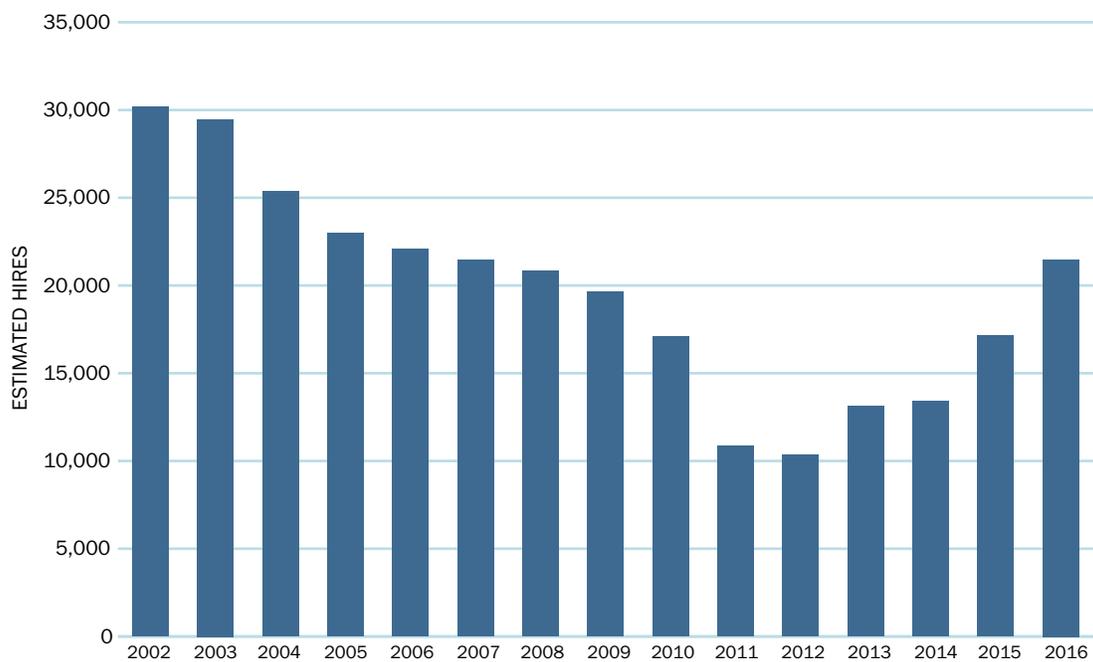
Source: California Department of Education 2001-2015. Data available at <http://data1.cde.ca.gov/dataquest/>.

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But with the collapse of the economy in late 2007 came an extended period of budget deficits and spending cuts, which took their toll on school funding and, by extension, the teacher workforce. Over the next five years, school districts saw their per-pupil funding drop by a total of \$1,846 in inflation-adjusted dollars—a decrease of 20 percent.¹⁰ Instead of advertising hiring fairs, districts were issuing layoff notices. By March 2012, after five years of budget cuts, class sizes had grown, many programs and services had been eliminated, and the teaching workforce in California had shrunk by 26,525 positions, or nearly 9 percent,¹¹ through a combination of layoffs and attrition.¹²

The tide began to turn once again in 2013, due to an upturn in the economy and passage of Proposition 30 in November 2012, which created new revenue for state programs and services, including schools.¹³ By 2015–16, general fund dollars allocated to K–12 schools had increased by \$9.8 billion in inflation-adjusted dollars over 2012–13 funding—an increase of 24 percent.¹⁴ In addition to statewide increases in per pupil spending, schools serving high percentages of low-income students, English language learners, and foster youth now receive additional resources as a result of the passage of the Local Control Funding Formula in 2013, which provides an additional weighting for those students in funding calculations.

Figure 4: **District Hiring Is on the Rise**



Estimated new hires in California, 2001-02 to 2015-16

Source: California Department of Education 2002-2016. Data available at <http://data1.cde.ca.gov/dataquest/>.

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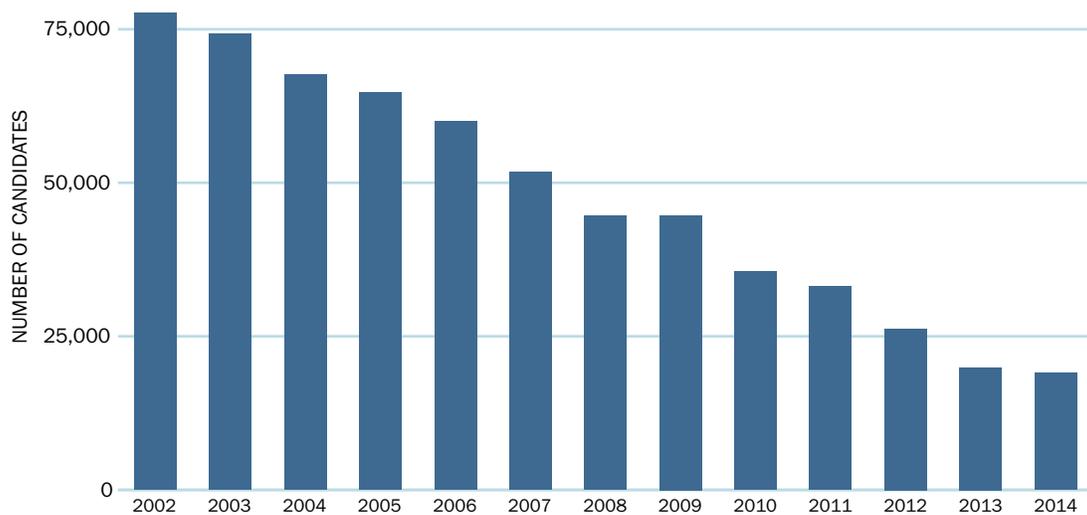
An increased demand for teachers has come in the wake of these new resources. After a decade of year-to-year reductions in district hiring (most dramatically between 2009–10 and 2010–11),¹⁵ the trend has shifted. In 2014–15, districts projected they would hire 17,149 teachers statewide, a nearly 28 percent increase from the prior year’s projections.¹⁶ District projections for anticipated new hires increased to nearly 21,500 for 2015–16, another 25 percent increase from the previous year. (See Figure 4.)¹⁷

Local school officials cite several reasons for the recent dramatic increase in demand. The infusion of much-needed resources has enabled districts to act on the pent-up demand for teachers that grew during the cutbacks. Around the state, districts are beginning to reduce class sizes back to pre-Recession levels and are reinstating or expanding programs that were cut in lean economic times.¹⁸ Some districts are also experiencing attrition as the first wave of baby boomers retire, along with others who are taking advantage of early retirement packages that districts began offering during the Recession to reduce overall personnel costs.

Decreasing Teacher Supply

Taken together, these factors have resulted in sharply increasing demand at the very time when the supply of newly prepared teachers is at a 12-year low. As Figure 5 shows, enrollments in California’s teacher preparation programs declined by 76 percent from 2001 to 2014. Meanwhile, as Figure 6 illustrates, the number of preliminary teaching credentials issued to California-prepared individuals decreased by 58 percent from 2003 to 2015. Starting in 2012-13, new credentials actually dropped below the number of district-projected hires. If these trends continue, the deficit between

Figure 5: **Enrollment in Teacher Preparation Programs Has Declined**

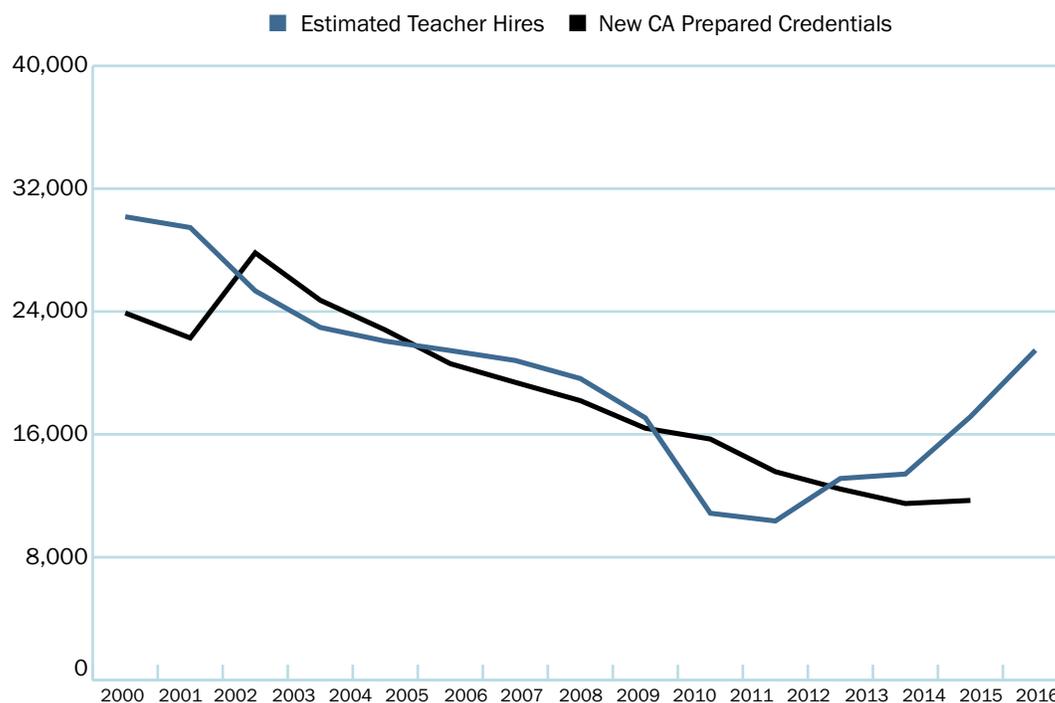


Number of candidates enrolled in California teacher preparation programs, 2001-02 to 2013-14

Source: California Commission on Teacher Credentialing, 2002-2014. Teacher Supply in California: A Report to the Legislature. Data available at <http://www.ctc.ca.gov/reports/all-reports.html>; 2014 Title II State Program Information. Data available at <https://title2.ed.gov/Public/Report/StateHome.aspx>.

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Figure 6: **Teacher Demand Is Outpacing Supply**



Number of preliminary new teaching credentials issued and district-estimated new hires, 1999-2000 to 2015-16

Note: Estimated teacher hires are reported annually by each California school district for the upcoming school year. New credentials are preliminary credentials issued to California-prepared teachers. 2014-15 credential data are preliminary.

Source: Estimated hires data are from California Department of Education DataQuest Web Page, at <http://data1.cde.ca.gov/dataquest/>. New credentials data were provided from the California Commission on Teacher Credentialing upon request.

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the number of teachers being prepared in California and the number of teachers needed in public schools will grow even larger. According to the CTC’s 2013-14 teacher supply report, there are approximately 3,000 additional teaching credentials issued each year to individuals prepared out of state. Even factoring in out-of-state credentials, however, estimated hires still outpaced total new teaching credentials in 2014-15.

The number of new credentials can actually overestimate the number of new teachers, since many teacher trainees earn more than one credential as they enter the profession (for example, in several discrete science areas, in English and English Language Development, or in general education along with special education). In addition, not all of those who receive credentials enter the classroom the following year. On the other hand, some veteran teachers re-enter the profession, typically comprising about 35 percent of those hired across the nation in a given year.¹⁹

After a 10-year decline in the annual number of preliminary credentials awarded in California (based on completion of a teacher preparation program and passage of state assessments), there was a very small increase (less than 1 percent) in 2014–15. This expanded the pipeline of fully prepared entrants by fewer than 100 additional candidates, while the number of substandard permits and credentials went up by more than 1,500 in the same period of time.²⁰

There are signs that enrollment trends are also beginning to shift modestly.²¹ Preliminary data from the California State University (CSU) and University of California (UC) systems show a small, 3.8 percent increase in enrollment across the two systems from 2013–14 to 2014–15. Historically, the UC/CSU system has been responsible for preparing 50–60 percent of newly credentialed teachers each year.²² An informal survey of some independent California colleges and universities also shows small increases in program enrollment among a number of the respondents.²³

Table 1: **Teacher Preparation Enrollments in the State University System**

Institution Type	2011-12	2012-13	2013-14	2014-15
University of California	1,055	788	726	883
California State University	9,496	8,052	8,642	8,837
Total	10,551	9,840	9,368	9,720

Source: Data from the CSU Office of the Chancellor and the UC Office of the President.
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These modest increases, however, have not been enough to keep up with the increased demand. In addition to the fact that the overall numbers of new teachers are insufficient, new teaching candidates are not necessarily choosing the fields and subject areas in which there are large numbers of vacancies, or choosing to teach in the regions where the shortages are most pronounced. Most of the small increase occurred in multiple subject credentials, an area in which most districts have not noted shortages.

Although there have been large shortages of special education teachers for many years, and it is the area in which districts are hiring the highest number and proportion of teachers (see Table 2), new candidates do not appear to be flocking to fill those vacancies. In fact, there was a decline from 2013–14 to 2014–15 in the numbers of candidates receiving preliminary or internship credentials in this field. (See Appendix B.) The fact that demand for new special education teachers amounted to 27 percent of the current number of such positions suggests a high attrition rate in that field, augmenting more modest growth in the number of slots. As we discuss below, other high-demand fields like mathematics and science also show ongoing decline in the number of fully prepared new teachers.

As this example suggests, looking at state-level indicators of supply and demand is just a first step. It is equally important to understand imbalances in specific subjects or locations. The multilayered nature of the teacher labor market requires policies both to ensure that there are enough teachers to go around and to direct people to the regions and fields where they are most needed.

Table 2: **Top Hiring Areas, 2013-14 School Year**

Subject Area	Number of Full-Time Equivalent (FTE) Teachers	Percent of FTE Teachers in the Field
Special Education, including State Special Schools	4,540.3	26.9%
Mathematics/Computer Education	2,214.6	10.4%
Science	2,016.9	12.7%
English/Drama/Humanities	2,024.2	8.5%
PE/Health/Dance	903.2	7.4%
History/Social Science	1,184.9	7.1%
Other Specializations	967.9	6.8%
Totals	13,858.3	5.34%

Source: California Department of Education, district hiring estimates data.

The Impact of Shortages on Students

Shortages of teachers can result in larger class sizes, cancellation of courses, or the assignment of underprepared or out-of-field teachers. Shortages are also often addressed through the assignment of substitute teachers who are not required to meet standard qualifications and who, by California law, must be replaced after 30 days—often by another substitute teacher. All of these strategies undermine students’ access to quality instruction.

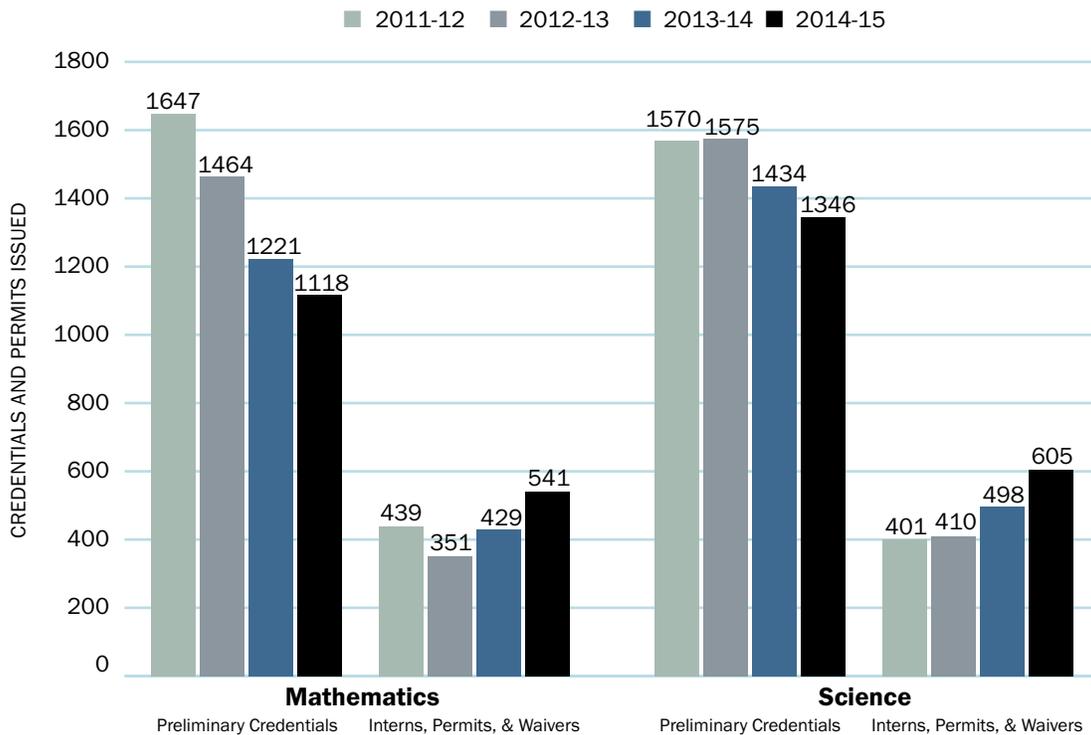
In particular, the assignment of teachers who have not undergone preparation and substitute teachers who come and go has been found to harm student achievement.²⁴ The numbers of these underprepared and out-of-field teachers reached 6,000 teachers in 2013–14 and about 7,700 in 2014–15, an increase of 26 percent in just one year. (See Figure 2 and Appendix B.)

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Year after year, mathematics, science, and special education appear on California’s list of projected teacher shortage areas, which the CTC reports annually to the U.S. Department of Education. In all of these areas, the number of fully credentialed new teachers has been declining sharply in recent years, while the number of teachers on waivers, temporary permits, and intern credentials has increased. (See Figures 7 and 8.)

The shortages of mathematics and science teachers are a concern as the state seeks to implement new, more demanding standards in both subject areas, requiring teachers who deeply understand their content and how to teach it in ways that develop higher-order thinking and performance skills.

Figure 7: Trends in Mathematics and Science Teacher Supply



Credentials and permits issued, 2011-12 to 2014-15

Source: California Commission on Teacher Credentialing.

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And, as we discuss more fully in a later section, if all students are to have an equitable chance to meet the new standards, the capacity of specialist teachers to support the needs of students with disabilities will be critical.

There is evidence that the list of impacted fields is expanding. California’s most recent reporting of projected shortage areas (for the 2015–16 school year) also includes English/drama/humanities, computer education, physical education/health/and dance, and history/social science.²⁵

The Effect of Shortages on Equitable Student Access

Historically, California has filled positions during times of shortages by reducing standards for teaching, and the least well-prepared teachers have been disproportionately placed in the schools serving the highest-need students. Students in high-poverty and high-minority schools have borne the brunt of shortages, as have English learners and students with special education needs.

During the 2000–01 school year, when the *Williams v. California* lawsuit was brought to challenge unequal access to basic educational resources, underprepared teachers constituted 15 percent of the entire teacher workforce in the state, and nearly half of beginning teachers were entering without having yet completed their preparation.²⁶ Whereas underprepared teachers represented 7 percent

of all teachers in low-poverty schools, they were 22 percent in high-poverty schools.²⁷ Similarly, in high-minority schools, more than one in four teachers were underprepared, compared with only 5 percent among the schools with fewer than 30 percent students of color.²⁸

The overall situation improved with a slowdown in hiring, coupled with federal requirements for highly qualified teachers under the No Child Left Behind Act; however, the disproportionalities have continued. In a study using data from 2008–09, the proportion of uncredentialed teachers in high-minority schools was found to be more than twice that in low-minority schools.²⁹

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And in the California educator equity plan recently filed with the federal government,³⁰ the proportion of students in 2013–14 being taught by a teacher on a waiver or permit (a teacher not yet even enrolled in a preparation program) was twice as large for those in high-minority schools as it was for those in low-minority schools.³¹ Similar disparities existed between students in high- and low-poverty schools.

Although the percentages of underqualified teachers are currently smaller than they once were, they represent a concerning trend, given our state’s history of allowing underprepared teachers to be assigned disproportionately to the highest-need students and schools.

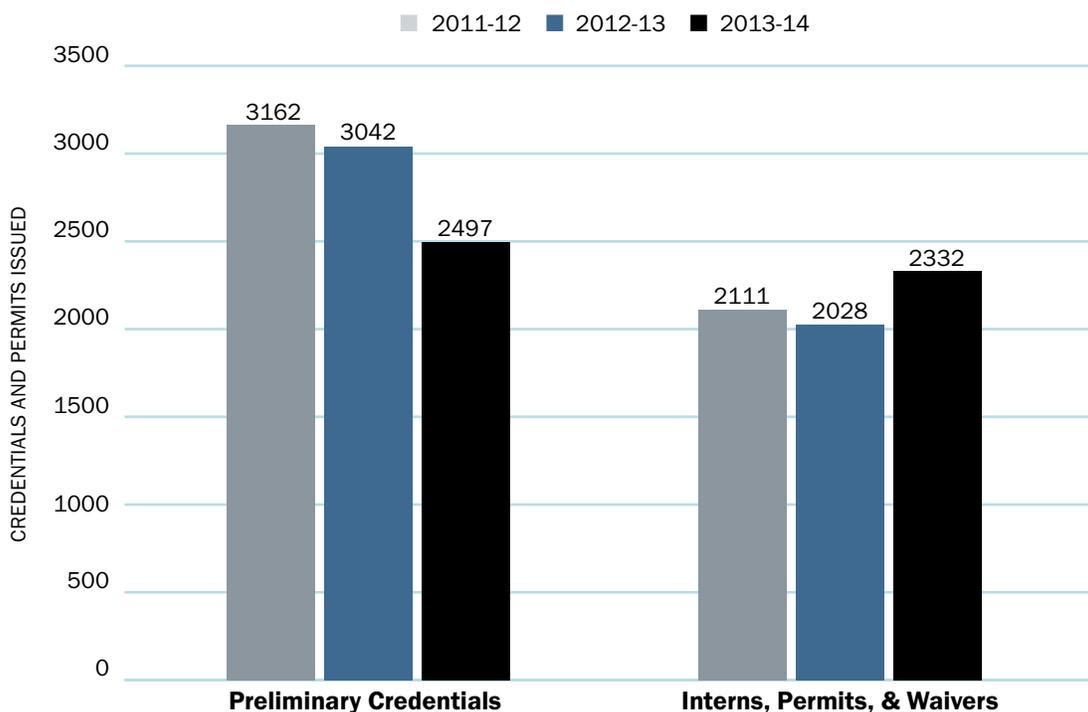
The Special Case of Special Education

Recruiting and retaining special education teachers has long presented a particularly vexing challenge for California schools and districts. Responding to perennial shortages, the state altered the special education credential requirements in 1996, removing the requirement that special education training be added on top of the preparation required to earn a general education credential. Unfortunately, this change has both failed to solve California’s special education teacher supply problem *and* has resulted in a less prepared cadre of special education teachers, who lack knowledge of the range of learning approaches and repertoire of teaching strategies that most teachers possess.

It has also meant that many educational specialists are not authorized to teach general education students, reducing the opportunities for inclusive educational practices such as Response to Intervention (RTI) and Multi-Tiered Support Systems (MTSS) that often produce stronger outcomes for students. As a result of this credentialing strategy, California special-needs students are less likely than those in most other states to be in mainstreamed educational settings.

Even with the reduced level of expectations for the credential, nearly half (48 percent) of the new special education teachers California produced in 2013–14 entered teaching on substandard credentials or permits. (See Figure 8.) This likely contributes to the troubling outcomes for the state’s special education students. According to a 2015 report from a Statewide Task Force on Special Education, California students with disabilities achieve at significantly lower levels, graduate from high school at lower rates, and have fewer employment opportunities and decreased lifetime earnings compared to their peers without disabilities. The report noted, “Instead of opening a door to a brighter future, special education for many students is a dead end. Once identified as needing special services, particularly for learning disabilities, students rarely catch up to their peers.”³²

Figure 8: Trends in Special Education Teacher Supply



Credentials and permits issued, 2011-12 to 2013-14

Source: California Commission on Teacher Credentialing.

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According to the CTC’s 2013–14 Teacher Supply Report, new credentials issued for special education were down in every category: Institutions of higher education saw a reduction in credentials of nearly 19 percent from the previous year; credentials issued through district intern programs were down 8.4 percent; and out-of-state credentials, which are generally increasing as a percentage of all credentials issued, were down 2.4 percent.³³

In 2014-15, when districts were seeking to hire more than 4,500 special education teachers, there were only about 2,200 fully prepared new teachers receiving credentials in California. (See Appendix B.) According to the CTC’s 2013-14 teacher supply report, another 500 licensed teachers entered from out of state.

To understand the impact of these shortfalls, one need look no further than the increase in short-term permits and waivers being issued. Special Education Limited Assignment Teaching Permits, issued to teachers from other fields taking on these responsibilities, went up nearly 149 percent from 2012–13 to 2013–14. Waivers were up 56 percent; two-thirds of these were for teachers who lacked the authorization required to teach students with autism spectrum disorders.³⁴ (See Appendix B.) In every category of permits issued to underprepared teachers, special education teachers were among the largest group of recipients.³⁵

A Longer-Term Look at Supply and Demand

What does the future hold? In the labor market for teachers, many factors affect both the demand for new teachers and the supply of candidates for teaching positions. The interaction of these demand and supply factors will determine whether California can ensure that all of the state's students are taught by well-prepared teachers.

The demand for new teachers depends mainly on the number of students enrolled in the state's schools, on policies governing class sizes and student-teacher ratios, and on how many teachers choose to leave the profession, including both those who retire and those who leave for other reasons.³⁶ The supply of candidates for teaching positions depends mainly on the number of new teachers who complete teacher preparation programs within the state, but also on the re-entry of teachers who have left the classroom and on the recruitment of new and experienced teachers from other states.

Many of these factors are influenced by state and local policies that determine the attractiveness of teaching as a profession, including salaries, teaching conditions, and incentives for entry into and continuation in the profession. These may vary widely across districts and schools with different levels of resources, types of policies, and student populations. Other public policies, including the structure of retirement systems, can make a difference at the margins.

Factors Influencing Demand

As districts develop their annual hiring projections, key considerations include student population growth, class size, program expansion or contraction (such as adding or eliminating courses or areas of study), and the number of expected retirements, along with other kinds of teacher attrition, ranging from medical leave and family moves to departures for other districts, states, or out of the profession entirely. We take up each of these factors in turn.

Enrollment

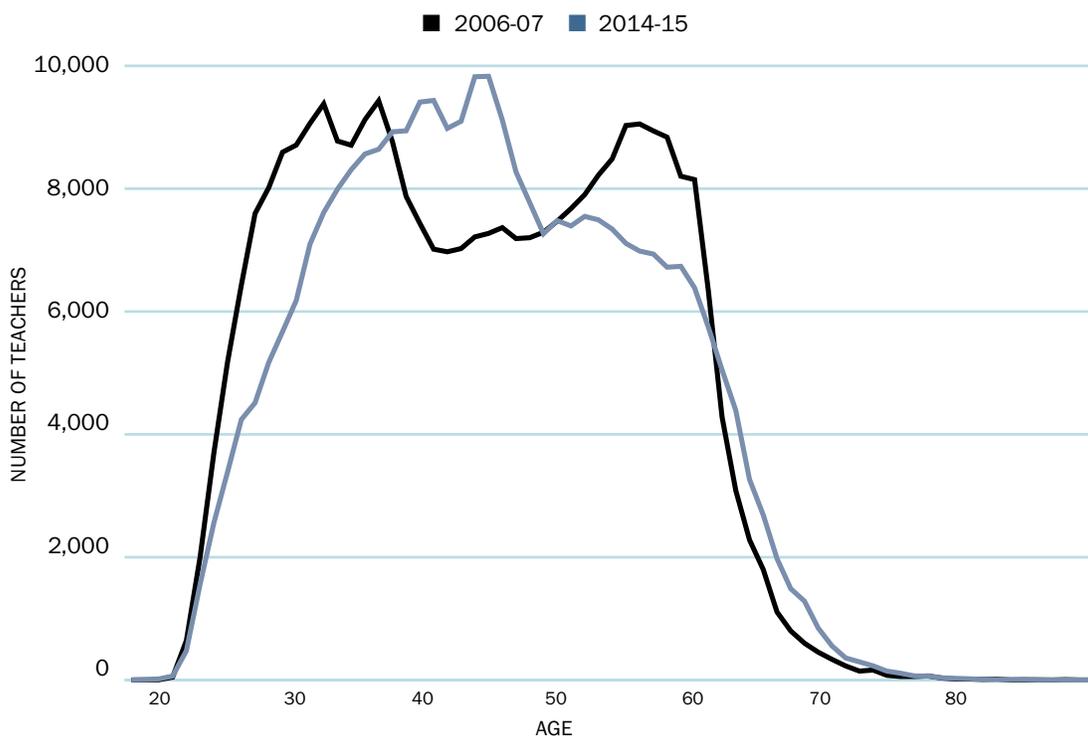
Demographers project that California's student enrollment will be relatively stable over the next decade if birthrates, immigration, and migration do not shift unexpectedly.³⁷ However, projections vary considerably by region. Throughout the state, 11 counties are projected to have an increase in enrollment of at least 5 percent by 2023–24, while four counties may see declines of at least 5 percent. Kern and Imperial counties are growing at the fastest rates, with projected enrollment increases of approximately 12 percent and 11 percent, respectively, by 2023.³⁸

Student-Teacher Ratios

One of the strongest current drivers of growing teacher demand is the effort to return class sizes and teacher loads to more manageable levels. California's pupil-teacher ratios have been the largest in the country for many years. While the national pupil-teacher ratio averaged 16:1 in 2013, California's led the nation at 24:1, fully 50 percent higher than the national norm.³⁹ Class sizes are always larger than pupil-teacher ratios. During the Recession, many districts increased class sizes to 30 or more in elementary schools and 40 in some high schools.

With new resources, districts are seeking to increase the number of teachers.⁴⁰ One reasonable assumption is that pupil-teacher ratios might stabilize when they reach pre-Recession levels—

Figure 9: **California Nears the End of Retirement Surge**



California public school teacher age distribution, 2006-07 and 2014-15

Source: California Department of Education data, provided in response to a special request.

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a very substantial increase from current levels. In 2014, to return to pre-Recession ratios of 19.8 students per teacher, California districts would have needed to hire 60,000 teachers—more than three times the number actually hired. If California wanted to reduce pupil-teacher ratios to the national average of 16:1, districts would need to hire 135,000 teachers. Relative to the total teaching workforce in California, these numbers are substantial, representing 20 percent and 46 percent of total teachers in the state, respectively.⁴¹ In either case, it is reasonable to expect that efforts to reduce pupil-teacher ratios will continue for a number of years to come.

Retirements

Teacher attrition is another important variable. Nationally, teacher retirements have accounted for approximately one-third of attrition in recent years.⁴² At various times, retirements have been a significant force in boosting demand in California, but it appears that the most recent retirement wave has passed its peak. As Figure 9 shows, a sizeable number of teachers were age 50 to 59 in 2007, many of them eligible for retirement. By 2014–15 that peak had flattened considerably. The numbers of teachers retiring annually dropped by about 30 percent in recent years, from 15,493 in 2009–10 to 10,736 in 2013–14.⁴³

Table 3: **Age Distribution of the California Teacher Workforce**

Age	2006-07	2008-09	2010-11	2012-13	2014-15
Under 30	42,214	40,823	28,082	24,372	27,679
	13.7%	13.3%	9.8%	8.5%	9.4%
30 to 39	87,269	89,535	84,605	82,071	81,679
	28.3%	29.2%	29.5%	28.8%	27.6%
40 to 49	72,018	73,020	76,185	80,790	87,082
	23.3%	23.8%	26.5%	28.3%	29.4%
50 to 59	84,501	78,368	73,205	70,778	70,652
	27.4%	25.5%	25.5%	24.8%	23.9%
60 and older	22,009	24,357	24,854	27,294	28,706
	7.1%	7.9%	8.7%	9.6%	9.7%
Total	308,790	306,887	286,969	285,308	295,800

Number and percentage of teachers by age groupings, 2006-2007 to 2014-2015

Source: California Department of Education data, provided in response to a special request.

However, more teachers are working further into their 60s, which complicates the near-term retirement picture. As Table 3 indicates, more than one-third of California teachers are age 50 or older, and nearly one in 10 California teachers is age 60 or older, a 37 percent increase in this older cohort from 2006–07. These teachers who are 60 and older can be expected to retire in the next few years, which will cause a noticeable uptick in attrition rates, at least in the short-term. So, while the era of huge retirement numbers has passed, the state is not completely out of the woods.⁴⁴

Of course, rates of retirement will vary across districts, depending both on local teacher demographics and district policies, such as the early retirement programs that were enacted during the Recession to encourage older, more expensive teachers to leave—some of which are still in place.

Non-Retirement Attrition

Teachers who leave for reasons other than retirement constitute the largest component of teacher attrition and the most important for projecting demand. Indeed, some experts argue that much of the nation’s hiring challenge would be best addressed by stopping the revolving door of teachers.⁴⁵

In some high-achieving countries, where teaching is considered a lifelong profession, annual attrition rates are only about 2 percent of the teaching force.⁴⁶ However, attrition in the United States has tended to be much higher. After decades of a nationwide 6 percent attrition rate, annual attrition increased over the last decade to between 7.7 percent and 8.4 percent.⁴⁷ With California’s teacher workforce of 295,025 in 2014–15, an 8 percent attrition rate would indicate a loss of more than 23,000 teachers annually, nearly twice the number currently graduating from the state’s teacher preparation programs.⁴⁸ These numbers are the best estimates we currently have for California, as state-specific studies have not been conducted in recent years.

Attrition rates are much higher for newcomers to teaching. National estimates have suggested that new teachers leave at rates of somewhere between 17 percent and 30 percent over their first five

years of teaching.⁴⁹ In line with these data, a 2006 study by the Public Policy Institute of California found that 26 percent of the state’s teachers had left the profession by their fifth year of teaching.⁵⁰ Most studies find that attrition rates are highest in high-poverty schools and districts.⁵¹

Summary

To ensure that all classrooms are staffed by fully prepared teachers, it is crucial to understand all of the factors affecting demand: student enrollment, class size, and teacher attrition. Although student enrollment is predicted to remain stable statewide, tens of thousands of teachers are needed to return class sizes to pre-Recession levels. Additionally, about 10 percent of the state’s teaching workforce is 60 or older (and about one-third is 50 or older), so demand will increase as districts need to replace retiring teachers. Non-retirement attrition, which is about two-thirds of total attrition, is the area where policy can potentially make the most difference, as teachers’ decisions to stay or leave the profession can often be influenced by decisions at the state and local levels about salaries, working conditions, preparation, and supports. (Discussed further below.) Based on the evidence available, California will remain at elevated levels of teacher demand for the foreseeable future.

Based on the evidence available, California will remain at elevated levels of teacher demand for the foreseeable future.

Factors Influencing Supply

A critical factor in California is that the supply of new teachers has declined at a precipitous rate. Understanding the factors that have contributed to this sharp decline is critical if policy makers are to craft an effective response. Researchers and practitioners point to the large number of Recession-era layoffs as a major cause of the much-diminished interest in the teaching profession, noting that young people were discouraged from entering a field in which there were few jobs and little job security. As the San Diego school system’s director of human resources noted: “For several years there was no incentive to go into teaching and as a result, the pipeline for new teachers is smaller. Now, we have to do more than just recruit teachers. We have to let people know teaching is a viable career.”⁵²

During the years of layoffs, the law required that notifications be delivered to teachers in danger of being laid off by March 15th. Between March 2008 and March 2012, the California Teachers Association reported that roughly 100,000 California teachers received such “pink slips.”⁵³ Although a significant percentage of these teachers ultimately kept their jobs in many of these years, the layoffs caused others to leave the profession, and the annual flurry of news articles announcing these events left a mark on the public psyche, including the perceptions of individuals who might have been considering teaching as a profession. As an *Orange County Register* headline noted in March 2015, “March used to be the month we dreaded.”⁵⁴

Salaries were frozen and working conditions suffered during the era of cutbacks, as resource limitations led to increased class sizes, less availability of materials, and fewer instructional supports. In addition, some observers suggest that the teaching profession has also become less attractive because it has been at the center of intense policy debates and legal battles over such issues as teacher evaluation and tenure.⁵⁵

The impact of these various factors can be seen in the results of an annual survey of high school students taking the ACT college entrance exam, which found that the number of high school students interested in becoming educators dropped by more than 16 percent between 2010 and 2014.⁵⁶ Potentially interested students now comprise only 5 percent of high school students taking the college admissions test—a number that will dwindle further as candidates encounter the higher standards for entry that have been put in place in most states and explore other career options that are available to them.

These trends suggest reason for strong concern. However, we need to know more to measure supply and gauge future trends accurately. On one hand, counting the number of enrollees in California teacher education programs overestimates supply, as not all individuals who complete preparation enter the teaching force within the state in a given year. On the other hand, former teachers re-enter the teaching force each year, and they are not included in data about the number of new, first-time credentials unless they have changed fields and are thus awarded new credentials.

Nationally, re-entrants constitute roughly 35 percent of the teacher supply in a given year.⁵⁷ This number might be expected to be a bit lower in California, because California has more stringent re-entrance policies, often requiring teachers who have left the classroom for an extended period of time to re-certify, pay fees, and sometimes take additional coursework before returning to the classroom. The factors that influence re-entrants are similar to those that influence new entrants and those from out of state as well: the ease of entry and the attractiveness of salaries and teaching conditions.

California does not currently provide data on either the proportion of trainees who enter or the number of leavers who return, because credentialing and preparation data reside at the Commission on Teacher Credentialing (CTC) and employment data reside at the California Department of Education (CDE). The agencies do not currently share data. Solving this data-sharing problem will be important if the state is to plan and manage teacher supply with better knowledge and information.

The factors that influence re-entrants are similar to those that influence new entrants and those from out of state as well: the ease of entry and the attractiveness of salaries and teaching conditions.

What Matters for Recruiting and Retaining Teachers

In times of shortages, policymakers often focus attention, understandably, on how to get more teachers into the profession. However, it is equally important to focus on how to retain effective teachers. Each time a teacher leaves the profession, it not only increases demand, it also imposes costs on districts. Replacement costs for teachers have been found to be about \$18,000 per teacher who leaves, which adds up to a national price tag of over \$7 billion a year.⁵⁸ High turnover also negatively affects the achievement of all students in a school.⁵⁹ A comprehensive approach to reducing attrition would reduce the demand for new teachers and save money that could be better spent on mentoring and other approaches to supporting teacher development and advancing student achievement.

Policies to address the root problems of teacher shortages must acknowledge at least four major factors that strongly influence teacher entry and retention:

- Compensation
- Preparation
- Mentoring and support
- Teaching conditions

Compensation

Even if teachers may be more motivated by altruism than some other workers, teaching must compete with other occupations for talented college and university graduates. Since the early 1990s, teacher salaries have been declining in relation to other professional salaries. Even after adjusting for the shorter work year in teaching, teachers earn 15–30 percent less than individuals with college degrees who enter other fields, depending on the field and the region.⁶⁰ In California, salaries for similarly trained and experienced teachers have been extremely unequal across differently resourced districts, which can trigger shortages in districts that pay below-market wages compared to neighboring school districts.⁶¹ Teachers are more likely to quit when they work in districts with lower wages and when their salaries are low relative to alternative wage opportunities, especially in high-demand fields like math and science.⁶²

The pressure for higher compensation is greater when candidates have had to go into debt to prepare to enter a profession. To make teaching affordable, some states and the federal government have at times provided forgivable loans and service scholarships that subsidize preparation, just as the Health Professions Education Assistance Act has long done for doctors. These subsidies are paid back with a number of years of service in the profession.

Perhaps the best-known model of such an approach—since copied in other states—is the North Carolina Teaching Fellows Program. In operation for more than 25 years, the program selects highly able high school students and pays all college costs, including an enhanced and fully funded teacher education program, in return for several years of teaching.⁶³ The program has recruited nearly 11,000 candidates into teaching, representing approximately 10 percent of all teachers credentialed each year in North Carolina. Among these have been a larger than usual number of males, minority candidates, and math and science teachers. A recent study of the program found that the Teaching Fellows are generally more effective than their peers in supporting student achievement and are much more likely to stay in teaching.⁶⁴ The financial incentives offered by service scholarships like the Teaching Fellows program indirectly enhance compensation by eliminating student debt payments, while improving preparation—two critical factors for recruiting and retaining teachers.

Teacher Preparation

An often-overlooked factor is the effect of preparation on teacher retention. A growing body of evidence indicates that attrition is unusually high for those who lack preparation for teaching. For example, the National Center for Education Statistics found that 30 percent of uncertified entrants left the profession within a five-year span, compared to 15 percent of certified entrants.⁶⁵ Another study found that new recruits who have had student teaching, received feedback on their teaching, and had coursework in specific aspects of teaching leave the profession after the first year at half the rate of those who have had no training in these areas.⁶⁶

High turnover is often linked to teachers' sense of effectiveness, which is, in turn, linked to how well teachers have been prepared for their work. The teacher residency model is a new and important strategy that better prepares teachers for high-need communities. Residency programs place mid-career entrants who want to commit to high-need urban or rural schools in paid apprenticeships with expert mentor teachers

The teacher residency model is a new and important strategy that better prepares teachers for high-need communities.

for a year, while they complete credential coursework in curriculum, teaching, and learning with local partnering universities. When they become teachers, these recruits also receive two years of mentoring. In exchange for this high-quality preparation—which is directly focused on becoming an excellent teacher in a high-need community—candidates pledge to spend 3-5 years in the district's schools. Some charter organizations have also started residencies. This model has already shown teacher retention rates of over 85 percent after four or more years for graduates in Chicago, Boston, Denver, and elsewhere.⁶⁷

Mentoring and Support

Strong mentoring in the first years of teaching enhances the retention effects of strong initial preparation. A number of studies have found that well-designed mentoring programs improve retention rates for new teachers, as well as their attitudes, feelings of efficacy, and instructional skills.⁶⁸ Key to success is having a mentor teacher in the same subject area, common planning time with teachers in the same subject, and regularly scheduled collaboration with other teachers.⁶⁹ Beginning teachers' practice is enhanced further when their mentors also receive formal training and are released from some of their own classroom duties to provide one-to-one observation and coaching in the classroom, so they can demonstrate effective methods and help new teachers solve immediate problems of practice.⁷⁰

A large-scale national study found that beginning teachers who participated in induction programs providing mentoring showed a 15 percent attrition rate versus a 26 percent attrition rate for those who had no induction supports in their first three years on the job.⁷¹ Early Peer Assistance and Review programs in urban districts like Cincinnati, Columbus, and Toledo, Ohio, and Rochester, New York, were found to reduce attrition rates of beginning teachers by more than two-thirds (often from levels exceeding 30 percent to rates of under 5 percent) by providing expert mentors with release time to coach beginners in their first year on the job.⁷² In California, early studies of the Beginning Teacher Support and Assessment Program (BTSA) found similarly high rates of retention for teachers who experienced high-quality mentoring over their initial two years.⁷³

Notably, researchers have found that beginning teachers who participate in induction are more able to keep students on task, develop workable lesson plans, use effective questioning practices, adjust classroom activities to meet students' interests, maintain a positive classroom atmosphere, and demonstrate successful classroom management.⁷⁴ At least one study has found that students of beginning teachers who participated in induction showed stronger gains on academic achievement tests.⁷⁵

Teaching Conditions

Surveys of teachers have long shown that teaching conditions play a major role in their decisions to move schools or leave the profession. Teachers' plans to stay in teaching and their reasons for actually having left are strongly associated with how they feel about administrative support, resources for teaching, and teacher input into decision making.⁷⁶ The most recent survey data from the National Center for Education Statistics found that, of the approximately 238,000 men and women who quit teaching after the 2011–12 school year, nearly two-thirds left voluntarily for reasons other than retirement.⁷⁷ After pregnancy and child rearing, the most important factors were, in order of importance:

- The impact of school accountability measures on teachers' teaching or curriculum;
- Dissatisfaction with the school administration; and
- Dissatisfaction with salary.

Other national studies have found that similar factors consistently rise to the top as most highly related to teachers' decisions to leave or stay in a given school: school leadership and administrative support, high-stakes accountability systems, opportunities for professional collaboration and shared decision-making, and resources for teaching and learning.⁷⁸ A 2007 report on teacher retention in California produced similar findings, based on a survey of current and former public school teachers.⁷⁹

Teachers in high-poverty schools are more than twice as likely to leave due to dissatisfaction as those in low-poverty schools.⁸⁰ Recent evidence suggests that this attrition is more a function of the poor working conditions typically found in schools serving less advantaged students—including poorer facilities, less availability of textbooks and supplies, fewer administrative supports, and larger class sizes—than it is of the students themselves.⁸¹ This finding suggests that improving working conditions should be an important target for policies aimed at retaining qualified teachers in high-need schools.

Most important are the conditions that teachers feel enable them to succeed with students, including administrative supports, strong colleagues, and opportunities to participate in decisions. A poll by the Public Agenda Foundation found that almost 80 percent of teachers would choose to teach in a school where administrators supported them, as opposed to only about 20 percent who would teach at one with significantly higher salaries.⁸²

Some policies have emphasized monetary bonuses or “combat pay” to attract teachers to high-need schools. However, the evidence shows that investments in professional working conditions and supports for teacher learning are more effective than offering bonuses for teachers to go

Researchers have found that beginning teachers who participate in induction are more able to keep students on task, develop workable lesson plans, use effective questioning practices, adjust classroom activities to meet students' interests, maintain a positive classroom atmosphere, and demonstrate successful classroom management.

to dysfunctional schools that are structured to remain that way. One recent summary of the literature notes:

[S]chool districts have tried offering additional pay for high-needs schools without much positive result, even when substantial bonuses are awarded. In 2004, Palm Beach, Florida, eliminated its \$7,500 high-needs school stipend after few teachers took the offer. Dallas's offer of \$6,000 to accomplished teachers to move to challenging schools also failed to generate much interest... . A decade ago, South Carolina set out to recruit "teacher specialists" to work in the state's weakest schools. Despite the offer of an \$18,000 bonus, the state attracted only 20 percent of the 500 teachers they needed in the first year of the program, and only 40 percent after three years.⁸³

A more recent study of efforts to recruit high-performing teachers to struggling schools found that, among 1,500 such teachers in the Talent Transfer Initiative, only 22 percent were willing to apply to transfer to high-need schools for a two-year bonus of \$20,000. Although the targeted teachers filled most of the 81 vacancies, attrition rates of these teachers soared to 40 percent after the bonuses were paid out.⁸⁴

Although money can help, teachers are primarily attracted by principals who are good instructional leaders, by like-minded colleagues who are committed to the same goals, by having the teaching conditions and instructional materials they need readily available, and by having learning supports that enable them to be effective. As one National Board Certified teacher noted in a discussion of what would attract him to a high-needs school:

I would move [to a low-performing school], but I would want to see social services for parents and children, accomplished leadership, adequate resources and facilities, and flexibility, freedom and time... . One of the single greatest factors in school success is principal leadership. Effective administrators are magnets for accomplished teachers. In addition, it is amazing to me that attention is being paid to teaching quality in hard-to-staff schools when little is done to address the sometimes appalling conditions in which teachers are forced to work and students are forced to learn... . Finally, as an accomplished teacher, my greatest fear is being assigned to a hard-to-staff school and not being given the time and the flexibility to make the changes that I believe are necessary to bring about student achievement.⁸⁵

Attracting Re-Entrants

As we noted earlier, about one-third of teachers hired each year are returnees to teaching. According to the National Center for Education Statistics (NCES), 53 percent of teachers who left the profession said they would consider returning to the classroom. When asked what would bring them back to teaching, leavers' responses included salary increases (67 percent), smaller class sizes/student loads (61 percent), student loan forgiveness, and housing incentives (about 25 percent each). Importantly, of former teachers who said they would consider returning to the profession, the more frequently cited factors that would encourage their return (in addition to the availability of positions) include relatively low-cost strategies: having the ability to maintain retirement benefits (68 percent), the availability of part-time teaching positions or having child-care options (41 percent and 30 percent, respectively), and simpler methods for renewing teacher certification and transferring certification between states (41 percent each).⁸⁶

Box 2: Supports for Recruiting and Retaining Teachers Have Dwindled
Discontinued and inactive California teacher development and support programs

Program	Description	When Instituted	Current Status
Teacher Recruitment Incentive Program (TRIP)	Established six regional teacher recruitment centers to address the teacher shortage. Centers assisted school districts in recruiting qualified teachers to low-performing and hard-to-staff schools. \$9.4 million allocated annually.	Funded beginning in 2000-01	Suspended 2003-04
California Center for Teaching Careers (CalTeach)	Created to serve as a one-stop information, recruitment, and referral service for prospective teachers. Funding peaked at \$11 million in 2000-01 and 2001-02.	Funded beginning in 1997	Suspended in 2003-04
Governor's Teaching Fellowship	Created to attract and retain qualified individuals in the teaching profession. Provided \$20,000 for tuition and living costs in exchange for a four-year teaching commitment in a low-performing school. \$21.1 million allocated in 2001-02.	Funded beginning in 2000-01	Suspended 2002-03
Cal Grant T	Provided tuition and fee assistance to students in teacher preparation programs in exchange for teaching in a low-performing school for at least one year. \$10 million allocated annually, from 1998-99 through 2001-02.	Funded beginning in 1998-99	Discontinued 2003-04
Teacher Retention Tax Credit	Allowed teachers to claim a state income tax credit of up to \$1,500, depending on years of service.	Funded beginning in 2000	Suspended in 2004
Mathematics Initiative for Teaching	Created to address shortage of credentialed math teachers. Provided funds for tuition and related expenses. Recipients agreed to teach one year of math for every \$2,500 received.	Funded beginning in 1998	Eliminated in 2003-04
Teaching as a Priority (TAP) Block Grant	Provided competitive block grants to districts to create incentives to recruit and retain credentialed teachers for low-performing schools. Incentives included signing bonuses, improved working conditions, teacher compensation, and housing subsidies.	Funding beginning in 2000-01	Funding suspended in 2003-04; incorporated into the Professional Development Block Grant in 2005-06
Assumption Program of Loans for Education (APLE)	Long-standing loan forgiveness program designed to encourage outstanding students to work in teacher shortage areas. Teachers received a total of up to \$19,000 in outstanding loan forgiveness.	Established in 1983	New warrants suspended in 2012-13 (active recipients still received remaining funds)

Source: *Teaching and California's Future: California's Teaching Force 2006: Key Issues and Trends*; and California Student Aid Commission data available at <http://www.csac.ca.gov/doc.asp?id=111>.

Policy Recommendations

No single policy can solve California's emerging teaching shortage. What is needed is a comprehensive set of strategies at the local and state levels that are focused on increasing the number of well-prepared entrants to the field of teaching, directing them to the fields and locations where they are needed, and plugging the leaky bucket of teacher attrition, which has high costs for both district budgets and student achievement. Without policy interventions, it is likely that even if more new candidates—heartened by reports of greater hiring—consider teaching, they will fail to choose the fields in which there are shortages or to go to the high-poverty communities where they are more sorely needed. Furthermore, a status quo approach will not leverage better preparation that supports student achievement or stem turnover where it is currently high.

When California last experienced severe teacher shortages in the late 1990s, it took a wide array of programs to begin to stabilize the teaching force. Most of these have, unfortunately, been discontinued or sharply reduced since then, leaving the state with few existing tools to use to address the current situation. (See Box 2.)

Prior research on these and other teacher recruitment and retention initiatives suggests the following strategies might be considered:

- 1. Reinstate the CalTeach program**, which helped recruit teachers from colleges, other careers, and other states; provided them information about how to become credentialed; and directed them to preparation programs and districts so that entry into the profession was made simpler and more supported.
- 2. Create incentives to attract diverse, talented individuals to teach in high-need fields and locations**, by funding candidates who prepare for and teach in schools and subject areas experiencing shortages, as did these two highly successful California programs:
 - **The Governor’s Teaching Fellowship** provided \$20,000 for tuition and living expenses to individuals who were pursuing a teaching credential and agreed to teach for at least four years in a low-performing school. That same program could now be tailored to address high-poverty schools and high-need subjects. California’s program, which was modeled after the successful North Carolina Teaching Fellows Program, recruited nearly 1,200 academically able students into teaching between 2000 and 2002. A new version could recruit the top students from across California’s high schools (by, for example, offering free preparation to the top 5 percent of graduates in each school), as well as top college students.
 - **The Assumption Program of Loans for Education (APLE)** provided loan forgiveness to encourage outstanding students to work in teacher shortage areas. From 1999–2000 to 2006–07, California’s APLE program offered 5,500 to 7,500 teachers per year loan forgiveness of \$11,000 to \$19,000 in exchange for a commitment to teach for four years in a high-need field or school.⁸⁸ The state has not funded any new entrants into the program since 2012–13.

Without policy interventions, it is likely that even if more new candidates consider teaching, they will fail to choose the fields in which there are shortages or to go to the high-poverty communities where they are more sorely needed.

A Harvard University study found both of these programs to be successful at recruiting and retaining teachers in high-need schools.⁸⁹ Seventy-five percent of recruits remained in low-performing schools for at least four years. In addition, about two of every seven fellowship recipients would not have taught in such schools in the absence of the incentive.

These kinds of subsidies can be coupled with other programmatic initiatives, such as Grow-Your-Own programs and teacher residencies, which develop teachers for specific local communities, as described below.

3. **Create innovative pathways into teaching**, such as *high school career pathways* and *Grow-Your-Own* teacher preparation models. These strategies are rooted in research demonstrating that teachers prefer to teach near where they grew up and attended high school.⁹⁰ In addition, locally grown teachers are typically more diverse than the teaching workforce as a whole and are often rooted in the community and familiar with cultural contexts. Thus they may bring critical knowledge and skills, as well as long-term commitments, to schools that may have had long-standing shortage issues.

Locally grown teachers are typically more diverse than the teaching workforce as a whole and are often rooted in the community and familiar with cultural contexts.

- **High school teaching career pathway programs** could be encouraged through the California Career Pathways Trust, which funds a number of *Linked Learning* programs in districts around the state, but does not currently focus on teaching as a career. These programs combine academic study with vocational courses and real-world experiences for students.⁹¹ Examples include the Education Academy at Skyline High School in Oakland Unified School District, where two graduates of the academy served as assistant principals and continue to work in the district.⁹² Another model is the partnership between Hamline University and Mounds View Public Schools outside of St. Paul, Minnesota, in which students earn credits toward both a teaching credential and high school graduation requirements during their junior and senior years in high school.⁹⁵
 - **Grow-Your-Own programs** could be encouraged through challenge grants to two- and four-year colleges to structure aligned programs and supports that offer incentives and partnerships to recruit community members into teaching and support them as they complete their bachelor's degrees and teaching credentials. These programs can be designed to recruit high school or college students, or local paraprofessionals who want to become teachers, to prepare them to teach in their communities. One successful model is the California Teacher Pathway program, which recruits young people interested in becoming educators, supports them through the process of earning their associate's degrees, bachelor's degrees, and teaching credentials, and helps them to gain stable employment in after-school programs while they are studying; the program allows them to gain experience working with youth and supports them through their studies.⁹⁴ Another example is the (now defunct) California Paraprofessional Teacher Training Program, which funded academic scholarships and other academic support services to individuals recruited from paraprofessional jobs who sought to become K–12 teachers; the program placed special emphasis on bilingual teaching, special education, or another field of identified district need. The programs were sponsored by local school districts, county offices of education, and/or consortia that applied to the CTC for funding through a competitive grant process.⁹⁵
4. **Increase access to high-quality teacher preparation programs that support teacher success in high-need districts and fields.** New approaches to training and recruitment are needed if we are to solve shortages in communities and fields that have long-standing challenges with both adequate preparation and adequate supply, which are interrelated.

In particular, innovation is needed to develop new model programs for training urban and rural teachers in high-need communities, in addition to well-prepared special educators. These could be accomplished by making two recent innovations more widely available:

- **Urban and rural teacher residencies** that create a supply of expertly-trained, career teachers in shortage fields could be expanded across high-need districts and charter school organizations via state matching grants. These could also take advantage of federal funds for residencies, AmeriCorps, and TEACH grants. Patterned on medical residencies and earlier Teacher Corps programs, these programs provide teacher candidates with a yearlong apprenticeship teaching alongside an expert mentor teacher, while they take tightly linked credential coursework from a partner preparation program. Residents receive a scholarship and living stipend to enable them to devote the full year to their preparation. In exchange, they commit to teach three to five years in the local schools. Typically, after this time, teachers commit to teaching as a long-term career. Research has shown residencies to be effective at recruiting and retaining talented and diverse candidates in high-need schools and better preparing them for the challenges they will face.⁹⁶ In California, residencies in Los Angeles and San Francisco, as well as in the Aspire Public Schools, are preparing math, science, special education, and bilingual teachers for the students who need them most.

Innovations are needed to develop new model programs for training urban and rural teachers in high-need communities, in addition to well-prepared special educators.

- **New model special education programs** that prepare teachers more efficiently and effectively could be expanded across the state through a competitive grant program. Right now, many California special education teachers are prepared in post-baccalaureate internship programs that do not include general education training, do not provide student teaching where good practice can be observed, and do not take advantage of the time candidates could be using during the undergraduate years to assemble the knowledge and skills needed for the very sophisticated practice needed to succeed with their students. Currently there are not enough education specialists being prepared, and there are too few high-quality preparation programs, such as the blended programs or dual-credentialing models that have proven more effective in preparing teachers to succeed and stay in the profession.⁹⁷ New models could be cultivated in both undergraduate and graduate settings to boost recruitment, stronger training, and retention of these very important teachers.

5. Ensure that all beginning teachers have access to a high-quality and affordable induction program through stronger accreditation and strategic programmatic support.

- California pioneered the first statewide teacher induction effort in the nation and set the standard with its Beginning Teacher Support and Assessment (BTSA) program, which was shown to reduce attrition and improve teacher competence and became a model for other states. These programs provide novice teachers with structured guidance and support from experienced mentor teachers. However, since budget cuts and the elimination of specific requirements for categorical programs, BTSA programs have faltered in many districts.⁹⁸

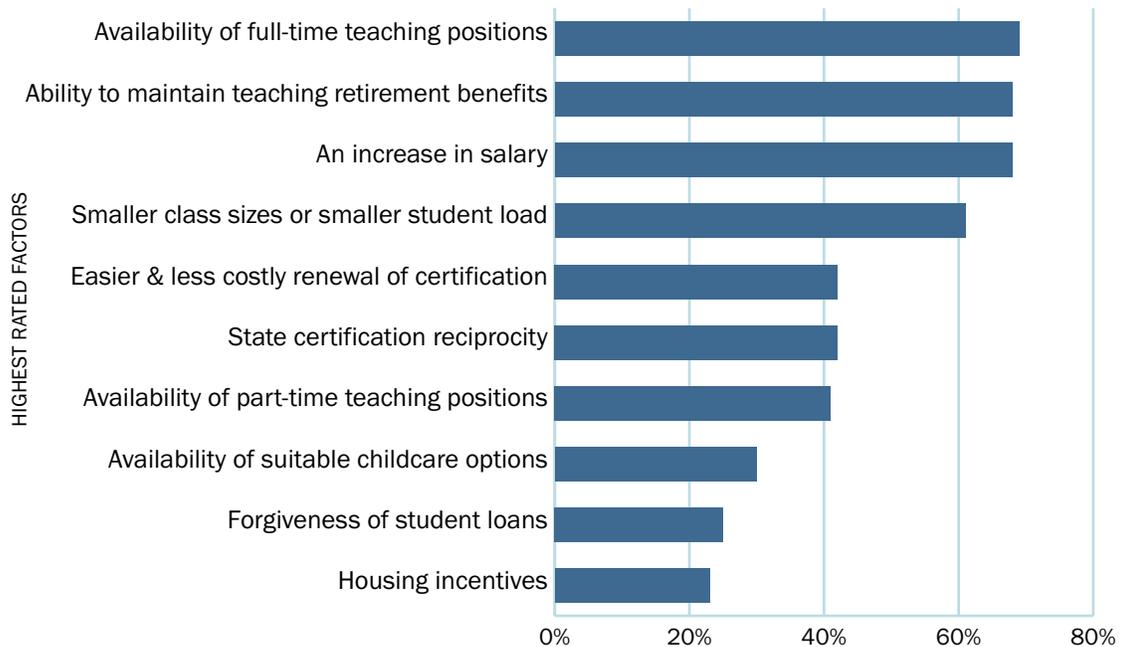
Although there are still strong programs (often in larger or wealthier districts that have the capacity to run their own programs), they are fewer each year.

California took an important first step in supporting access to induction programs last year, when an additional \$490 million was allocated to support professional learning for educators, including mentoring and induction for beginning teachers. This could be viewed as a down payment on the state’s investment in teacher development and as a model for an ongoing professional learning block grant.

- New accreditation standards that eliminate unnecessary rules for induction programs, while focusing on strong mentoring by accomplished mentors, could help improve program quality. If coupled with an infrastructure to help programs design effective services and train mentors, and a clear set of expectations about what beginning teachers should receive, the gains offered by BTSA could be preserved.

6. Provide incentives that support teachers’ ability to stay in or re-enter the profession through strategies like mortgage guarantees for housing, ease of credential renewal, streamlined reciprocity with other states, and opportunities to continue teaching and mentoring after retirement.

Figure 10: **What Would Bring Leavers Back?**



Factors rated by former teachers as important in a decision to return

Source: U.S. Department of Education, National Center for Education Statistics, 2012-13 Teacher Follow-up Survey.

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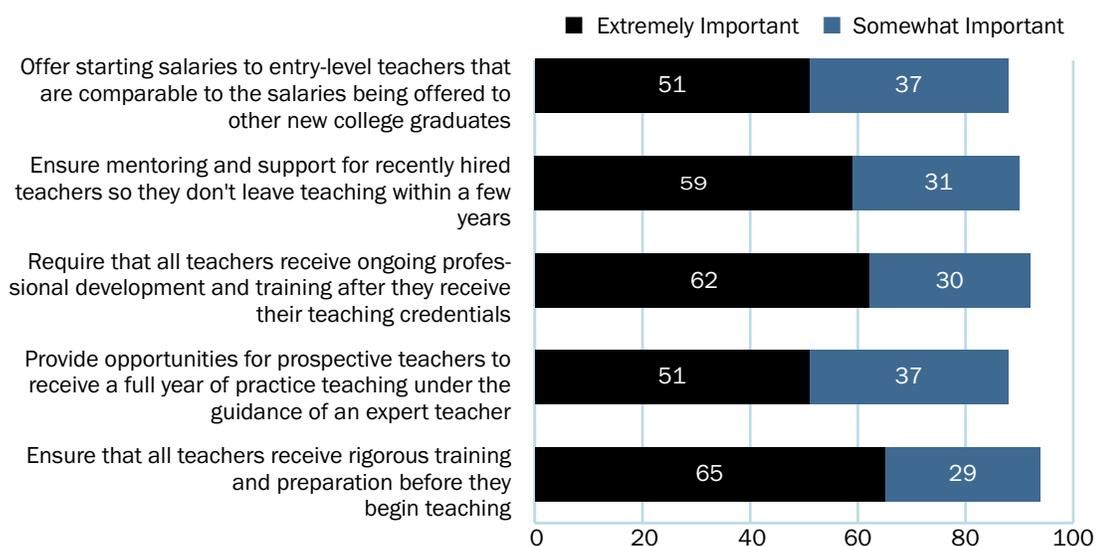
- State action to **allow retired teachers to return** to service as teachers or mentors without the caps on earning that were enacted several years ago could help relieve some shortages and provide mentors who can enable new teachers to survive and succeed. If teachers were to pay into the state teacher retirement fund while they resume employment, there would be no financial loss to the state fund.
 - **Regulatory streamlining** for teachers re-entering the profession and for teachers entering from other states could expand the pool of prospective teachers.
 - State, county, and/or local actions to create **mortgage guarantees** for housing in exchange for service commitments could allow more teachers to remain in the profession and serve in communities with high costs of living. Twenty-five percent of teachers nationwide point to housing incentives as an important factor in their decision to return to teaching. (See Figure 10.) Housing is likely an even bigger factor in many areas of California, due to its high cost. Bay Area communities are beginning to address the issue. For example, San Francisco recently passed a measure to provide stabilized housing for 500 teachers by 2020, and the Cupertino Union School District recently announced plans to develop more than 200 units of affordable housing for teachers and staff on district-owned land.⁹⁹
7. **Improve teaching conditions by supporting administrative training** that helps leaders create productive teaching and learning environments.
- Teachers are clear that their decisions to stay in the profession rest substantially on the capacity of administrators to create a productive teaching and learning environment in which they can be effective and continue to develop their skills. California is one of only a few states that currently make no investments in the professional development of school principals and superintendents. The California School Leadership Academy (CSLA) was sponsored and funded by the state for nearly 20 years, but was eliminated as part of budget cuts in 2002. The highly successful Academy, which became the model for similar academies in more than 20 other states, trained principals, superintendents, and teacher leaders and helped school teams implement curriculum and teaching reforms, school improvement initiatives, and turnaround initiatives. More than 25,000 school leaders, including at least 600 school superintendents and many leadership teams, participated in these programs. Reinstatement of this or other leadership development opportunities focusing on how to develop productive teaching and learning environments could have a major influence on retaining teachers in the profession and strengthening their capacity to teach well. The new California Collaborative for Excellence in Education is one possible site for organizing this kind of training.

Californians Are Ready to Invest in Teaching

California is on a trajectory that, if left unchecked, could result in increased teacher shortages and greater inequities among students in different communities. A recent Field Poll of 1,002 registered voters in the state indicates not only that Californians are attuned to the looming crisis, but that there is broad support for strategic investments and research-based policies to recruit and retain high-quality teachers.¹⁰⁰

In the September 2015 survey, 86 percent of respondents said the teacher shortage was a serious problem and overwhelming majorities indicated support for a range of strategies for addressing the shortage. These include loans and scholarships to incentivize new teachers and mentoring and support for recently hired teachers so they don't leave the profession quickly. Nearly 90 percent of respondents also supported an expansion of residency-type programs, which provide prospective teachers with a full year of practice teaching under the guidance of an expert teacher. Nine in 10 respondents supported competitive salaries, rigorous preparation, supportive mentoring, and ongoing professional development for teachers. (See Figure 11.)

Figure 11: **California Voters Appear Ready to Invest in Teaching**



Percent of registered voters who feel that specific policies to address the teacher shortage are important

Source: Learning Policy Institute, developed from Field Poll survey data.

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Californians participating in the poll were equally clear about what they did not want to see happen as a result of the teacher shortage: They do not want poor and minority students being increasingly taught by underprepared teachers. A full 89 percent of respondents said it was a problem for public schools in low-income communities to have fewer qualified teachers than public schools in wealthier areas, and a majority felt that shortages should not be resolved by recruiting individuals who are not fully prepared.

California policymakers have a unique opportunity not only to take strategic action to prevent a serious teaching shortage, but to build a system of supports that enable more effective teaching for the state's 6.2 million students. Acting with foresight now could engage a new generation in the critical work of teaching and help ensure that all teachers receive the preparation, induction, and support necessary to provide their students with a 21st-century education.

Appendix A: Number of Vacancies Listed in EdJoin by County

County	2013	2014	2015	% Change from 2013 to 2015
Alameda	1,632	2,393	2,539	55.6
Alpine	0	4	1	NA
Amador	55	54	92	67.3
Butte	231	316	374	61.9
Calaveras	36	61	70	94.4
Colusa	60	81	66	10.0
Contra Costa	1,631	1,978	2,236	37.1
Del Norte	5	19	77	1440.0
El Dorado	196	199	219	11.7
Fresno	1,233	1,230	1,227	-0.5
Glenn	47	55	74	57.4
Humboldt	58	115	141	143.1
Imperial	194	548	618	218.6
Inyo	52	54	52	0.0
Kern	300	438	733	144.3
Kings	124	184	262	111.3
Lake	104	161	544	423.1
Lassen	31	64	85	174.2
Los Angeles	2,146	3,378	4,071	89.7
Madera	180	334	259	43.9
Marin	324	339	426	31.5
Mariposa	7	30	27	285.7
Mendocino	185	248	230	24.3
Merced	354	576	629	77.7
Modoc	13	26	15	15.4
Mono	16	33	32	100.0
Monterey	868	1,428	1,676	93.1
Napa	92	205	218	137.0
Nevada	96	129	105	9.4
Orange	1,661	2,627	2,450	47.5
Placer	492	521	550	11.8
Plumas	34	35	46	35.3
Riverside	1,547	2,041	2,262	46.2
Sacramento	898	1,365	1,905	112.1
San Benito	104	186	250	140.4
San Bernardino	1,096	2,234	2,573	134.8
San Diego	1,151	1,824	2,117	83.9
San Francisco	135	503	190	40.7
San Joaquin	616	858	987	60.2
San Luis Obispo	303	305	301	-0.7
San Mateo	953	1,269	1,599	67.8
Santa Barbara	313	383	489	56.2
Santa Clara	1,944	2,578	3,041	56.4
Santa Cruz	468	534	619	32.3
Shasta	158	233	253	60.1
Sierra	1	2	3	200.0
Siskiyou	38	52	81	113.2
Solano	582	818	937	61.0
Sonoma	689	930	990	43.7
Stanislaus	900	1,006	1,217	35.2
Sutter	210	226	203	-3.3
Tehama	86	98	72	-16.3
Trinity	23	11	19	-17.4
Tulare	718	1,043	1,223	70.3
Tuolumne	44	53	51	15.9
Ventura	248	398	501	102.0
Yolo	439	622	577	31.4
Yuba	56	90	160	185.7
Total	26,177	37,525	42,764	

Note: Numbers reflect open teaching positions advertised on EdJoin over 12-month period, beginning October 16 and ending October 15.

Source: EdJoin data on postings for 12-month period provided to LPI by request.

Appendix B: Teaching Permits, Waivers, and Credentials Issued by Year, 2012-2015

Type of Credential	2012-2013	2013-2014	2014-2015	1-year change 2013-14 to 2014-15
University Interns				
Education Specialist Instruction Credential	1,318	1,395	1,359	-2.6%
Multiple Subject Teaching Credential	253	342	554	62.0%
Single Subject Teaching Credential	570	704	828	17.6%
Total University Interns	2,141	2,441	2,741	12.3%
District Interns	461	522	674	29.1%
Total Intern Credentials	2,602	2,963	3,415	15.3%
Provisional Internship Permit				
Provisional Internship Permit	186	267	525	96.6%
Short-Term Staff Permit	665	914	1,884	106.1%
Total Short-Term and Provisional Permits	851	1,181	2,409	104.0%
General Education Limited Assignment Multiple Subject Teaching Permit				
General Education Limited Assignment Multiple Subject Teaching Permit	42	68	76	11.8%
General Education Limited Assignment Single Subject Teaching Permit				
General Education Limited Assignment Single Subject Teaching Permit	792	897	1,170	30.4%
Special Education Limited Assignment Teaching Permit				
Special Education Limited Assignment Teaching Permit	308	767	485	-36.8%
Total Limited Assignment Teaching Permits	1,142	1,732	1,731	0.0%
Teaching Waivers	129	201	126	-37.3%
New Preliminary Teaching Credentials recommended by IHEs, excluding interns (first time credentials and new types of credentials added to an existing credential)				
California State University	6,004	5,552	5,499	-1.0%
Private and Independent Colleges and Universities	5,231	4,747	4,842	2.0%
University of California	861	843	883	4.7%
Total IHE Preliminary Credentials	12,096	11,142	11,224	0.7%
IHE: New Credentials by Type				
Education Specialist Instruction Credential	2,807	2,276	2,195	-3.6%
Multiple Subject Teaching Credential	4,574	4,444	4,709	6.0%
Single Subject Teaching Credential	4,715	4,422	4,320	-2.3%
Total IHE New Credentials	12,096	11,142	11,224	0.7%

These data are drawn from the Commission on Teacher Credentialing database to represent the number of credentials issued between July 1 of each year and June 30 of the following year. Due to processing time, there are credentials counted in this data run from applicants who completed preparation in the prior year; therefore they differ from data in the annual teacher supply report, which reflects only those applicants who completed preparation in that academic (July–June) year.

Endnotes

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About the Authors

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The Learning Policy Institute is a nonprofit, nonpartisan organization that conducts and communicates independent high-quality research to improve education. Working with policymakers, researchers, educators, community groups, and others, the Institute seeks to advance evidence-based policies that support empowering and equitable learning for each and every child.

EXHIBIT “11”

ISSUES & ACTION

TEACHER SHORTAGE

Attracting and keeping quality teachers in California classrooms is a constant challenge. With about a third of the teaching force nearing retirement, the Center for the Future of Teaching and Learning estimates that California will need an additional 100,000 teachers over the next decade.

This teacher recruitment problem, which has reached crisis proportions in some areas, is most acute in urban and rural schools. Teacher compensation is a significant deterrent to recruitment. Teachers are still paid less than professions that require comparable education, training and skills.

In addition to bringing more young people into the profession, we must also find ways to keep the quality teachers that we have. The statistics for turnover among new teachers are startling. Some 20 percent of all new hires leave the classroom within three years. In urban districts, the numbers are worse—close to 50 percent of newcomers flee the profession during their first five years of teaching.

CTA believes all teacher recruitment and retention efforts must begin with the recognition of the complexity of teaching. We must pay teachers a salary comparable to other professions. We must provide them with a safe working environment. Teachers must be treated like professionals and have a voice in classroom decisions. We must give teachers the time they need to plan and confer with their colleagues and provide beginning teachers the mentors and professional development they need. We must also reduce class size so teachers can devote more time to each student.

THE PERFECT STORM: CALIFORNIA'S TEACHER SHORTAGE CRISIS

California faces significant challenges in recruiting and retaining teachers.

According to the [Learning Policy Institute](#), surveys suggests that teacher shortages were still widespread and growing worse in many communities as recently as 2017. In their surveys, "80% of district respondents report experiencing a shortage of qualified teachers for the 2017–18 school year. Of those districts reporting shortages, 90% report that they are as bad or worse than they were last year. Only 10% say shortages have improved since 2016–17.

Based on an analysis of California's most recent data on teacher workforce trends, report authors find that:

- **Stagnant teacher supply is insufficient to meet growing teacher demand.** New California credentials have remained constant at 11,500 since 2013–14, while growing projected annual new hires have grown and now exceed 20,000.
- **There have been significant increases in substandard credentials and permits.** In 2015–16, California issued more than 10,000 intern credentials, permits, and waivers, more than double the number issued in 2012–13. These authorizations to teach were granted to those who had not completed—or sometimes not even started—preparation for teaching. The greatest growth has been in emergency-style permits known as Provisional Intern Permits (PIPs) and Short-Term Staff Permits (STSPs). In 2015–16, California had over 4,000 teachers on PIPs and STSPs, nearly five times as many as in 2012–13. About 1,700 PIPs and STSPs were issued in special education and over 450 in mathematics and science.
- **Enrollment in teacher preparation remains near historic lows.** Despite a 10% increase in teacher preparation enrollments between 2013–14 and 2014–15, the number of teaching candidates enrolled in 2014–15 was just one quarter of the number enrolled in 2001–02.
- **The pipeline of prepared mathematics and science teachers continues to shrink.** Between 2012 and 2016, the proportion of mathematics and science teachers entering the field on substandard credentials or permits doubled, going from 20% to nearly 40%, while the number of such teachers entering with full credentials dropped from 3,200 to only 2,200 over that time frame.
- **More special education teachers are entering the classroom on substandard credentials or permits than are entering with full teaching credentials.** Just 36% of new special education teachers in 2015–16 had a preliminary credential. The remaining authorizations issued to new special education teachers—more than 4,000, comprising 64% of the total—were for intern credentials or short-term permits or waivers. No other major teaching field issues most of its new credentials to underprepared candidates.
- **California may be unprepared to meet the expected increase in demand for bilingual education teachers as schools develop and expand bilingual programs under Proposition 58.** At just 700 new bilingual teachers in 2015–16, California authorizes fewer than half the number of new bilingual teachers than it did when bilingual education hiring was at its peak in the mid-1990s.
- **Shortages disproportionately impact low-income and minority students.** Teachers hired on emergency-style credentials are twice as likely to teach in high-poverty schools than in low-poverty schools and three times more likely to teach in high-minority schools than in low-minority schools.

The unknown scores of educators leaving the profession – or the state – in search of economic stability further underscores the importance of teacher recruitment and retention efforts. And all of this is happening right as this “perfect storm” is brewing. California’s students deserve more, and our economic future demands better.

Learn more about the ongoing issue of teachers shortages nationwide at [Learning Policy Institute](#).

TEACHER SHORTAGE FACTS & RESEARCH

- [Fact Sheet on the Teacher Shortage](#)
- [California Special Education Teacher Shortages Grow More Severe](#)
- [California Teacher Workforce Trends Signal Worsening Shortages](#)

DID YOU KNOW YOUR DISTRICT CAN BRING BACK A SUB IN LESS THAN SIX MONTHS? FIND OUT HOW:

In response to concerns about the difficulty employers are having in hiring teachers, including substitute teachers, during the current teacher shortage, the purpose of this [circular](#) is to inform employers that existing law provides for an exemption to the separation-from-service requirement imposed immediately after retirement if the retired CalSTRS Defined Benefit Program member or Cash Balance Benefit Program participant receiving an annuity is hired in a critically needed position and meets other eligibility criteria. [Employer Information Circulars](#) are sent to school district and community college employers as informal guidance that provides immediate information on a single topic.

LATEST NEWS ON THE TEACHER SHORTAGE

- [Bay Area teacher shortage has districts looking for alternatives ahead of school year | *ABC News*](#)
- [On the first day of school, Bay Area school districts still seeking teachers | *Mercury News*](#)
- [Don't slam the desk on the way out. If fewer teachers would quit, the shortage would end | *EdSource*](#)
- [As teacher shortage affects Monterey County, study points to turnover as culprit | *Monterey Herald*](#)

EXHIBIT “12”



GETTING DOWN — TO FACTS II —

Technical Report

Teacher Shortages in California: Status, Sources, and Potential Solutions

Linda Darling-Hammond
Learning Policy Institute

Leib Sutchter
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Desiree Carver-Thomas
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September 2018

About: The *Getting Down to Facts* project seeks to create a common evidence base for understanding the current state of California school systems and lay the foundation for substantive conversations about what education policies should be sustained and what might be improved to ensure increased opportunity and success for all students in California in the decades ahead. *Getting Down to Facts II* follows approximately a decade after the first *Getting Down to Facts* effort in 2007. This technical report is one of 36 in the set of *Getting Down to Facts II* studies that cover four main areas related to state education policy: student success, governance, personnel, and funding.

Stanford
University

 **PACE**
Policy Analysis for California Education

Teacher Shortages in California: Status, Sources, and Potential Solutions

Linda Darling-Hammond
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Leib Sutchter
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Desiree Carver-Thomas
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Introduction

Teacher shortages have been worsening in California since 2015. After years of budget cuts and teacher layoffs, the passage of Proposition 30, officially titled Temporary Taxes to Fund Education, and the Local Control Funding Formula (LCFF) brought more money back into California schools after 2014. Many districts began to hire again, looking to reinstate classes and programs reduced or eliminated during the Great Recession. But qualified teachers were hard to find: The supply of new teaching candidates had declined by more than 70% over the decade when jobs were not available.¹ As a result, since 2014–15, California districts have reported acute shortages of teachers, especially in mathematics, science, and special education.² The passage of Proposition 58 reinstating bilingual education has triggered additional shortages of bilingual teachers.

In a fall 2016 survey of 211 school districts that are part of the California School Boards Association’s Delegate Assembly—a sample that generally reflects the demographics of California’s districts—75% of districts reported having a shortage of qualified teachers for the 2016–17 school year, with more than 80% of these districts reporting that shortages worsened since the 2013–14 school year.³

In fall 2017, a survey of California’s largest districts, plus a sampling of rural districts—representing one-quarter of the state’s enrollment—found that teacher shortages had grown worse yet again.⁴ Fully 80% of district respondents reported a shortage of qualified teachers for the 2017–18 school year. Of those districts registering shortages, 90% reported that they were as bad or worse than in the previous year.⁵

While the most acute shortages have been reported in special education, mathematics and science, emerging shortages in bilingual education and career and technical education are becoming more pronounced. Furthermore, about one third of California districts also report shortages in fields such as elementary education, English, and social studies, which are traditional areas of surplus.⁶

California’s ongoing teacher shortage threatens recent education initiatives in the state—new standards, curriculum, instruction, and assessments—that aim to move the system toward more meaningful 21st century learning. When districts cannot fill a position with a qualified teacher, they have few good options. California districts report dealing with shortages by hiring long-term substitutes or teachers with substandard credentials, leaving positions vacant, increasing class sizes, or canceling courses.⁷ All of these strategies can undermine the quality of instruction and student achievement.⁸

This report highlights the most recent data on California teacher shortages. We first describe overarching trends in the teacher labor market, then discuss current indicators of shortages and how they vary by subject area, location, and student population. We investigate sources of shortages in California, and finally we turn to potential state action to mitigate shortages in California.

Over the last 4 years, California has invested nearly \$200 million in curbing teacher shortages. These investments have included \$45 million to help classified staff become certified

to teach, \$10 million to start new undergraduate programs for teacher education, and \$5 million to launch a Center on Teaching Careers, a recruitment and resource center for teaching candidates and those considering a teaching career. Additional investments have included \$9 million for teacher and leader recruitment and retention through the California Educator Development (CalEd) competitive grants program and about \$5 million for the Bilingual Teacher Professional Development Program. In summer 2018, California enacted its largest investments: \$75 million to support teacher residencies to recruit and train teachers in special education, math, science, and bilingual education; and \$50 million in 2018 for “local solutions” to special education teacher recruitment and retention, which may include everything from loan repayment to mentoring, retention bonuses, and redesign of workload, among other strategies.

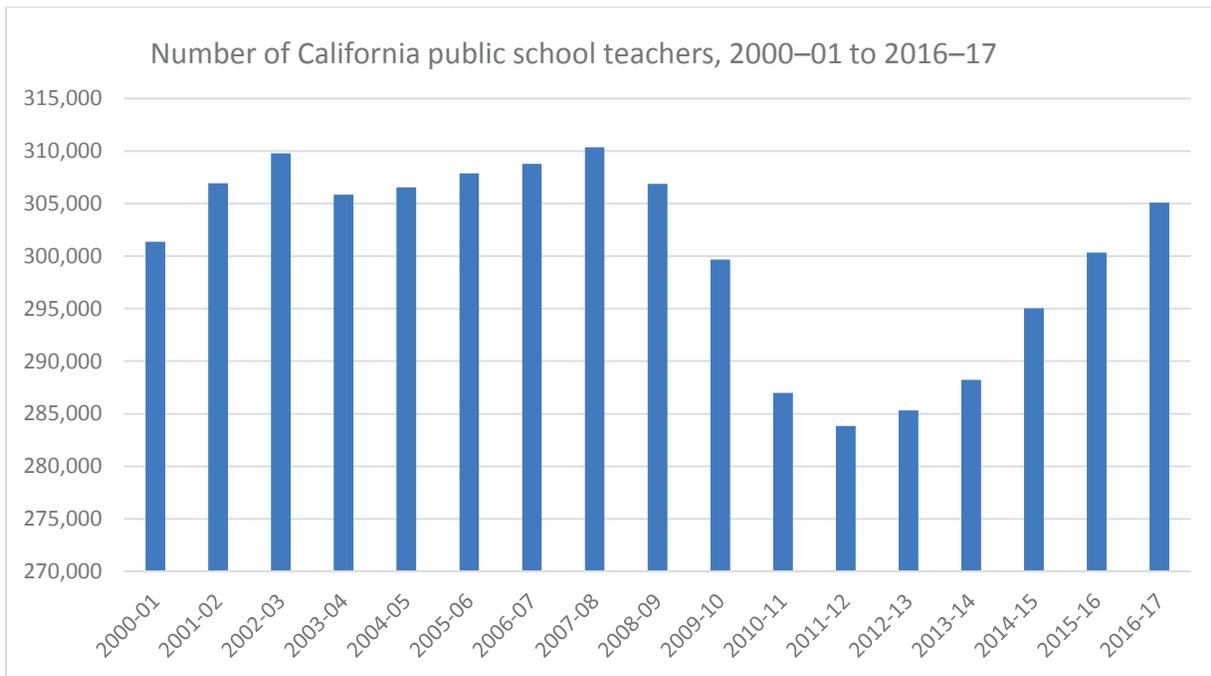
A key policy question is whether these programs will be enough to address the shortages, or whether more still needs to be done, and, if so, what? As described in this paper, shortages have continued and deepened over the last 3 years. The largest investments have just been made and it will take time to evaluate their results.

Trends in California’s Teacher Workforce

Increase in Demand

After many years of budget cuts and staff layoffs, the tide turned in 2013–14, when California brought new, more equitably distributed revenues into the education system as a result of Proposition 30, which expanded revenues, and the LCFF, which redistributed funds based on pupil needs.⁹ As funding improved and districts began trying to replace the positions they had lost, teacher hiring increased dramatically. The teacher workforce has expanded steadily over the past 5 years, growing by more than 8%, or 22,000 teachers (see Figure 1).

Figure 1: Teacher Workforce Growth Since 2011–12



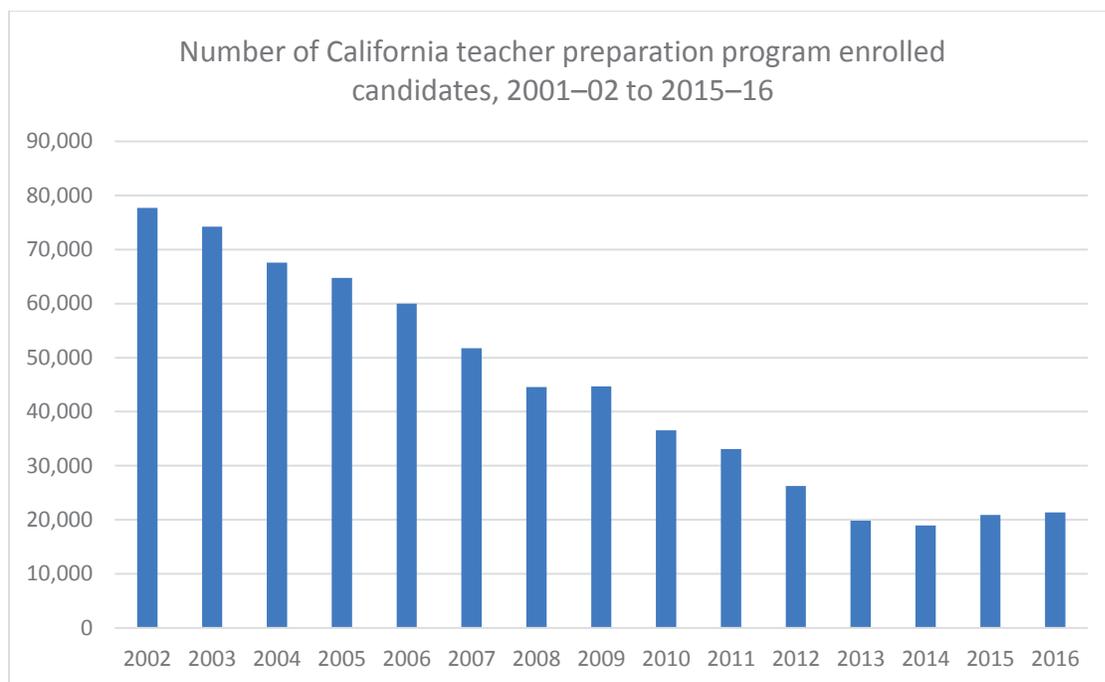
Source: California Department of Education, 2000–2016. Retrieved from <http://data1.cde.ca.gov/dataquest/>.

This rapid expansion in the teacher workforce over the past several years signals an overall increase in hiring. Hiring teachers would normally not be reason for concern, but California’s teacher supply remains low, and all signs suggest there are not enough qualified teachers to go around.

Decline in Teacher Education Enrollments

Teacher preparation program enrollments declined by more than 70% between 2002 and 2014 when ongoing budget cuts meant that jobs for new teachers were fewer and further between (see Figure 2). Between 2008 and 2012, more than 100,000 pink slips were issued to teachers warning them they could be laid off.¹⁰ Although most of these teachers were eventually hired back,¹¹ this highly publicized practice was likely a contributing factor to a diminished supply of college students wanting to go into teaching. Many teachers experiencing multiple lay-offs also decided to find another career path.

Figure 2: Enrollment in Teacher Preparation Programs Remains Low



Source: California Commission on Teacher Credentialing. Data available at <http://www.ctc.ca.gov/reports/data/titleII-prog-info.html>. Data from 2015-16 was provided by the CTC through a special request.

Teacher education enrollments overstate the true number of candidates entering the labor market in a given year. This is in part because not all individuals who enroll in teacher preparation programs complete them, and those who do may take more than 1 year to do so. For example, in 2014–15, while more than 20,000 individuals were enrolled in teacher education programs, only about 10,600 candidates completed programs in the same year, despite the fact that the vast majority of California programs are post-baccalaureate programs that can be completed in a year by those attending full-time. Consistent with declines in enrollments, the number of program completers declined by 25% in the last 5 years¹² (see Figure 3).

The pool of teachers available to be hired shrinks further because not all teacher education completers go on to teach in California after earning a credential. Some take time off; some go to other states; and others do not end up teaching at all. National estimates suggest that between 75% and 90% of program completers go on to teach within 4 years.¹³ We were unable to estimate this number in California because of lack of access to data linking program graduates to employment.

Teacher preparation enrollments increased by 12.5% between 2013–14 and 2015–16, which represents just over 2,000 candidates (see Figure 2). About 1,200 of these candidates were enrolled in the University of California (UC) and California State University (CSU) systems. Together, these two systems prepare around 60% of teachers in the state.¹⁴ Although small increases in 2014–15 and 2015–16 were positive signs, enrollment in the CSU system has

remained stagnant in the 2 years since then, and the UC system saw a tiny increase of just over 100 students in 2016–17 (see Table 1). Both systems remain far below enrollment levels of a decade ago. At its highest point, in 2002–03, CSU alone enrolled more than 31,000 teaching candidates, which is three times more than it currently enrolls.¹⁵

Table 1. Teacher Preparation Enrollments in California’s State University System

University System	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
California State University (CSU)	9496	8052	8642	8837	9660	9642	9662
University of California (UC)	1055	788	726	883	928	1065	—
Total	10551	9840	9368	9720	10588	10707	—

Source: Data provided by the California State University (CSU) Office of the Chancellor and the University of California (UC) Office of the President through a special request. UC Data for 2016–17 and CSU data for 2017–18 are preliminary.

Increase in Substandard Credentials and Permits

One of the best indicators of teacher shortages is the prevalence of substandard credentials and permits. We use the term “substandard” because these teaching authorizations are issued to candidates who have not completed the testing, coursework, and student teaching requirements that are required for what the California Commission on Teacher Credentialing (CTC) considers standard or full credentials: the “preliminary” credential for new, fully prepared teachers and the “clear” credential for those fully prepared who have also completed an induction program. By law, substandard credentials and permits can only be granted when fully credentialed teachers are not available, and are thus a key indicator of shortages. (See Box 1.)

Box 1. California Teacher Credential and Permit Types

Fully Prepared Teachers/Teachers with Full Credentials

Preliminary credentials are awarded to individuals who successfully complete a teacher preparation program and the state assessments required for a license, including demonstration of subject-matter competence and teaching skills. These credentials are valid for 5 years.

Clear credentials are awarded to preliminary credential holders upon successful completion of an induction program. These credentials are renewable every 5 years.

Underprepared Teachers/Teachers with Substandard Credentials and Permits

Provisional Intern Permits (PIPs), Short-Term Staff Permits (STSPs), and waivers are used to fill “immediate and acute” staffing needs. These emergency-style, one-year permits allow individuals who have not completed teacher preparation programs nor demonstrated subject-matter competence to teach a particular grade or course for a maximum of one year.

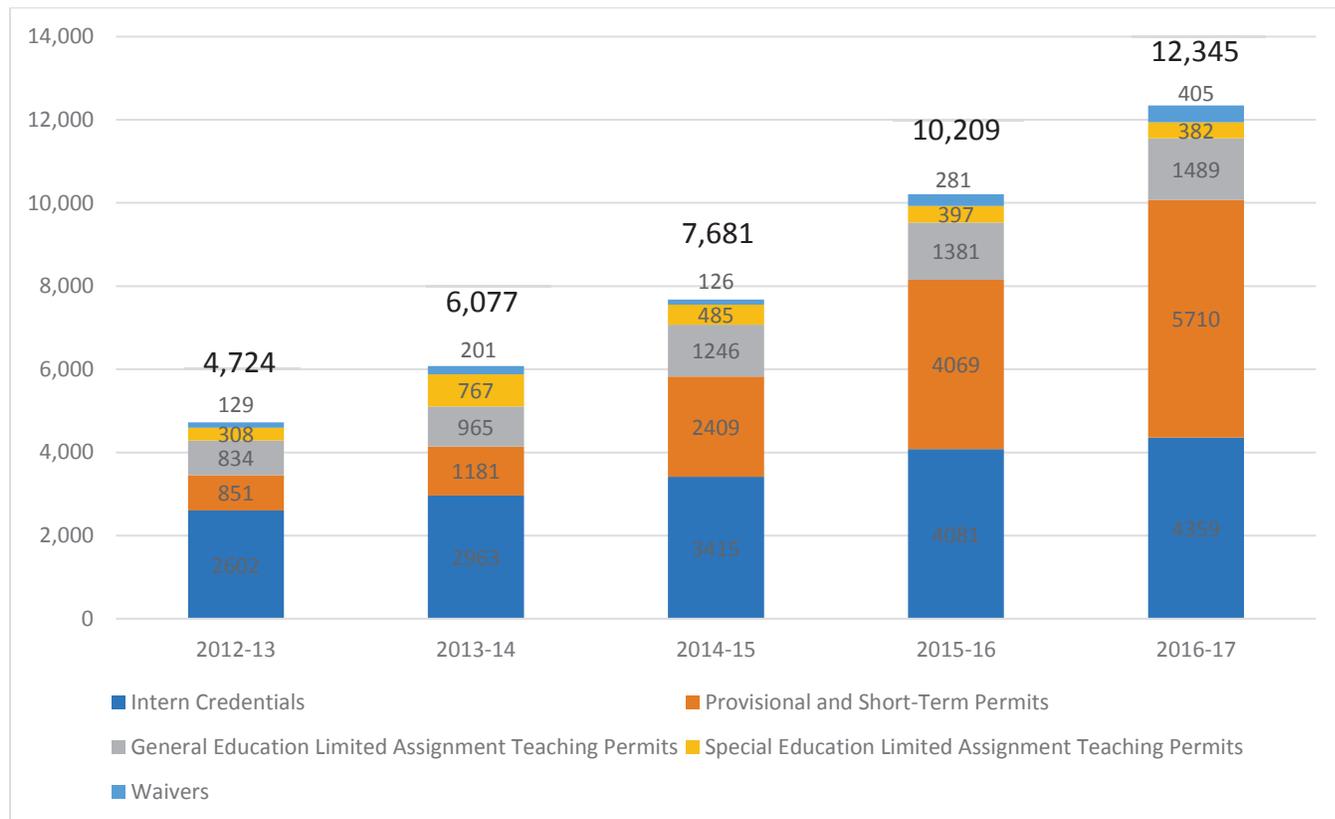
Limited Assignment Teaching Permits allow credentialed teachers to teach outside of their subject area to fill a “staffing vacancy or need.”

Intern credentials are awarded to teachers in training who have demonstrated subject-matter competence but have not completed a teacher preparation program or met the performance assessment requirements for a license. Interns take courses and receive mentoring while teaching.

Source: California Commission on Teacher Credentialing, CTC Glossary: <http://www.ctc.ca.gov/reports/data/files/data-terms-glossary.pdf>. See also <http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>; <http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>; <http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf>.

In 2016–17, the most recent data available, California issued more than 12,000 intern credentials, permits and waivers, which comprised roughly half of all credentials issued that year (see Figure 3). In all, the number of substandard credentials increased by 260% from 2012–13 to 2016–17. Emergency-style permits—issued to individuals who have not demonstrated subject-matter competence for courses they are teaching and who typically have not yet entered a teacher training program—have increased by nearly seven-fold since 2012–13 and represent the fastest growing category of substandard teaching authorizations. In 2016–17, 5,700 teachers entered teaching on emergency-style permits, compared to fewer than 900 in 2012–13. These data strongly suggest supply is insufficient to meet teacher demand in the areas where these kinds of permits are being issued.

Figure 3: Substandard Permits and Credentials More Than Doubled in California Between 2012–13 and 2016–17



Note: The number of credentials issued between July 1 of each year and June 30 of the following year.
 Source: Data provided by the California Commission on Teacher Credentialing through a special request.

Teacher Workforce Trends Predict Continued Shortages

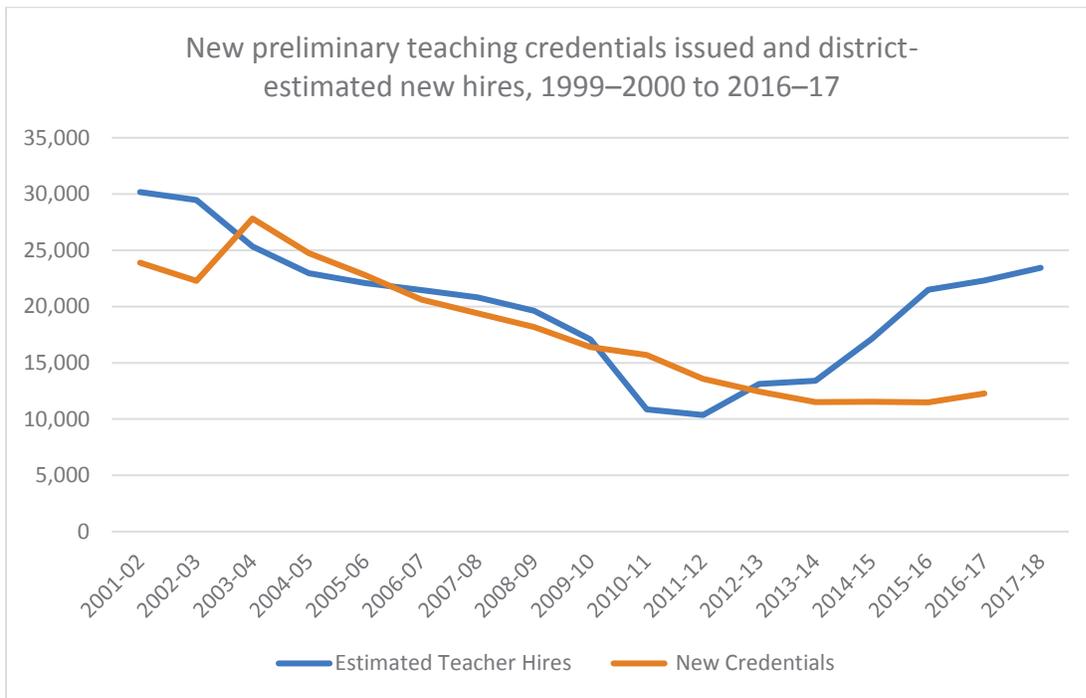
As districts have used their new resources to reinstate teaching positions, classes, and programs that were reduced or eliminated during the Recession, estimated annual hires have more than doubled in the last few years. Meanwhile the number of teaching credentials issued continues to remain at historic lows, despite a small uptick in recent years. Between 2013–14 and 2015–16, California preliminary credentials issued by the CTC stagnated at about 11,500, while district-estimated annual demand increased to more than 22,000 in 2015–16 and over 23,000 in the year after (see Figure 4).

According to the California Department of Education (CDE) data we analyzed, even more teachers were hired than districts predicted in their estimates. Actual hiring in these years reached nearly 30,000 annually, suggesting that districts either experienced more attrition than they had anticipated, which created new vacancies, or that – as LCFF was fully funded at a more rapid rate than initially planned – new funding allowed them to move more rapidly to recoup losses of teachers during the Recession.

In 2016–17, California issued more than 12,000 new preliminary teaching credentials, a small increase from the prior year (see Figure 4). Even with the additional roughly 3,900 out-of-

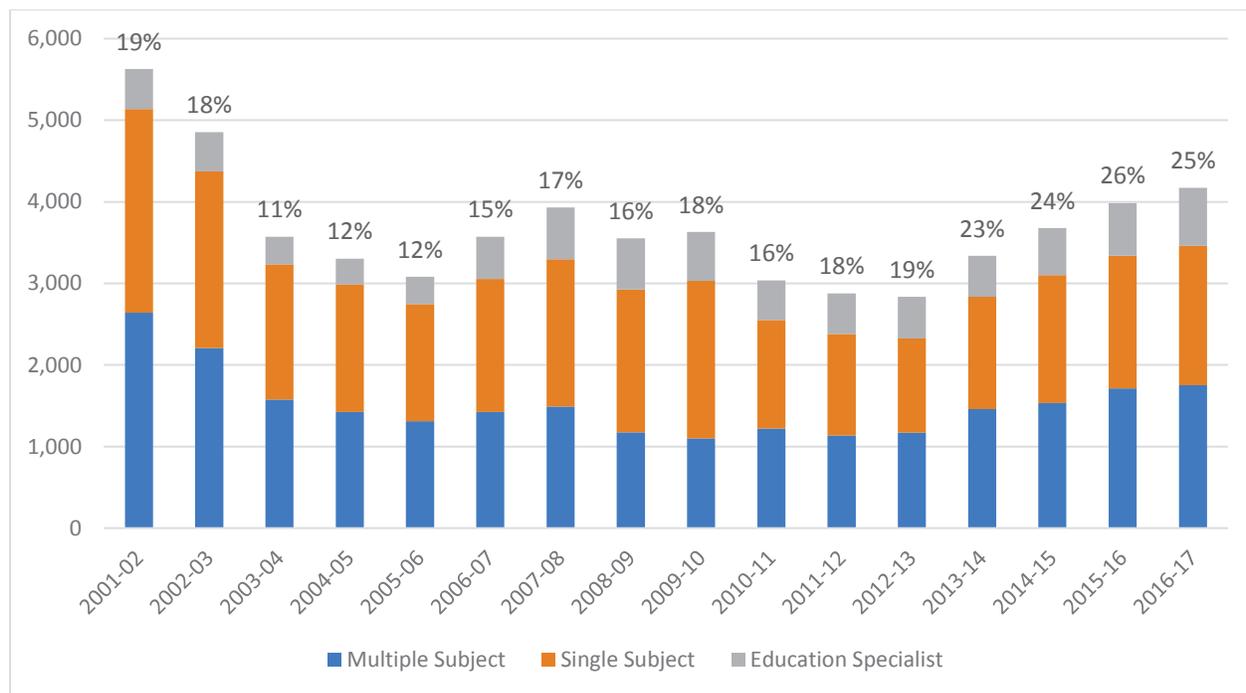
state and out-of-country credentials, plus teacher re-entrants, this increase does not close the gap between supply and demand. The number of out-of-state credentials increased by about 7% since 2013–14, comprising about one quarter of all credentials issued (see Figure 5).

Figure 4: Teacher Demand Continues to Grow



Note: New credentials are preliminary credentials issued to newly prepared teachers. 2016–17 data are preliminary. Source: California Commission on Teacher Credentialing, 2002–2015. *Teacher supply in California: A report to the legislature*. Data available at <http://www.ctc.ca.gov/reports/all-reports.html>; Credential data from 2016–17 provided by the CTC by request; District estimated hires come from the CDE, 2002–2018. <http://data1.cde.ca.gov/dataquest/>.

Figure 5: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country as Percentage (%) of Total New Teaching Credentials



Note: Total new teaching credentials include both institutions of higher education and district pathways.

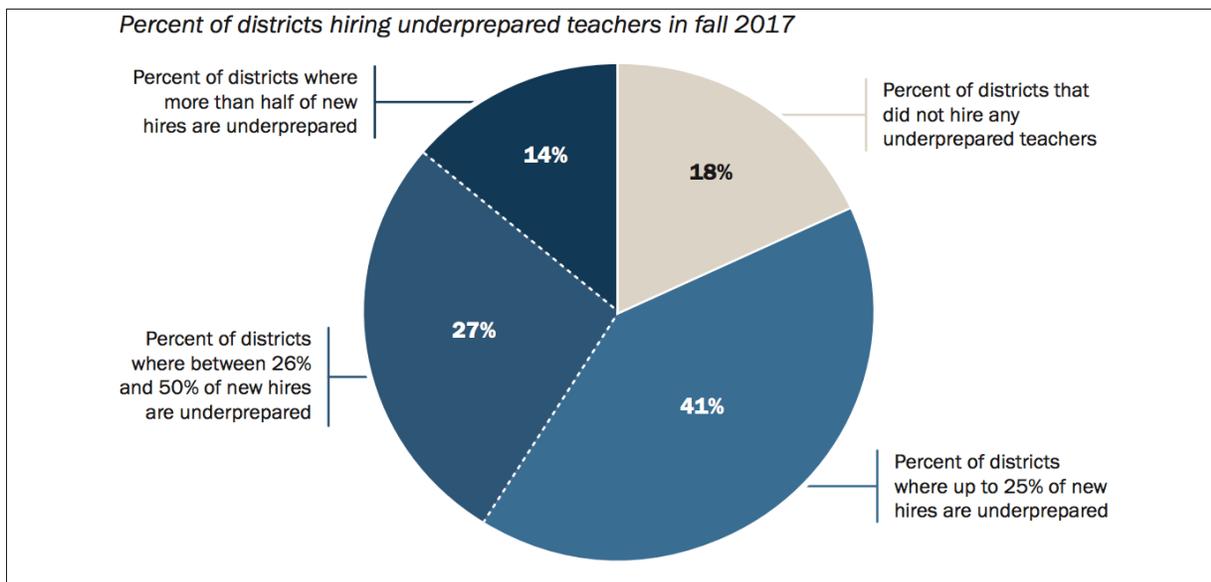
Source: California Commission on Teacher Credentialing, 2002–2016. *Teacher supply in California: A report to the legislature*. Data available at <http://www.ctc.ca.gov/reports/all-reports.html>; Credential data from 2016–17 provided by the CTC through a special request.

Increases in Demand are Slowing but Teacher Shortages Remain

After a spike in teacher demand as districts refilled positions cut during the layoff era, demand for new teachers could be steady.¹⁶ District hiring estimates reported to the CDE, in which districts project their hiring needs 1 year into the future, are increasing still, but at a slower rate than previously. Additionally, in the Fall 2017 Learning Policy Institute district survey, many districts reported small decreases in the number of vacancies and new hires between 2016–17 and 2017–18.¹⁷

Still, 74% of districts reported they were unable to fill all their vacancies with fully credentialed teachers in 2017–18,¹⁸ and 82% of those resorted to hiring underprepared teachers who had not completed the requirements for full certification. Even though districts are looking for fewer teachers overall, a greater proportion of those new hires are underprepared, suggesting shortages are persisting.¹⁹ Nearly half of these districts reported hiring a greater proportion of underprepared teachers in fall 2017 than the year before.²⁰ In a substantial number of districts (41%), at least one quarter of new hires were underprepared teachers in 2017–18, and in 14% of districts, underprepared teachers comprised more than half of all new hires (see Figure 6).

Figure 6. Districts Continue to Hire Underprepared Teachers



Source: Sutchter, L., Carver-Thomas, D., & Darling-Hammond, L. (2018). *Understaffed and underprepared: California districts report ongoing teacher shortages*. Palo Alto, CA: Learning Policy Institute.

Moreover, many districts are relying on the least prepared teachers—those not even enrolled in intern programs—to fill positions. Nearly two thirds of surveyed districts reported hiring teachers on Provisional Intern Permits (PIPs), Short-Term Staff Permits (STSPs), and waivers, and half of those districts hired a greater proportion of teachers on emergency-style permits in fall 2017 than they did the year prior.²¹ These permits, which are for “acute” areas of shortage, do not require their holders to have demonstrated competence in the subject matter they will teach or any knowledge about how to teach the subject. In some small, rural districts, all new teachers were hired on emergency-style permits in fall 2017. In some large districts, teachers on emergency-style permits made up as much as 30% of new hires. Interns, who are completing teacher preparation while teaching and are supposed to be receiving mentoring and support, also comprised up to 30% of new hires in some large districts.²²

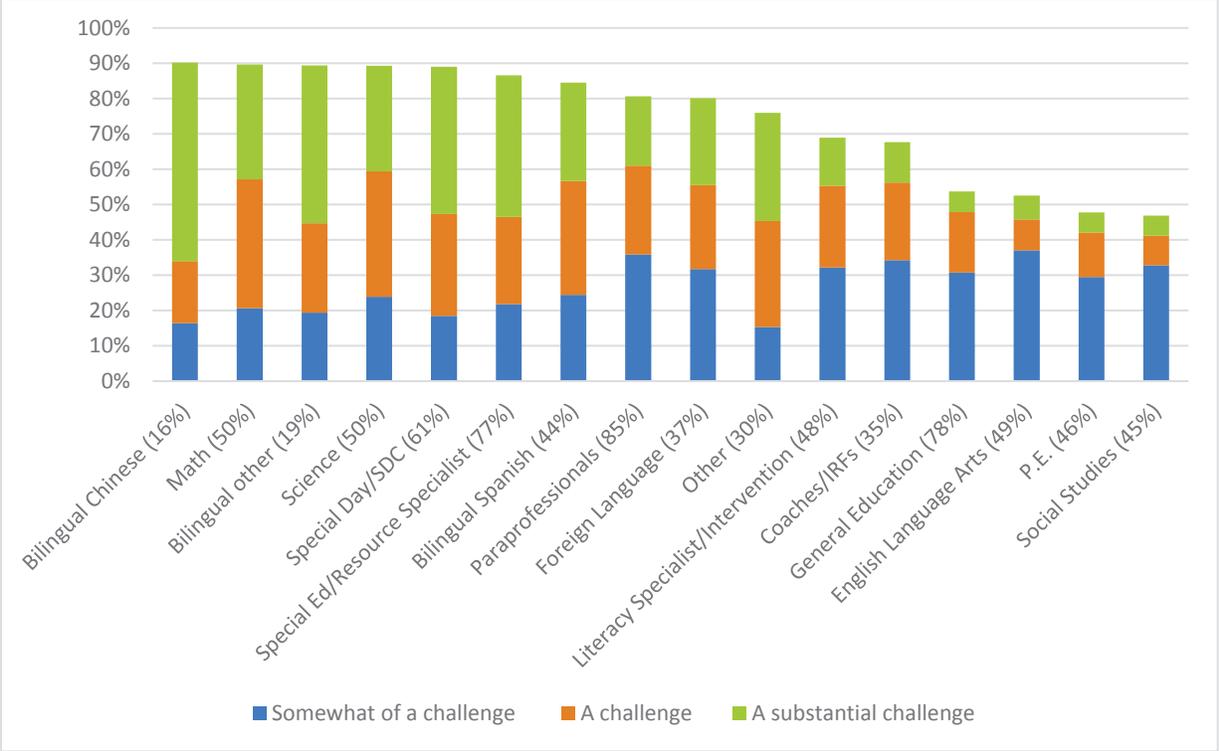
The Shape of Shortages

Shortages vary by teaching field. Looking at state-level indicators of teacher supply and demand is a first step, but it is equally important to understand imbalances in specific subject areas and locations. Although teacher shortages are more severe in some subject areas than others, districts find hiring a challenge in most subjects. For example, of more than 12,300 substandard permits and credentials issued in 2016–17, about half (6,400) were issued in the acute shortage areas of math, science, and special education. However, the remaining 6,000 or so authorizations were distributed among other subjects, including traditional surplus areas such as elementary (multiple subjects), English, and social studies, signaling widespread staffing difficulties.

Figure 7 shares the results of a fall 2017 survey of California principals conducted for the Getting Down to Facts (GDTF) project by the RAND Corporation. Of principals looking to hire in

a given subject, most had challenges filling positions. About 90% of principals looking to hire bilingual, special education, science, and mathematics teachers reported hiring challenges. And more than half of principals looking to hire world language teachers, English teachers, and elementary (“general education”) teachers experienced challenges finding candidates.

Figure 7: Percentage of Principals Reporting Hiring is a Challenge (Percentage of schools that attempted to hire for a given subject area/position)

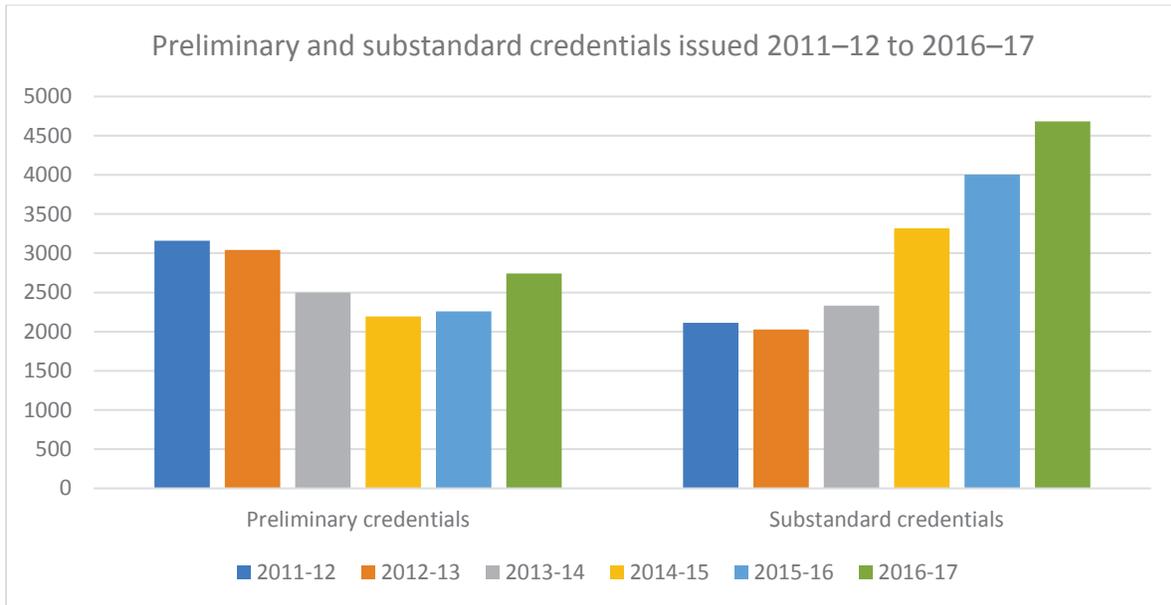


Source: Learning Policy Institute analysis of GDTFII 2018 Principal Survey conducted by RAND.

In special education, shortages are a five-alarm fire. The most vulnerable students—students with the greatest needs who require the most expert teachers—are those with the least qualified teachers. According to the GDTF survey data, depicted in Figure 7, nearly 8 in 10 California schools are looking to hire special education teachers, and 87% of principals at those schools reported hiring is a challenge. Although there was a 21% increase in new education specialist preliminary credentials in 2016–17, with more than 2,700 authorizations issued and an additional 700 out-of-state preliminary credentials issued, this increase was not nearly enough to meet demand (see Figure 8).

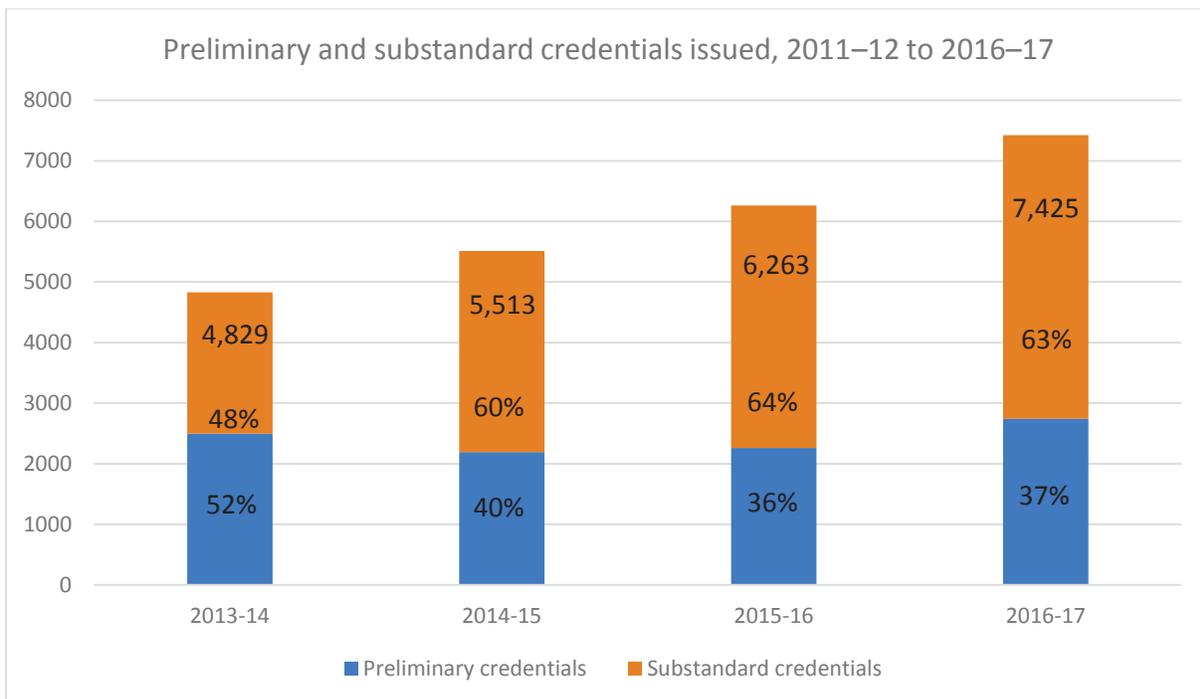
About two thirds of entering California-prepared special education teachers are on substandard credentials (see Figure 9). In total, 4,500 substandard special education/education specialist credentials were issued in 2016–17, representing the largest total in the last decade. Of these substandard credentials, most (2,500) were emergency-style permits granted to individuals without teacher preparation or subject-matter competence.

Figure 8: Trends in Special Education Teacher Supply



Source: Data provided by the California Commission on Teacher Credentialing through a special request.

Figure 9: More Total Credentials and More Underprepared Teachers in Special Education



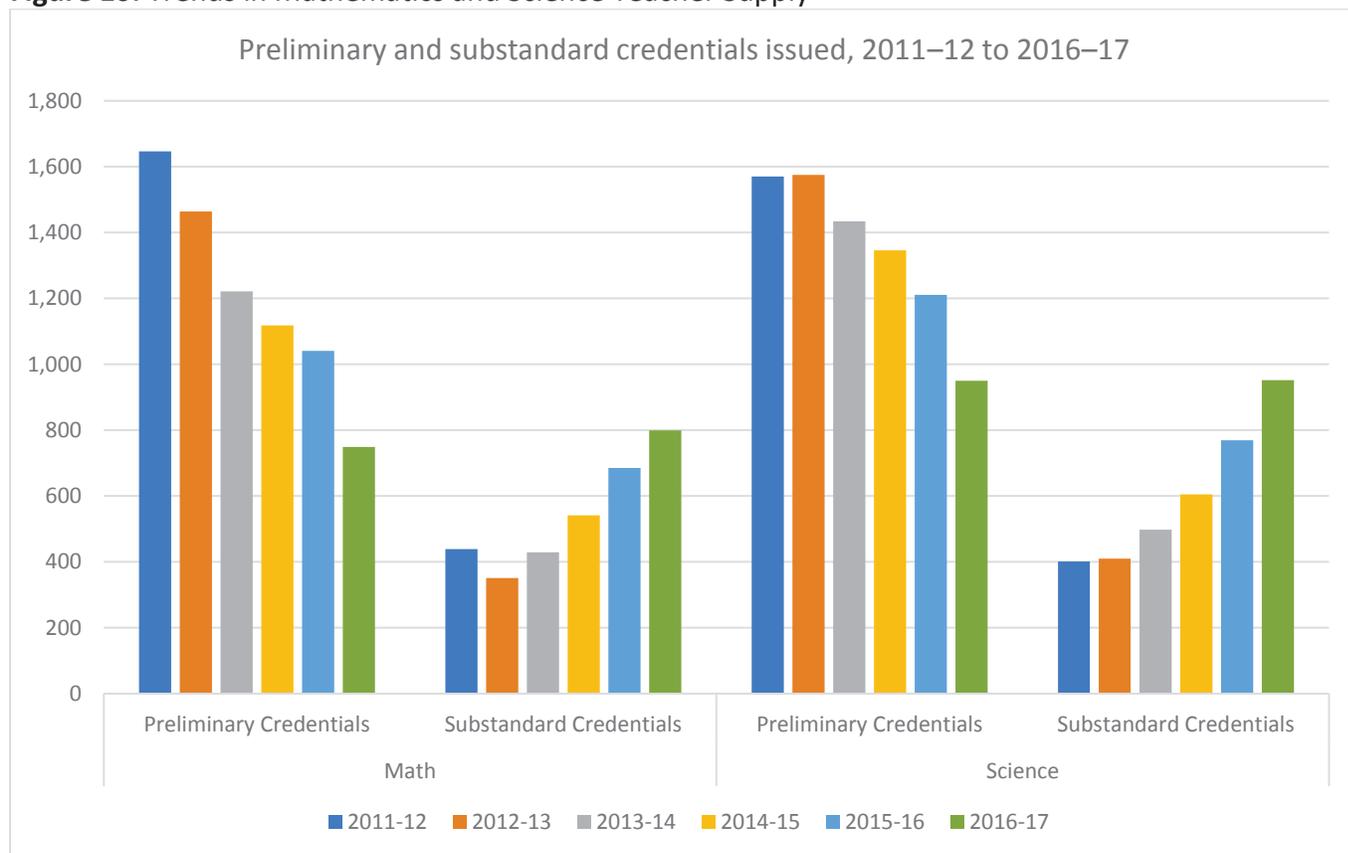
Note: Credential data exclude out-of-state credentials.

Source: Data provided by the California Commission on Teacher Credentialing through a special request.

Teacher shortages also are severe in mathematics and science. In math, the number of new fully prepared teacher candidates holding preliminary credentials has decreased by 50% in 6 years, while the number holding substandard credentials increased by more than 80% in the

same time period (see Figure 10). Similar patterns exist in science with decreasing preliminary credentials and increasing substandard credentials. Substandard science credentials also are being issued at an increasing rate. About 950 were issued in 2016–17, which is more than double the number issued in 2011–12.

Figure 10: Trends in Mathematics and Science Teacher Supply



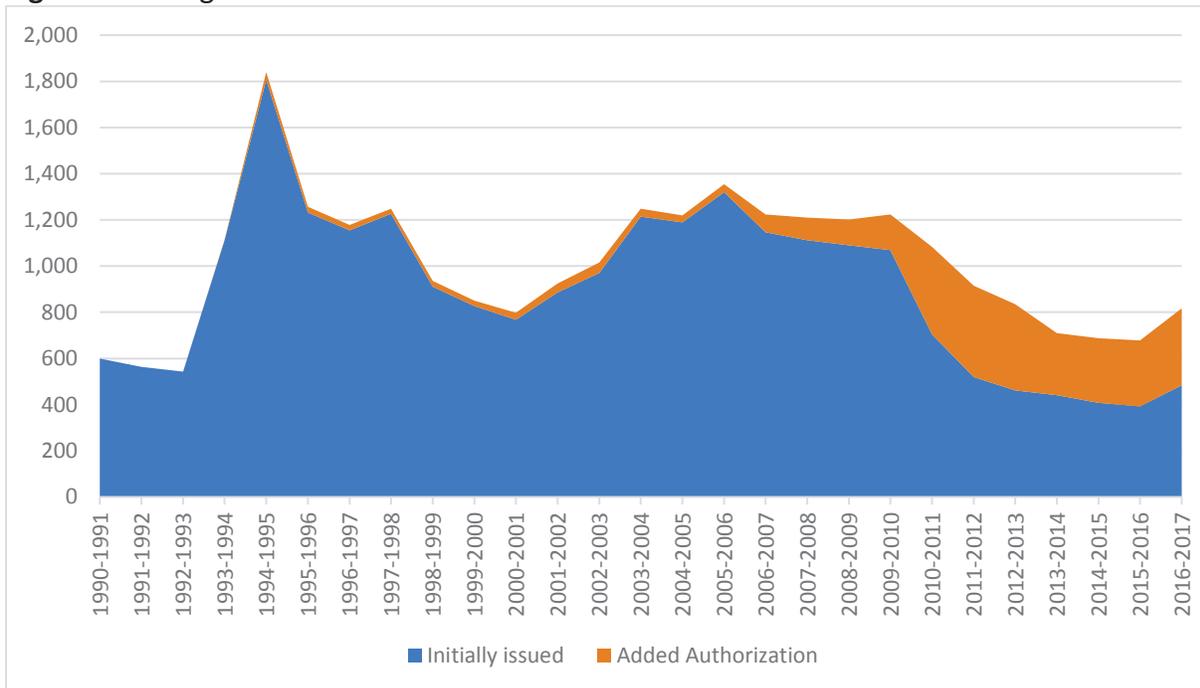
Note: Credential data exclude out-of-state credentials.

Source: Data provided by the California Commission on Teacher Credentialing through a special request.

The passage of Proposition 58 reinstating bilingual education has triggered additional shortages of bilingual teachers. Proposition 58 amends and removes key components of Proposition 227, which, when passed in 1998, severely limited the extent to which schools could offer bilingual education. With 1.4 million English learners (ELs) in California, about one out of every five students in the state is an EL.²³ Before the passage of Proposition 227, roughly 30% of ELs were served by bilingual programs. A decade later, the proportion of ELs served by bilingual programs decreased to 5%.²⁴ As a result, the number of bilingual teacher preparation programs was greatly reduced across the state. Currently, only 30 preparation institutions in California offer bilingual authorization training programs, compared to more than 80 that grant secondary and elementary teaching certifications.²⁵

At its peak in 1994–95, California granted more than 1,800 bilingual authorizations (see Figure 11). Even after the passage of Proposition 227, California issued more than 1,200 bilingual authorizations a year between 2003–04 and 2009–10. Since 2010, new bilingual authorizations have declined steadily, with fewer than 700 teachers authorized in 2015–16. In 2016–17, there was a slight increase in the number of authorized bilingual teachers to just over 800. This is a positive sign, but still not enough to meet increasing demand. For example, in the fall 2017 survey of California principals, close to 50% of schools reported looking to hire bilingual teachers for 2017–18 school year. However, roughly 90% of these schools reported hiring challenges. In fact, more than half of all schools looking for Chinese bilingual teachers and close to one third looking for Spanish bilingual teachers reported a substantial challenge.

Figure 11: Bilingual Authorizations Issued 1990–91 to 2016–17

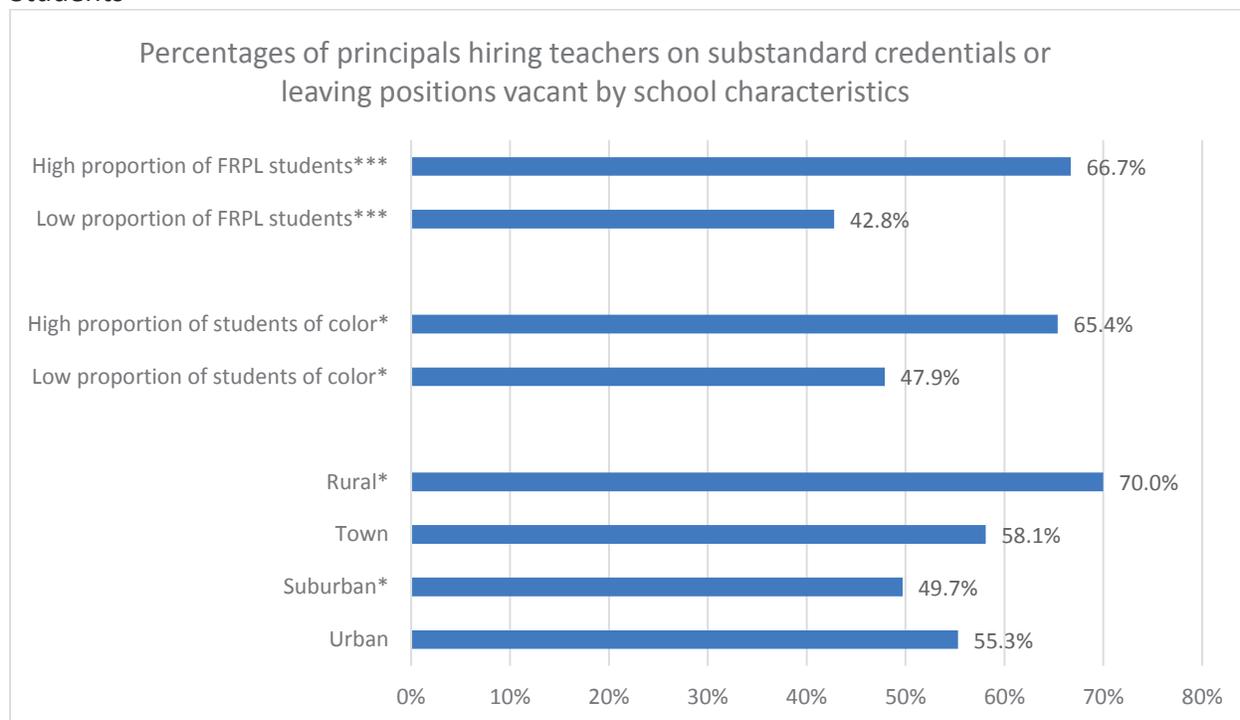


Note: Initially issued bilingual authorizations are those issued on a new teaching credential. Added authorizations are those issued on an existing credential. Source: Data provided by the California Commission on Teacher Credentialing through a special request.

Shortages vary by location and school characteristics. When there are not enough teachers to go around, it is often the schools serving the most vulnerable populations that are left with the greatest challenges. In the fall 2017 GDTF survey of California principals, 55% reported hiring teachers on substandard credentials or leaving positions vacant. In addition to hiring teachers on substandard credentials, 13% of principals reported canceling courses or expanding class sizes to deal with shortages. In schools that hired teachers on substandard credentials, on average, more than half their hires were underprepared teachers. The fact that a larger proportion of districts than schools reported these hiring patterns suggests that, within districts, only certain schools experience shortages. The fact that, among these schools, most new hires were underprepared suggests that the shortages in these places are quite severe.

Two-thirds of principals serving schools with high proportions (top quartile) of students of color and students from low-income families left positions vacant or hired teachers on substandard credentials while fewer than half of their peers in schools in the bottom quartile of low-income or minority students did so (48% and 43%, respectively) (see Figure 12).²⁶ Districts also reported shortages in schools serving ELs. According to survey data, of districts serving the most ELs, 83% reported having shortages, compared to 64% of districts with the fewest ELs.²⁷

Figure 12: Shortages Disproportionately Impact Schools Serving Historically Disadvantaged Students



Note: Statistical differences denoted by: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$; Low proportion represents schools in the bottom quartile and high proportion represents schools in the top quartile. FRPL is the free and reduced-price lunch program. Source: Learning Policy Institute analysis of GDTFII 2018 Principal Survey conducted by RAND.

According to California’s 2016 State Plan to Ensure Equitable Access to Excellent Educators, teachers in the state’s high-minority schools are nearly three times as likely to be teaching on an emergency-style permit than teachers in a low-minority school. In high-poverty schools, such permits are twice as common as in low-poverty schools.²⁸

Teacher shortages vary by location. For example, as the 2017–18 school year opened, Oakland Unified School District had 186, or 7%, of its teachers on emergency-style permits, while neighboring Berkeley had only five such teachers, or fewer than 1%. Principals in rural schools were most likely to report shortages, followed by those in small town and urban areas (see Figure 12). However, high-poverty urban schools have shortage levels at least as severe as rural districts.

Teacher shortages vary for a variety of reasons. Local differences in teacher salaries can contribute to the variability in teacher labor markets. Salaries can affect the attractiveness of

teaching jobs in ways that impact both recruitment and retention.²⁹ Working conditions, such as administrative supports and the amount of collaboration, have a strong effect on teacher retention, which, in turn, affects shortages.³⁰ Personnel management strategies and human resources practices also can impact shortages as they affect the speed and timing of hiring, assignments of teachers, and availability of mentoring. How all these factors play out in local labor markets in part determines the variation in teacher shortages.

When teachers are scarce, districts compete for the teachers who are available. This can result in wealthier districts with more resources and more desirable working conditions poaching teachers from poorer districts. This is one reason shortages are particularly acute in high-poverty schools,³¹ and why high-poverty districts in California are twice as likely to report teacher turnover as a reason why their district is facing shortages as low-poverty districts.³²

Teacher shortages are widespread in California, with a majority of districts reporting challenges finding qualified candidates across a wide range of teaching fields. Still, shortages are not felt uniformly across the state. They are most severe in certain subject areas, and in schools serving higher proportions of students from low-income families, students of color, and ELs. Shortages also are more pronounced in urban and rural communities. In order to appropriately target policy action to most effectively mitigate shortages, we discuss the levers that impact the teacher labor market and potential root causes of shortages in the next section.

Root Causes of Teacher Shortages in California

Our framework for supply and demand defines a teacher shortage as an inadequate quantity of qualified individuals willing to offer their services in the fields and locations where there are jobs under prevailing wages and conditions. In order to respond effectively to teacher shortages, it is important to understand the factors driving these shortages and what can be done to shift teacher supply and demand to bring the teacher labor market to equilibrium.

Each year, school districts in California must adjust their staffing levels. In the aggregate, California must replace teachers who have left the profession or state, hire additional teachers to account for student enrollment increases, and adjust the size of the workforce depending on the collective pupil-teacher ratio. (If there are increases in total student enrollment or decreases in the pupil-teacher ratio, it means fewer teachers who left must be replaced.)

In times of shortage or economic hardship, districts cannot always hire their desired demand and must make do with their current labor market conditions. For example, in the Great Recession, actual demand for teachers dropped as budgets were cut, and schools could not afford to hire new teachers or even keep all the teachers they already had. In this case, actual demand dropped, but ideal demand did not. In an ideal sense, many districts would like, at a minimum, to maintain the number of teachers and return to the class sizes and course offerings they had in place before the recession. Thus, the actual number of teachers demanded is a negotiation between *ideal* demand, economic realities, and teacher supply.

On the supply side, teachers are either new entrants or re-entrants. In California, new entrants are a combination of teacher candidates coming directly from a California teacher

preparation program (Institutions of Higher Education and district pathways), teacher candidates who graduated from a California preparation program in the past, but who did not enter directly after finishing, or new teachers transferring from out-of-state positions or preparation programs. Teacher re-entrants are former teachers returning to the classroom after stepping out of the classroom for a time. In 2016–17, for example, re-entrants constituted about 27% of new hires.³³

In order to understand what is contributing to widespread staffing difficulties across the state, we look to the available evidence to estimate the new teacher pipeline, the factors that compose demand, and the composition of new teacher hires. Using CDE data, we look at the statewide teacher labor market and the sources of supply and demand.

Figure 13 shows (1) the number of new preliminary credentials issued to California graduates and to entrants from out-of-state pathways; (2) the number of hires by source (e.g., new entrants, re-entrants, and teachers on substandard credentials (total supply));³⁴ and (3) the number of teachers demanded by source (e.g., attrition, enrollment changes, and changes in pupil-teacher ratios).³⁵ In recent years, student enrollment decreased in California, which is shown in the graph as a negative number below the X axis.

Figure 13 highlights two main points: First, the number of fully credentialed new teachers in California is far less than the number of new teacher hires demanded. Even with re-entrants, this mismatch results in a substantial shortfall illustrated by the number of substandard credentials necessary to fill teacher hires. For example, in 2016–17, there were about 16,500 total new teaching credentials, while districts hired more than 29,000 teachers.

However, new credentials can overestimate the available new entrant supply because (1) some individuals earn more than one credential; (2) not all potential teachers choose to enter the classroom directly after earning a credential; and (3) some new credentials are granted to teachers who leave the state. In recent years, there has been intense recruiting from neighboring states, such as Nevada, and some new teachers leave the state. We estimate there were actually only 9,000 new entrants in 2016–17.

New entrants also include delayed entrants, or teachers who earned a credential but took time off before entering the classroom. This was particularly true when new teachers who could not get a job during the period of layoffs entered a year or two later. This is likely why in 2014–15, there were more new entrants than total new credentials issued in the same year.

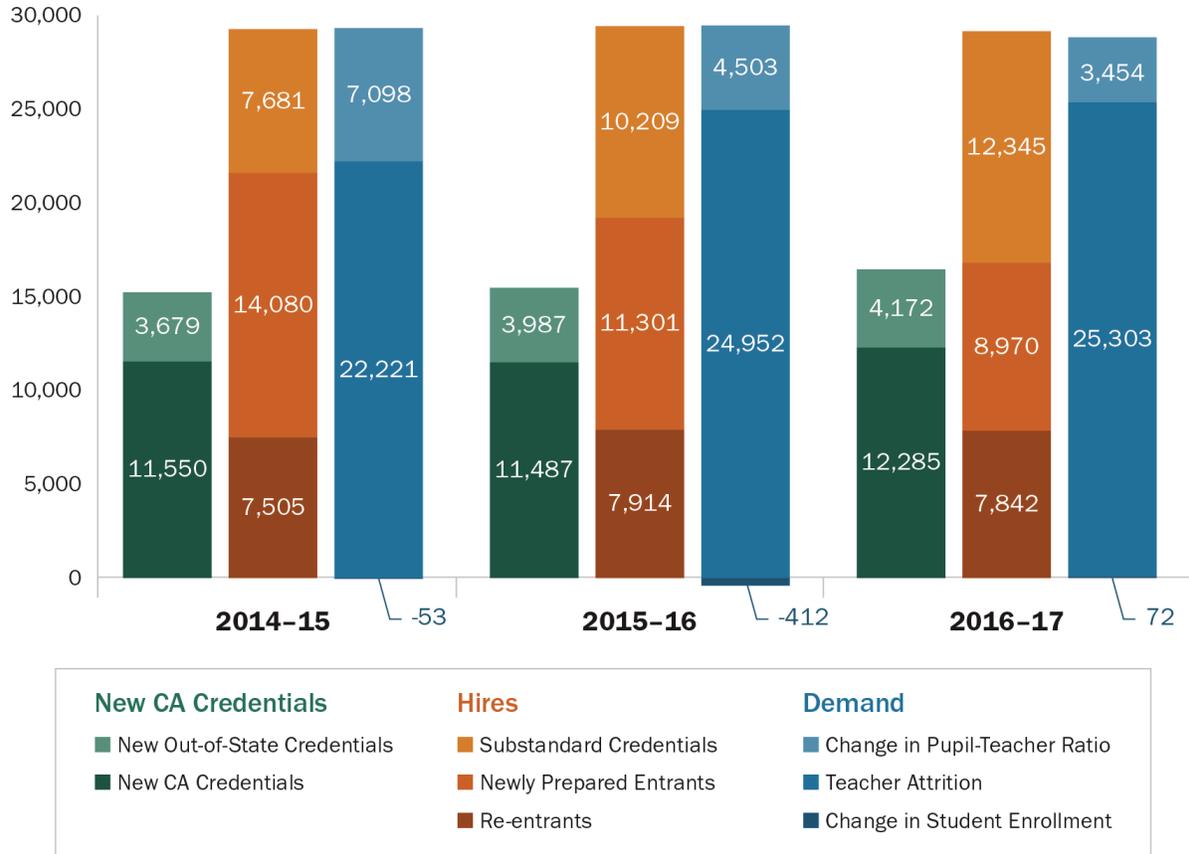
Second, teacher demand is largely driven by attrition. In 2015–16 and 2016–17, attrition was responsible for roughly 86% and 88% of demand, respectively. In 2014–15, 24% of the demand was due to attrition. This pattern fits with general economic trends and the idea that schools and districts worked to reinstate classes and programs that were cut during the Recession.

Demand due to pupil-teacher ratio reduction has slowed slightly, but still represents a notable share. In 2015–16 and 2016–17, 15% and 12% of demand was due to pupil-teacher ratio reduction, respectively. Although student enrollment increases are not the driving factor in demand for the state as a whole, enrollment growth impacts some counties far more than others.

Figure 13:

What is Driving Teacher Shortages in California?

New Credentials, Teacher Demand Factors, and Hires



Note: A negative number of teachers represents a decrease in the total number of teachers.

Source: California Staffing Data File provided to the Learning Policy Institute by the CDE through a special request; California Department of Education. Data available on DataQuest Web Page at <http://data1.cde.ca.gov/dataquest/>; California Commission on Teacher Credentialing through a special request.

Based on available evidence, California teacher shortages have been driven by three main factors:

1. A rapid decline in teacher preparation enrollments and thus new entrants,
2. New demand as districts seek to return to pre-Recession course offerings and class sizes, and
3. Teacher attrition.

We investigate each in turn below.

The Decline in Teacher Preparation Enrollments

As noted, over the past decade or so, teacher preparation enrollments in California have declined by more than 70%. Program completers have decreased in step with enrollments and the number of new preliminary credentials issued remains at recent lows. According to the fall

2016 California School Boards Association (CSBA) survey, nearly 80% of districts that reported having a teacher shortage cited the shrinking supply of new teachers as the reason for shortages.³⁶ The 3,500–4,000 new credentials issued to out-of-state teachers and former teachers re-entering the workforce are not enough to close the gap. The rapid and sustained increase in substandard credentials indicates supply is inadequate to meet demand. Understanding the factors that have contributed to this sharp decline in supply is critical if policymakers are to craft an effective response.

Diminished interest in teaching. Many researchers and practitioners point to the large number of Recession-era layoffs as a major cause of the much-diminished interest in the teaching profession, noting that young people were discouraged from entering a field in which there were few jobs and little job security. As the San Diego school system’s director of human resources noted:

For several years, there was no incentive to go into teaching and as a result, the pipeline for new teachers is smaller. Now, we have to do more than just recruit teachers. We have to let people know teaching is a viable career.³⁷

During the years of layoffs, California law required that notifications be delivered to teachers in danger of being laid off by March 15th of each year. Between March 2008 and March 2012, the California Teachers Association reported that roughly 100,000 California teachers received such “pink slips.”³⁸ Although a significant percentage of these teachers ultimately kept their jobs in many of these years, the layoffs caused others to leave the profession, and the annual flurry of news articles announcing these events left a mark on the public psyche, including the perceptions of individuals who might consider teaching as a profession. As an Orange County Register headline noted in March 2015, “March used to be the month we dreaded.”³⁹

Teacher salaries were frozen and working conditions suffered during the era of cutbacks, as resource limitations led to increased class sizes, less availability of materials, and fewer instructional supports. In addition, some observers suggest that the teaching profession has also become less attractive because it has been at the center of intense policy debates and legal battles over such issues as teacher evaluation and tenure.⁴⁰

The impact of these various factors can be seen in the results of an annual survey of high school students taking the ACT college entrance exam, which found that the number of high school students interested in becoming educators dropped by more than 16% between 2010 and 2014.⁴¹ Only 5% of high school students taking the college admissions test say they are interested in teaching as a career. This number could expand if teaching becomes a more attractive career, but it also could dwindle further as candidates encounter the standards for entry that have been put in place in most states and explore other career options available to them.

Another significant obstacle to entry into the teaching profession is cost of teacher preparation. More than two thirds of individuals entering the field of education borrow money to pay for their higher education, resulting in an average debt of about \$20,000 for those with a bachelor’s degree and more than twice that for those with a master’s degree.⁴² While research

demonstrates that a teacher’s level of preparation is associated with their effectiveness as well as with their likelihood of remaining in the profession,⁴³ the cost of preparation is increasingly difficult for candidates to afford. Research also suggests that college students’ choice of career is affected by the debt they incur and salaries they can expect to earn.⁴⁴

Teacher education program capacity. Much of the decline in teacher education enrollments in California has occurred within the state university system, which typically prepares nearly 60% of teacher education graduates each year and is the most productive sector for California teaching candidates. UC and CSU completion rates are much higher than those of some very large private institutions, which enroll many part-time students who graduate more slowly and at lower rates. In 2015–16, for example, the UC and CSU systems served 43% of enrollees in teacher education, but graduated 57% of all completers who received credentials.⁴⁵ In the fall 2017 survey of California principals, 78% said the CSU system and 57% said the UC system was an important source of teachers to their school. No other source of teachers was reported as important by more than 40% of principals surveyed.⁴⁶

Teacher education program types. The large majority of teacher education programs in California are post-baccalaureate credentialing programs that typically take 9 to 12 months to complete for full-time enrollees. Internships that prepare teachers while they are employed often take 24 months to complete. These are offered by both IHEs, which offer the largest share, and local education agencies (LEAs) (districts or counties).

A relatively small number of undergraduate programs were created under an earlier CTC-developed exception to the Ryan Act, which required post-baccalaureate teacher education in 1970. These so-called “blended” programs of undergraduate teacher education are joined by 41 new programs launched in response to a \$10 million legislative allocation in 2016 to expand undergraduate programs, especially in shortage fields. These new undergraduate programs are expected to enroll students beginning in fall 2018. Nearly one third of the new programs will prepare candidates in mathematics or science; nearly one quarter will prepare candidates in special education; and one fifth will prepare candidates for a bilingual authorization.⁴⁷

Teacher education program capacity. While there has been some small increase in teacher preparation program enrollments, that increase appears to have stagnated in the last 2 years in the CSU and UC systems. In addition, a question has emerged as to whether low enrollments are, in all cases, due to a dearth of candidates, or if there is, in part, insufficient program capacity.

To understand more about the teacher pipeline, LPI partnered with the CTC to administer a survey to all institutions approved by the CTC to sponsor teacher education. As shown in Table 2, of the 88 institutions preparing teachers, 75 (85%) responded to the survey.

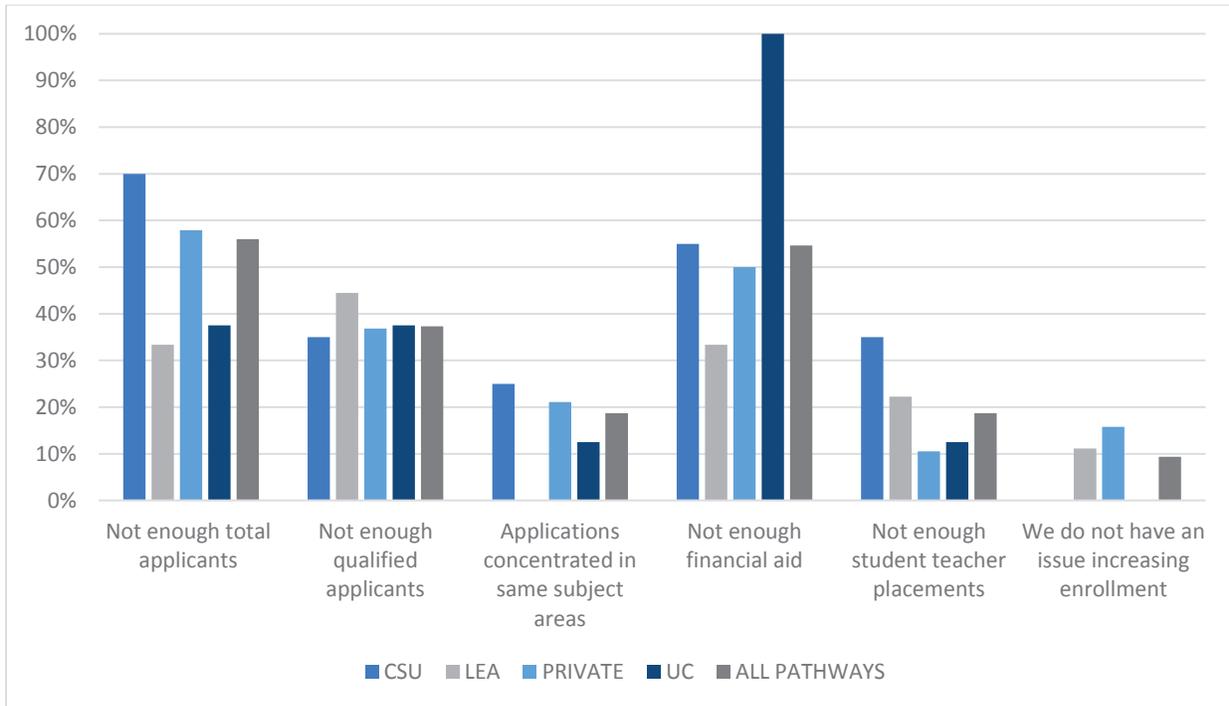
Table 2. Respondents to the Teacher Education Program Capacity Survey

	Sponsoring Teacher Preparation	Institutions Responding to the Survey	Percent of Institutions Responding
California State University (CSU)	23	20	87%
Private or Independent Colleges and Universities	47	38	81%
University of California (UC)	8	8	100%
Local Education Agencies (LEAs)	10	9	90%

Source: Data provided by the California Commission on Teacher Credentialing through a special request.

One common explanation for low enrollment in teacher education programs is that applications are concentrated in popular subjects, such as English and social studies, while shortage areas such as mathematics and science go unfilled. Although some institutions experience this phenomenon, the majority of programs do not identify this as a major obstacle. The top problem cited by institutions was inadequate numbers of applicants (56%), and inadequate financial aid was close behind (55%) (see Figure 14). Lack of financial aid was cited by more than half of all programs and by 100% of reporting UC campuses. In addition, more than one third of teacher preparation programs emphasized that a lack of *qualified* applicants is a major obstacle to boosting enrollments. Very few institutions responded they did not have an issue increasing enrollments.

Figure 14: Obstacles to Increasing Teacher Preparation Enrollments by Preparation Type



Source: Data provided by the California Commission on Teacher Credentialing and analyzed by Learning Policy Institute.

The survey also asked for estimates of the number of available slots, applications, and acceptances in each subject area. The way institutions interpreted and reported these estimates varied significantly, leading to imperfect data with missing values. For that reason, the following results should be interpreted with caution.

Table 3. Estimated Teacher Education Slots, Applications, and Acceptances, 2017–18

Subject Area	California State University (CSU)			Private			University of California (UC)			Total		
	Slots	Apps	Accept	Slots	Apps	Accept	Slots	Apps	Accept	Slots	Apps	Accept
Mathematics	488	432	281	1717	842	440	64	185	107	2269	1459	828
Science	608	417	285	1655	579	324	87	211	126	2350	1207	735
Special Education	1747	904	703	884	590	341	50	80	46	2681	1574	1090

Note: Slots = estimated number of available slots for 2017–18; Apps = number of applications received for 2017–18, Accept = number of individuals accepted for 2017–18. Source: Data provided by the California Commission on Teacher Credentialing through a special request.

In the CSU system, individual programs generally reported more slots available than applications received. This was particularly true in special education, where even if every applicant was accepted and attended, the system still would be at just over half of its possible capacity. As Table 3 shows, only a portion of applications was accepted, and we can assume that, even after being accepted, not all students end up attending. In the UC system, programs tended to receive more applications than slots available. Although the story varies across preparation segment, on the whole, there appears to be additional capacity to accommodate more students. However, as noted below, these data mask some challenges that are not readily apparent in the numbers by themselves.

Program terminations and cutbacks. Even if there were enough capacity to accommodate the current number of applicants, program capacity has declined since a decade ago when California was enrolling many more prospective teachers. In special education—an extreme shortage area—four programs were eliminated outright (two in “Moderate to Severe Disabilities” and two in Early Childhood Special Education), and nearly thirty were put on a moratorium status or reduced in size since 2007 (see Table 4). This is a natural response to both state budget cuts in higher education and the reduced number of applicants to teacher education, but it signals the need to rebuild capacity.

Table 4. Special Education Programs Cut Back Since 2007

	California State University (CSU)	Private	University of California (UC)	Total
Mild to Moderate Disabilities (MM)	5	10	1	16
Moderate to Severe Disabilities (MS)	5	2	1	8
Early Childhood Special Education (ECSE)	2	3	—	5
Visual Impairments (VI)	—	—	—	—
Deaf and Hard of Hearing (DHH)	—	—	—	—
Physical and Other Health Impairments (PHI)	—	—	—	—
Language and Academic Development (LAD)	—	—	—	—

Source: Data provided by the California Commission on Teacher Credentialing through a special request.

Limited enrollment resources. In our research, we also learned that the numbers of slots enumerated by CSU campuses are in part theoretical. Although the programs might be able to grow to those levels, on an annual basis, the amount of funding allocated to teacher education slots within each university is often constrained by CSU practices that typically determine annual slots based on the size of enrollments in the previous year or two. Because campuses experienced low enrollment in response to the tight Recession-era labor market, they no longer have sufficient enrollment funding to admit more candidates despite the current demand. In

this sense, CSU teacher education programs are caught in challenging position. Even as applications increase, a number of programs have had to turn away interested applicants because they did not have enrollment allocations sufficient to cover all of the students they would like to admit. This enrollment funding deficit may in turn dampen demand, because word gets out that campuses are not accepting candidates, even though k–12 schools are struggling to find teachers.

A disincentive to universities increasing teacher education slots is that the cost of providing quality teacher preparation—which involves management of clinical placements and supervision—is larger than that of many liberal arts majors, so the system can admit more students at lower cost in other programs. We learned that the increases in enrollments at some campuses were due to individual deans making strong arguments to provosts. To change this, the legislature would need to allocate funds more directly to teacher education within the UC and CSU systems, and/or the university’s practices for allocating funds to programs would need to change within those systems.

Qualifications requirements. Another interesting pattern emerges from these data. In mathematics and science, only about 55–60% of applicants were accepted, and in special education, only 69% of applicants were accepted. Since programs seem to have more slots than applicants, and they complain of shortages of qualified applicants, there appears to be an issue of teacher qualifications. To increase enrollment, it is important not only to have more applicants applying to teacher education program, as well as more who are qualified.

The CTC has extensive requirements for teacher education entry that may account, in substantial part, for these trends. To be eligible for student teaching or an internship, candidates must pass at least two hurdles often required by programs for admission:

1. The California Basic Educational Skills Test (CBEST) or a high enough score on certain other tests;⁴⁸
2. Subject-matter qualifications that may be met by completing a specified subject-matter program of study but are typically met by passing the California Subject Examination for Teachers (CSET)

Because the rules for “highly-qualified teachers” under No Child Left Behind until recently required elementary (i.e., multiple subjects) teachers to pass a content-matter test rather than complete a program of study, as was true before 2002, and because the CTC-approved programs of study for secondary teachers do not map well onto majors in most universities, most elementary and secondary candidates completed subject-matter qualifications by taking the CSET. This pattern is likely to change, since the CTC recently re-authorized subject-matter programs of study for elementary (multiple subjects) candidates. As shown in Tables 5 and 6, both sets of examinations have relatively high fail rates. The fail rates are extremely high in fields such as math and science, in which even individuals with majors in these fields have difficulty passing the tests.

Table 5. CBEST First-Time and Cumulative Passing Rates, 2012–2017

Testing Year			First-Time Passing Rate		Cumulative Passing Rate	
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012–17	163,669	112,377	68.7	163,669	137,670	84.1
2016–17	37,673	25,175	66.8	37,673	28,691	76.2
2015–16	36,942	25,056	67.8	36,942	31,045	84.0
2014–15	34,229	23,476	68.6	34,229	29,524	86.3
2013–14	29,130	20,555	70.6	29,130	25,703	88.2
2012–13	25,695	18,115	70.5	25,695	22,707	88.4

Source: California Commission on Teacher Credentialing (2018). Annual report on passing rates of Commission-approved examinations from 2012–13 to 2016–17. Sacramento, CA: Author.

Table 6. CSET Annual and Cumulative Passing Rates, 2003–2017

CSET Examination	Annual Passing Rate (2016–17)			Cumulative Passing Rate (2003–2017)		
	# Attempted	# Passed	% Passed	# Attempted	# Passed	% Passed
All Exams	17,573	12,021	68.4	374,375	302,384	80.8
Multiple Subjects (2003)				157,532	143,992	91.4
Multiple Subjects Updated (2014)	8,838	6,379	72.2	28,702	23,210	80.9
Writing	436	351	80.5	10,231	8,667	84.7
Single-Subject Exams						
Agriculture	20	3	15.0	239	126	52.7
Art	260	186	71.5	2,829	2,393	84.6
Business	31	8	25.8	737	410	55.6
English (2003)				26,164	20,894	79.9
English Updated (2014)	1,574	1,146	72.8	4,669	3,739	80.1
English Language Development	22	1	4.5	63	5	7.9
Health Science	150	77	51.3	3,566	2,682	75.2
Home Economics	29	15	51.7	542	388	71.6
Industrial Technology Education	102	82	80.4	813	690	84.9
Preliminary Educational Technology	158	155	98.1	2,973	2,877	96.8
Mathematics (2003)				10,103	6,505	64.4
Mathematics Updated (2015)	374	234	62.6	1,122	728	64.9
Music	128	109	85.2	1,567	1,441	92.0
Physical Education	636	295	46.4	7,698	5,499	71.4
Biological Sciences	739	500	67.7	13,595	10,750	79.1
Chemistry	239	179	74.9	5,604	4,471	79.8
Geosciences	107	69	64.5	4,388	3,384	77.1
Physics	128	66	51.6	3,339	2,134	63.9
Social Science	1,279	872	68.2	26,243	21,082	80.3

Source: California Commission on Teacher Credentialing (2018). Annual report on passing rates of Commission-approved examinations from 2012–13 to 2016–17. Sacramento, CA: Author.

Only about 65–70% of candidates pass the CBEST on the first attempt, and the cumulative pass rate over the period of 2012–16 was 85%. A declining quality of candidates as shortages grow more severe may be signaled by the fact that the cumulative pass rate in the most recent year, 2016–17, was only 76%.

The CSET is taken by the smaller number of candidates who have already passed the CBEST. About 80% of all candidates pass the CSET, but cumulative pass rates for 2003–17 were only 65% for mathematics candidates and only 64% for physics candidates. The new English language development test—aimed at teachers of new ELs—currently has a pass rate of only 8%. The pass rates on these and other tests were lower in 2016–17 than in previous years.

Although the CTC recently voted to re-establish subject-matter programs as an alternative to the CSET for multiple-subjects teachers, now that the NCLB requirements are ended, and is exploring the use of majors and perhaps a form of transcript review as an alternative to CSET passage for single-subject candidates, for now, the CSET stands as a significant barrier to enrollment in many teacher education programs, especially in high-need fields such as mathematics and science. (In some cases, candidates take the CSET multiple times throughout the program and still may still be struggling to pass it when they have graduated, and thus must teach on an emergency-style permit rather than a preliminary credential.)

In addition to the CBEST and the CSET tests, there are two other assessments most candidates must pass to earn a credential:

1. Reading Instruction Competence Assessment (RICA) is required for all multiple subjects and education specialist candidates.
2. Teacher Performance Assessment (TPA)—an assessment of applied teaching skills—is required for candidates in most teaching fields.⁴⁹

About two thirds of candidates pass the RICA on the first try; between 2012–17 the cumulative pass rate was 91%.⁵⁰ Since the capstone TPA is typically taken only by candidates who have already passed the other two or three sets of assessments required of them and have completed most of their teacher education training, the pass rates are higher: about 85% of candidates pass the TPA on the first attempt and about 90% eventually pass.

The pathway to becoming a teacher in California loses a significant share of candidates at each testing juncture: Overall, at least 40% of those who initially intend to teach are unable to move forward at some testing juncture, and in some fields, including mathematics and science, this includes well over half of those who initially intended to teach. Of these assessments, only the TPA has been shown to be related to teachers' effectiveness in the classroom.⁵¹ Given that candidates also reported that the tests are a financial hurdle and a logistical challenge, there is no doubt that they have a noticeable impact on the pipeline for becoming a teacher in the state.

Teacher re-entrants. Using CDE teacher assignment data, we find roughly 27% of new hires in 2016–17 were re-entrants who had previously taught but did not teach in the preceding years⁵² (see Table 7). Nationally, re-entrants constitute roughly one third to one half of the

teacher supply in a given year.⁵³ These trends are very much subject to labor market conditions and also can be affected by re-entry policies. California has fairly stringent re-entrance policies, often requiring teachers who left the classroom for an extended period of time to re-certify, pay fees, and sometimes take additional coursework before returning to the classroom.

Table 7. Estimated Re-entrants as a Percentage of New Hires in California

	2014–15	2015–16	2016–17
Of New Hires (n):	29,266	29,424	29,157
% Re-Entrants	26%	27%	27%
% New-Teachers	74%	73%	73%

Source: California Staffing Data File provided to the Learning Policy Institute by the California Department of Education through a special request.

The factors that influence re-entrants are similar to those that influence new entrants and those from out of state: the ease of entry and the attractiveness of salaries and teaching conditions. In theory, there is a reserve pool of teachers made up of a large group of former teachers who left teaching for a variety of reasons, but still hold a credential and are a potential source of supply. In California, some teachers who left the classroom re-enter, but few, at least recently, return to California classrooms more than 2 or 3 years after leaving (see Table 8).

Table 8. Length of Time to Re-entry

Length to return ...	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
Total Leavers:	41,046	22,003	23,023	22,627	22,221	24,952
No Re-entry	53%	67%	69%	73%	76%	83%
After 1 year	31%	17%	18%	17%	18%	17%
After 2 years	8%	7%	7%	6%	5%	
After 3 years	4%	4%	4%	3%		
After 4 years	3%	3%	3%			
After 5 years	2%	2%				
After 6 years	1%					

Source: California Staffing Data File analyzed by the Learning Policy Institute, provided by the California Department of Education through a special request.

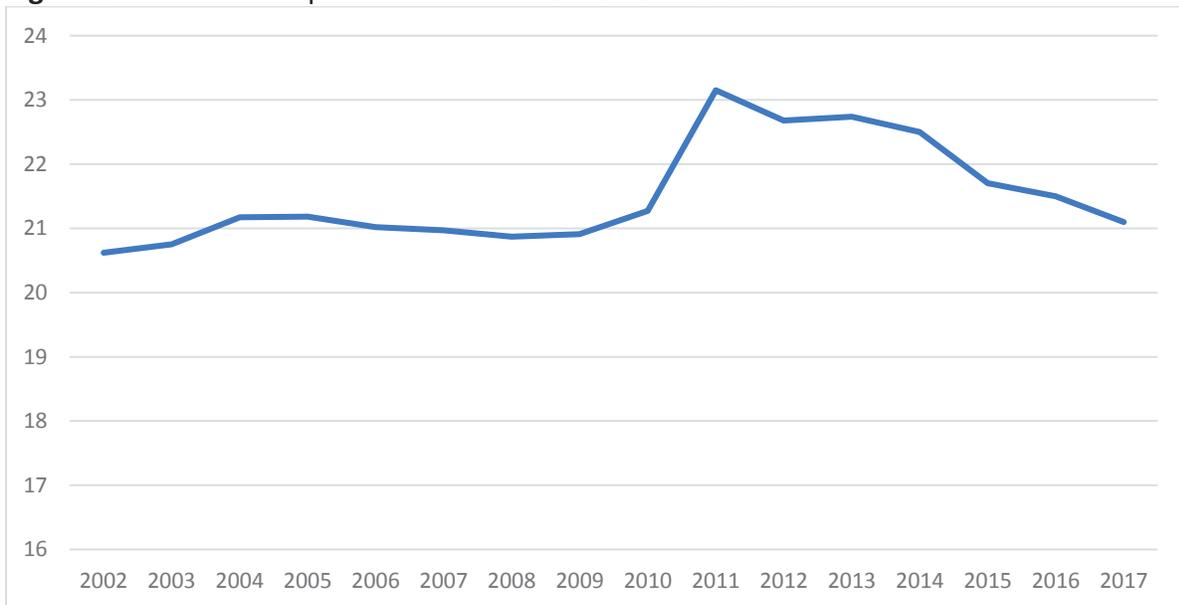
Increased and Sustained Demand

As districts develop their annual hiring projections, key considerations include student population growth, class size, program expansion or contraction (such as adding or eliminating courses or areas of study), and the number of expected retirements, along with other kinds of teacher attrition, ranging from medical leave and family moves to departures for other districts, states, or out of the profession entirely.

Pupil- teacher ratios. One of the strongest drivers of growing teacher demand, especially in the years of recovery following the Recession, is the effort to return class sizes and teacher loads to more manageable levels. California’s pupil-teacher ratios have been the largest in the country for many years.⁵⁴ During the Recession, when school districts stopped hiring and laid off thousands of teachers, California’s pupil-teacher ratios, already ranked the highest in the country, jumped even further. Whereas the national average is about 16:1, the California ratio reached a peak of 24:1 in 2011, according to nationally comparable measures (see Figure 15).⁵⁵ (Note that class sizes are always larger than pupil-teacher ratios.) During the Recession, many districts increased class sizes to 30 or more in elementary schools and 40 in some high schools. This pupil-teacher ratio increase was not a policy preference but a response to the economic reality. With new resources, districts are now seeking to increase the number of teachers.⁵⁶

Since then, as funding returned to California schools the pupil-teacher ratios moved slowly toward pre-Recession levels. In the process, California expanded its workforce by more than 20,000 teachers, or 7%. In 2016–17, the state pupil-teacher ratio was roughly 21:1, which almost fully returns the state to 2007–08 levels (see Figure 15). This may mean that the rapid increase in hiring post-Recession could be slowing. However, California’s pre-Recession pupil-teacher ratios were already the worst in the nation, so it is possible that California districts will continue to hire to become more comparable with national benchmarks.

Figure 15: California Pupil-Teacher Ratios 2001-02 to 2016–17



Source: California Department of Education, 2000–2016. Data available on DataQuest Web Page at <http://data1.cde.ca.gov/dataquest/>

Student enrollment. Another key factor that determines hiring needs and shortages is student enrollment. In California, student enrollment growth is not currently a major driving factor for shortages, but this varies by location. According to the California Department of Finance, k–12 student enrollment is projected to decrease slightly—by less than 1% by 2021–22

and by nearly 3% in the next decade—if birthrates, immigration, and migration do not shift unexpectedly. However, these projections vary by region. For example, in 12 counties, enrollment is expected to increase by more than 3% and in five counties more than 5% by 2021–22. Conversely, enrollment in nine counties is projected to decrease by more than 3% and in 2 counties more than 5% by 2021–22.⁵⁷

The Role of Teacher Attrition

While teacher demand is driven by several factors, including growing student enrollment and pupil-teacher ratios, the lion’s share of demand is driven by teacher attrition. In fact, in California, we estimate that attrition accounts for about 88% of annual demand, and drives many of the shortages we see today, particularly in high-need schools.⁵⁸

Most of attrition is pre-retirement attrition caused by teachers leaving the profession early or in mid-career, usually due to dissatisfactions with their positions or with the profession. Nationally, less than one third of attrition is caused by retirements.⁵⁹ This suggests that if the level of pre-retirement attrition were reduced, the demand for teachers would decrease substantially, and that would help solve the teacher shortage. In fact, if California were able to cut its attrition rate in half, from around 8.5% to 4%, to be comparable to high-achieving countries and low turnover states (generally these are in the Northeast), demand would drop about 13,500 teachers and largely eliminate overall teacher shortages, potentially leaving only small regional and subject-specific shortages. Recruitment alone is not enough to solve shortages, since high rates of turnover quickly undo schools’ efforts to bring in new hires.

Which teachers leave and why? Recently, about 8.5% of teachers in California appear to be leaving the profession (or the state) each year, and another 8% leave their current school to move to another (see Table 9). Between 2007–08 and 2011–12 California’s teacher workforce contracted by 9%, leading to higher attrition than normal, which was especially pronounced in 2009–10 where the bulk of the layoffs occurred.

Whereas movers mostly changed schools within their current district during the Recession, in recent years, movers have been changing schools across districts to a greater extent than previously. In this section, we summarize what we know about teacher turnover in California, including which teachers turn over at higher rates, why teachers leave their schools or the profession, and the satisfaction level of California teachers, among other things. (For more on teacher turnover over time, see Appendix A.)

Table 9. Teacher Turnover over Time

	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
Leavers	13.85%	8.00%	8.12%	7.99%	7.78%	8.53%	8.52%
Movers	8.88%	9.19%	7.80%	7.85%	8.39%	8.26%	7.86%
Within district movers	7.61%	7.44	6.16	5.23%	5.19%	4.81%	4.39%
Between district movers	1.27%	1.75	1.64	2.62%	3.20%	3.45%	3.47%
Total Turnover	22.73%	17.19%	15.92%	15.84%	16.17%	16.79%	16.38%

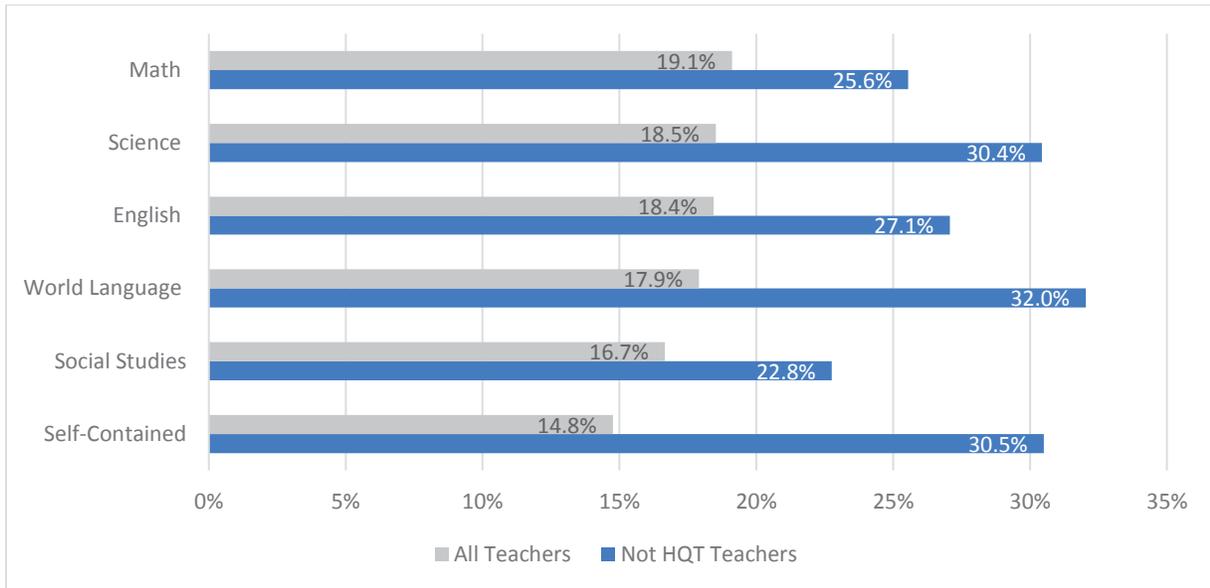
Source: California Staffing Data File, analyzed by the Learning Policy Institute, provided by the California Department of Education through a special request.

Which teachers turn over at higher rates? In California, teachers of mathematics, science, and English are more likely to leave their school or the profession than those in other fields (see Figure 16). Because some teaching specialties are not identified in the data file available to us, we were not able to calculate turnover rates for special education or teachers of English language development in traditional schools. Nationally, these teachers tend to turn over at higher rates than other fields as well.⁶⁰ However, we were able to calculate turnover for teachers working in special education schools: Between the 2015–16 and 2016–17 school years, 13.4% of teachers teaching in special education schools left the profession or state and another 7.3% moved between schools within California. Combined, more than one out of five teachers teaching in special education schools left their position, which was more than any other subject.

Similarly, according to the 2017 principals’ survey conducted for GDTF, principals reported that teachers in the shortage areas of special education, mathematics, science, bilingual education, and world languages are the most difficult to retain (see Figure 17).

In addition, underprepared teachers are much more likely to leave: Teachers not designated as “highly qualified” under the federal law (in California, these are teachers on emergency-style credentials or those assigned out of field), depending on the subject area, are nearly twice as likely to turn over. This finding is similar to national findings that teachers who are the least well prepared are two to three times more likely to leave the profession than those who are fully prepared.⁶¹

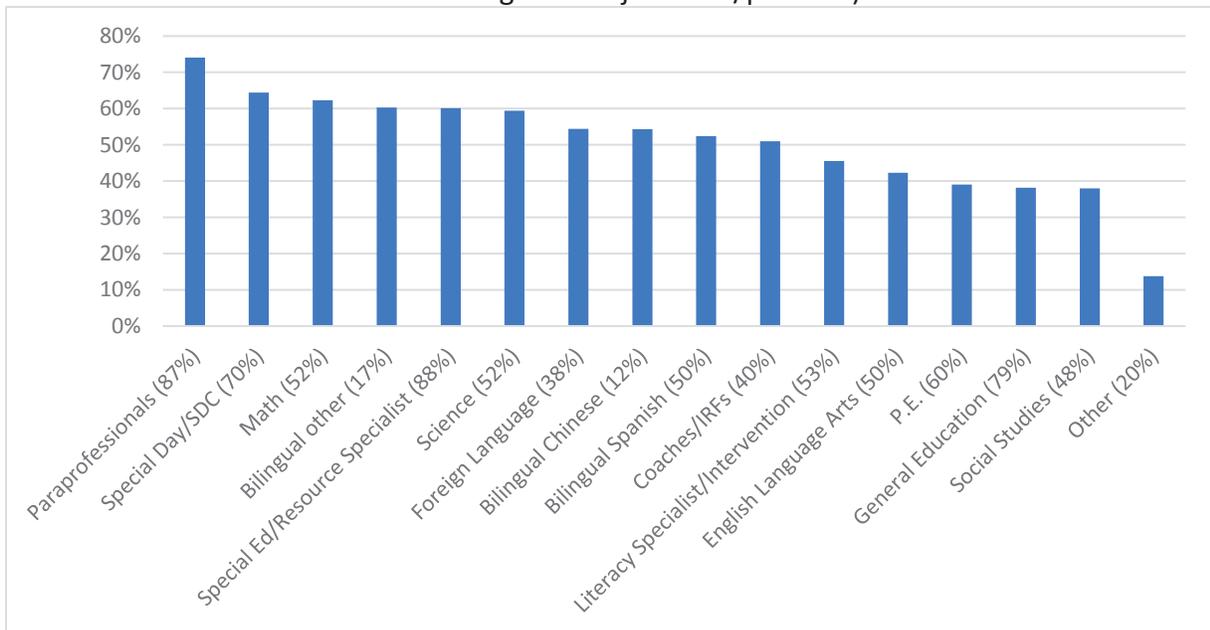
Figure 16: Teacher Turnover by Subject and Highly Qualified Teacher (HQT) Status Between 2015–16 to 2016–17 School Years



Note: Self-contained classes include both elementary school classrooms and special education classrooms. Not HQTs, or not highly qualified teachers, are teachers who did not meet the designation of “highly qualified” under the former federal education law, No Child Left Behind. A highly qualified teacher in California is defined as a teacher who holds a bachelor’s degree, a teaching or intern credential, and has demonstrated core academic subject-matter competence. In this analysis, “not highly qualified teachers” are teachers who lack an appropriate subject-matter credential for the courses they teach.

Source: California Staffing Data File analyzed by the Learning Policy Institute, provided by the California Department of Education through a special request.

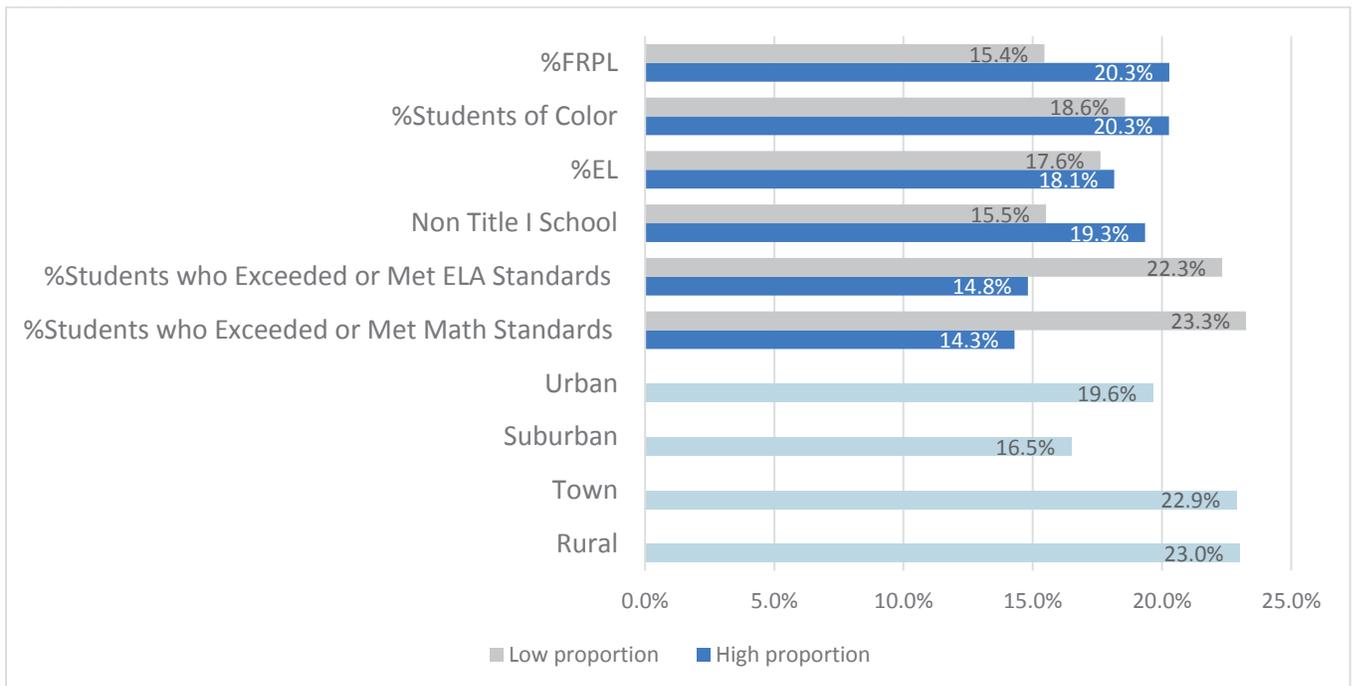
Figure 17: Percentage of schools reporting that teacher retention is a challenge (Percentage (%) of districts that have that teacher in a given subject area/position)



Source: Learning Policy Institute analysis of GDTFII 2018 Principal Survey conducted by RAND.

Turnover also varies by school characteristics, with higher rates in schools serving higher proportions of students from low-income families, in Title I schools, and those serving a large concentration of students of color (see Figure 18). High-achieving schools, as measured by the percentage of students who met or exceeded the California Assessment of Student Performance and Progress (CAASPP) standard, have turnover rates about 30% lower than low-achieving schools. Schools in rural and town areas have slightly higher turnover rates (23% and 22.9%, respectively) compared to schools in urban areas (19.6%) and much higher than schools in suburban areas (16.5%).

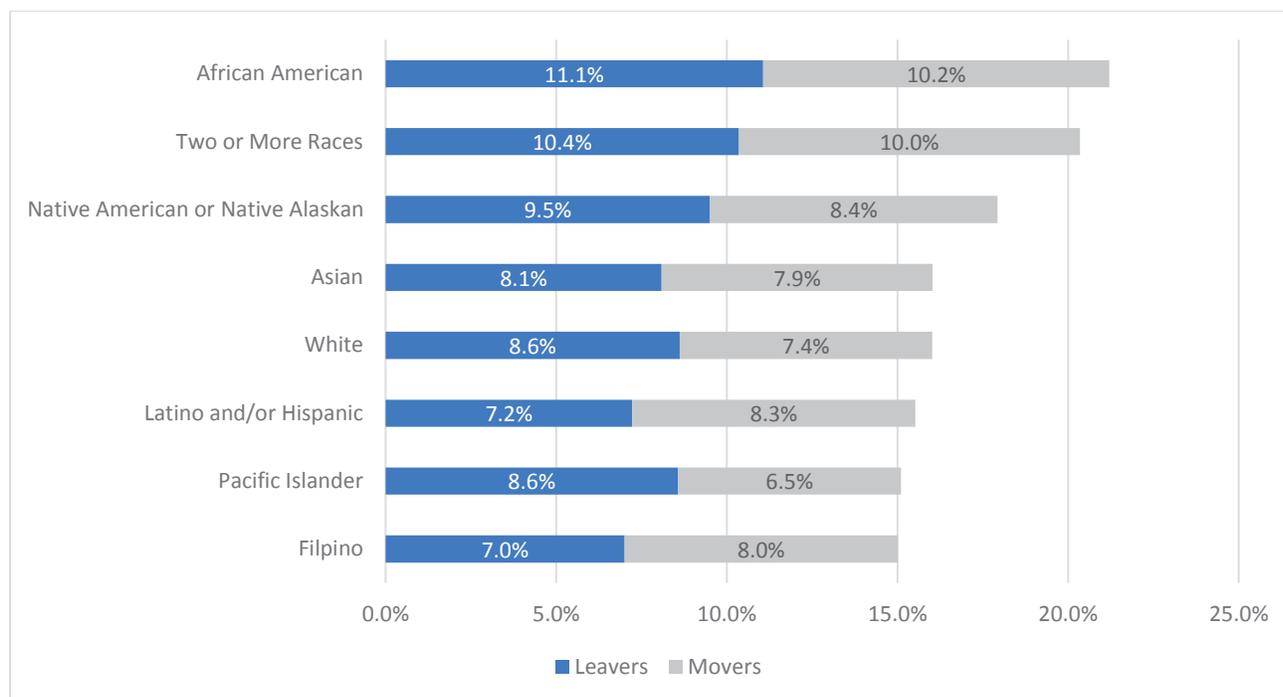
Figure 18: Teacher Turnover by School Characteristics Between the 2015–16 to 2016–17 School Years



Note: Student achievement data are from the 2016–17 CAASSP obtained from Ed-Data.org. Source: California Staffing Data File analyzed by the Learning Policy Institute, provided by the California Department of Education through a special request.

Teacher race/ethnicity also is associated with varying levels of turnover. For example, 21.2% of African American teachers and 20% of teachers who identify with two or more races left or moved schools in 2015–16, compared to only 16% of White teachers and about 15% of Latino and Filipino teachers (see Figure 19 and Appendix A).

Figure 19: Turnover by Teacher Race/Ethnicity Between the 2015–16 and 2016–17 School Years



Note: Race and ethnicity categories are those used in the CDE database.

Source: California Staffing Data File analyzed by the Learning Policy Institute, provided by the California Department of Education through a special request.

Why do teachers leave? Although there are no recent data on why California teachers leave their jobs, the federal Schools and Staffing Survey sheds light on reasons teachers leave their school and/or the profession nationally. The most frequently cited reasons in 2012–13 were a range of dissatisfactions noted by 55% of those who left the profession and 66% of those who left one school for another. The top-ranked concerns were testing and accountability pressures (listed by 25% of those who left the profession); lack of administrative support; dissatisfaction with the teaching career, including lack of opportunities for advancement; and dissatisfaction with working conditions, from input into decision making to opportunities for collaboration and professional learning. Personal and financial reasons also were cited, along with the desire to take another kind of job or to retire.

According to the teacher survey conducted for GDTF II, about 80 to 90% of California teachers in different settings are reasonably satisfied with their jobs (averaging 85%), with the highest satisfaction rates from teachers in low-poverty, low-minority schools, and those in rural areas (see Table 10). However, only about half are satisfied with the recognition they get from society, with the lowest rates from teachers in high-poverty, high-minority schools, and those in rural areas. White teachers and those with more than 10 years of experience are less satisfied with teachers’ recognition from society than teachers of color and those with less experience.

Table 10. California Teacher Satisfaction by School and Teacher Characteristics

	How satisfied are you with your job?	How satisfied are you with recognition from society
	Percentage satisfied or very satisfied	
Overall	85%	51%
High-Poverty Schools	82%	44%
Low-Poverty Schools	90%	57%
High-Minority Schools	83%	47%
Low-Minority Schools	86%	61%
Urban Schools	85%	51%
Suburban Schools	84%	51%
Town Schools	81%	59%
Rural Schools	91%	41%
Non-White Teachers	84%	67%***
White Teachers	85%	46%***
> 10 Years of Experience	85%	43%***
10 Years of Experience or Less	85%	64%***

Note: Statistical differences within category denoted by matching symbols: *** p<0.01, ** p<0.05, * p<0.1
Source: Learning Policy Institute analysis of GDTFII 2018 Teacher Survey conducted by the RAND Corporation.

Similarly, while California teachers generally feel good about their performance (97%) and like working in their current schools (88%) and districts (85%), those working in high-poverty and high-minority schools feel less positively and are less likely to say they would become a teacher if they could do it all over again (see Tables 11 and 12).

In contrast, 69% of teachers say they are discouraged by the state of the teaching profession, with those in the most advantaged schools (low-minority, low-poverty, suburban, and white teachers) feeling most discouraged. Finally, a substantial minority of teachers in high-poverty (40%) and high-minority (38%) schools – and 47% of teachers of color – believe that “biases and stereotypes make it difficult for staff of particular backgrounds or identities to advance in my district.” Teachers of color are disproportionately represented in high-poverty and high-minority schools, and they may see evidence of bias in advancement in their districts.

Table 11. California Teacher Reports by School Characteristics

Question	Percentage of Teachers Who Agree or Strongly Agree								
	Overall	High-Poverty	Low-Poverty	High-Minority	Low-Minority	Urban	Suburban	Town	Rural
If I could do it all over, I would definitely become a teacher.	81%	77%	84%	76%	83%	79%**	80%	84%	92%**
I am discouraged by the state of the teaching profession.	69%	65%	75%	57%***	80%***	61%**	76%**	72%	73%
I like being a teacher in my current district.	85%	83%	92%	80%	89%	84%	85%	96%	84%
I like working at my current school.	88%	83%**	97%**	77%***	97%***	89%	88%*	83%	96%*
I feel good about my performance as a teacher overall.	97%	99%	99%	98%	99%	97%*	97%**	98%	100%***
Biases and stereotypes make it difficult for staff of particular backgrounds or identities to advance in my district.	24%	40%**	20%**	38%**	17%**	29%***	22%***	6%***	14%

Note: Statistical differences from the mean within category are denoted by asterisks: *** p<0.01, ** p<0.05, *p<0.1 Source: Learning Policy Institute analysis of GDTFII 2018 Teacher Survey conducted by RAND.

Table 12. California Teacher Reports by Teacher Characteristics

Question	Percentage of Teachers Who Agree or Strongly Agree				
	Overall	Non-White Teachers	White Teachers	> 10 Years of Experience	10 years or less Experience
If I could do it all over, I would definitely become a teacher.	81%	78%	82%	80%	82%
I am discouraged by the state of the teaching profession.	69%	57%**	74%**	66%	74%
I like being a teacher in my current district.	85%	89%	83%	85%	85%
I like working at my current school.	88%	85%	89%	85%***	94%***
I feel good about my performance as a teacher overall.	97%	98%	97%	96%*	99%*
Biases and stereotypes make it difficult for staff of particular backgrounds or identities to advance in my district.	24%	46%***	15%***	22%	26%

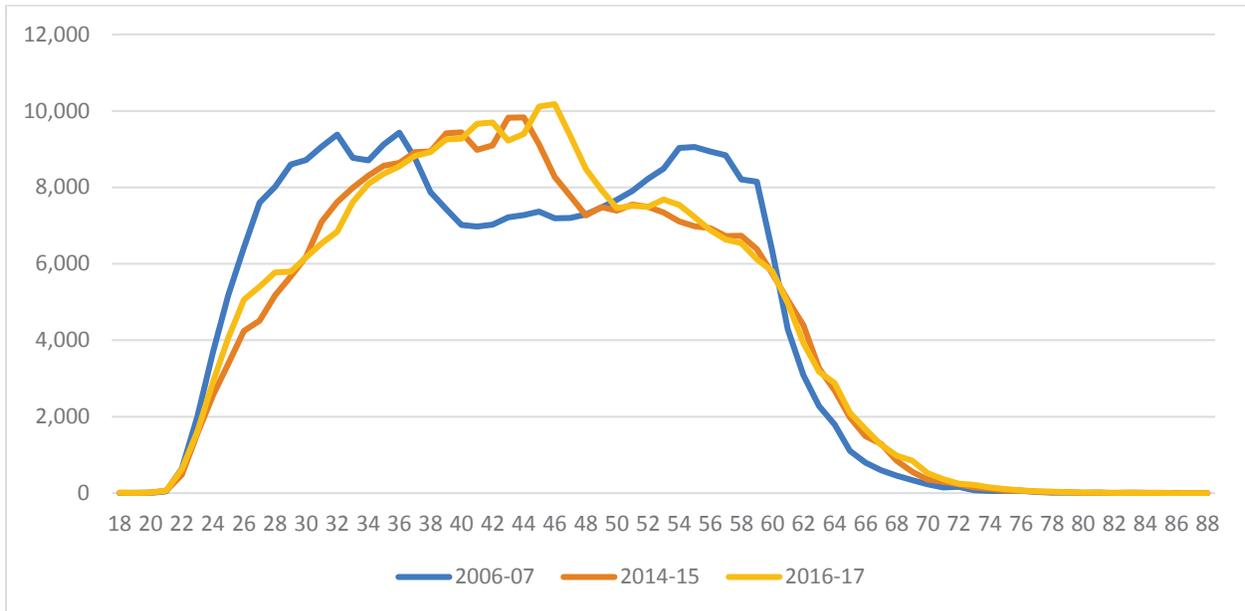
Note: Statistical differences within category denoted by matching symbols: *** p<0.01, ** p<0.05, * p<0.10
 Source: Learning Policy Institute analysis of GDTFII 2018 Teacher Survey conducted by RAND.

These findings suggest that while California teachers are not generally dissatisfied with their immediate work in their schools and districts, those who work in more challenging contexts are less satisfied, and there are concerns across the profession about the status of the profession and the respect with which the teaching is held. This signals the long-term work needed to support teacher recruitment and retention.

Other factors associated with turnover. Nationally, teachers’ reports of a lack of administrative support have a very strong relationship with teacher turnover. In a model controlling for other school and teacher factors, teachers who strongly disagreed that their administration is supportive were more than twice as likely to leave their school or teaching than teachers who strongly agreed their administration is supportive. Teachers who enter the classroom through alternative certification pathways—who have had less coursework and student teaching, on average, than teachers who are prepared through traditional programs—are more likely to leave their schools and the profession, even after controlling for their students, schools, and teaching conditions. Controlling for other factors, teachers in districts with higher salary schedules are significantly less likely to leave their schools than those in districts with lower salary schedules.⁶²

Retirement. Nationally, about one third of annual attrition is due to retirements, but there are very different patterns of retirement across and within states. As Figure 20 shows, California’s teacher workforce age distribution has changed shape over the last decade to one with a more substantial mid- and late-career segment. Nearly 10% of teachers (9.8%) are over the age of 60 and can be expected to retire within the decade, most within the next 5 years. An additional 24% of teachers are over the age of 50 (see Table 13). Of these, one could expect at least half (12% of the total) to retire within the decade. Together, this amounts to more than 65,000 teachers who will likely need to be replaced over the course of the decade.

Figure 20. Age Distribution of California’s Teaching Force



Source: Learning Policy Institute analysis of California Department of Education data from the California Staffing Data File, provided by request.

Table 13. Age Distribution of California’s Teacher Workforce

Age	2006–07	2008–09	2010–11	2012–13	2014–15	2016–17
Under 30	42214	40823	28082	24372	27679	31342
	13.7	13.3	9.8	8.5	9.4	10.3%
30–39	87269	89535	84605	82071	81679	79153
	28.3	29.2	29.5	28.8	27.6	26.0%
40–49	72018	73020	76185	80790	87082	93302
	23.3	23.8	26.5	28.3	29.4	30.7%
50–59	84501	78368	73205	70778	70652	71088
	27.4	25.5	25.5	24.8	23.9	23.7%
60 and older	22009	24357	24854	27294	28706	29476
	7.1	7.9	8.7	9.6	9.7	9.8%
Total	308,011	306,103	286,931	285,305	295,798	304,361

Source: Learning Policy Institute analysis of California Department of Education data, provided through a special request.

Costs of teacher turnover. Not all teacher turnover is bad. There is a healthy level of turnover that represents retirements and incorporates teachers who are not a fit at their school or in the profession all together. But a high level of turnover can impact student achievement. Research shows that high teacher turnover rates in schools negatively impact student achievement for all students in a school, not just those in a new teacher’s classroom.⁶³ These rates are highest in schools serving students from low-income families and students of color. Constant churn exacerbates staffing difficulties that lead to shortages. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages: substitute teachers, canceled classes, and inexperienced, underprepared teachers.

Turnover also extracts a significant financial cost. Research shows that teacher replacement costs, including expenses related to separation, recruitment, hiring, and training, can range from an average of \$9,000 per teacher in rural districts to more than \$20,000 in urban districts.⁶⁴ If the supply of highly qualified teachers were plentiful, there might be no need to worry about turnover, even if it is high and costly. However, that is not currently the case in California, given widespread teacher shortages.

Teacher turnover can become a vicious cycle: Teachers without preparation negatively impact student outcomes and leave teaching at two to three times the rates of fully prepared teachers.⁶⁵ In fact, in California, teachers who are designated as not highly qualified (those on emergency-style permits)⁶⁶ turn over at nearly twice the rates of teachers more generally (27% vs. 15%). This undermines achievement both through direct effects of churn and through

children’s overexposure to a string of beginning teachers who are typically less effective than experienced teachers.⁶⁷

At a time when it is particularly important to retain teachers, the prevalence of underprepared teachers, unfortunately, impedes schools’ ability to do so. In this way, high turnover becomes a vicious cycle: high turnover leads to vacancies being filled by underprepared teachers, more underprepared teachers means higher turnover, and the cycle repeats. Short-term fixes, such as hiring teachers without full preparation, may curb fears of empty classrooms but do little to solve underlying issues that produce shortages, especially teacher turnover.

Strategies for Addressing Shortages

California has not been standing still in the face of teacher shortages. Over the last 3 years, the state legislature has enacted several initiatives to address teacher shortages, including designating \$45 million to help classified staff become certified to teach, \$10 million to start new undergraduate programs for teacher education, and \$5 million to launch a Center on Teaching Careers, a recruitment and resource center for teaching candidates and those considering a teaching career. In addition, federal funding under Title II of the Every Student Succeeds Act (ESSA) was allocated in 2017 that can be used to address shortages through the CalEd competitive grant program. The program offers about \$9 million in grants, ranging from \$100,000 to \$1.25 million, for LEAs to focus on the development of school leaders or teacher recruitment and development, especially in shortage subjects.⁶⁸ The state also invested an additional \$5 million in the Bilingual Teacher Professional Development Program to fund initiatives that increase the number of teachers with bilingual authorizations, a critical shortage area.⁶⁹

In summer of 2018, California enacted its two largest investments: \$75 million to support teacher residencies to recruit and train teachers in special education, mathematics, science, and bilingual education; and \$50 million in 2018 for “local solutions” to special education teacher recruitment and retention, which could include everything from loan repayment to mentoring, retention bonuses, and redesign of workload, among other strategies.

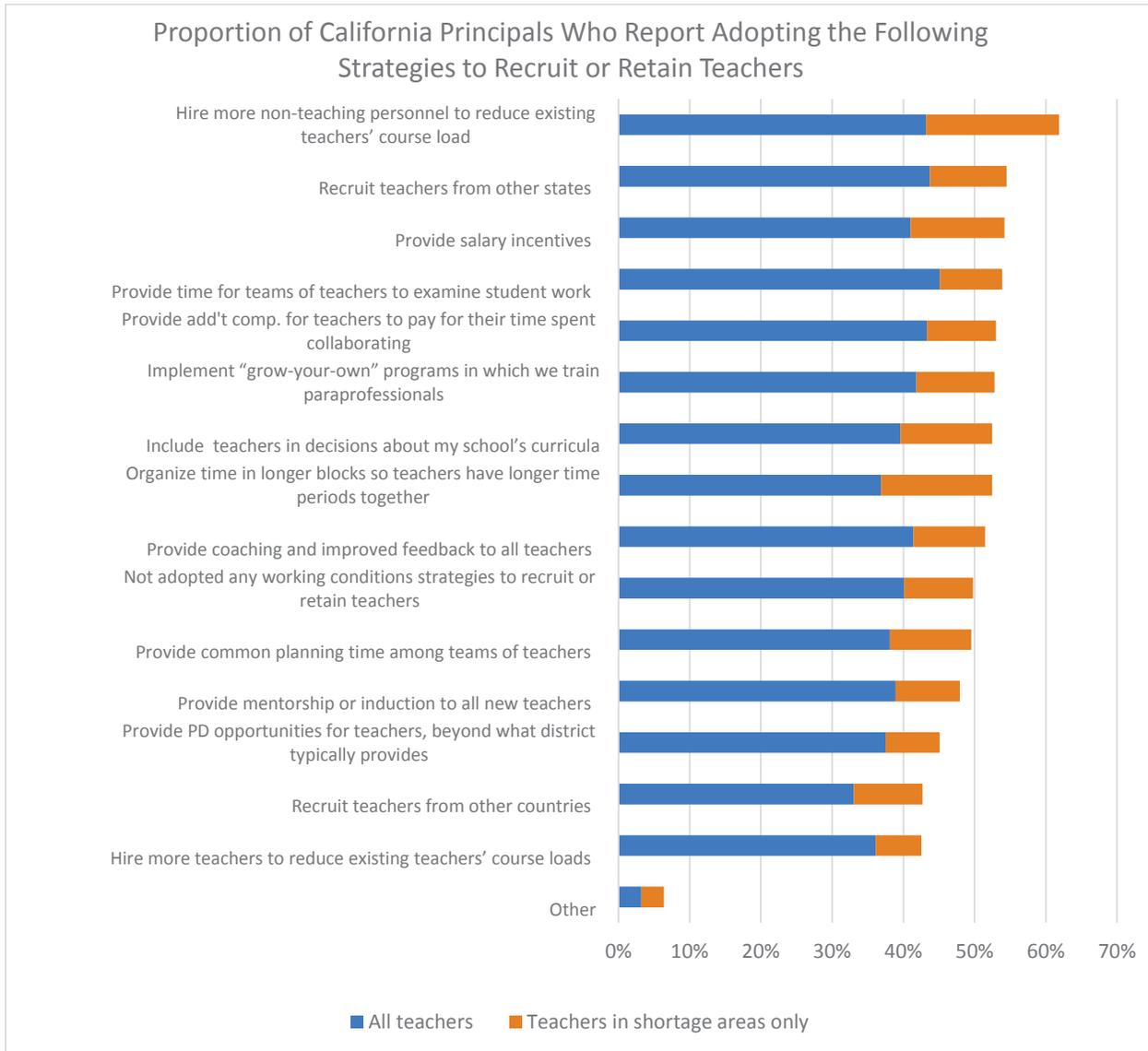
When considering whether these efforts have made progress in addressing shortages, our findings suggest that, while these programs should make a positive difference, California will need to undertake additional policy steps to solve the shortages soon.

Principals’ Strategies for Attracting and Retaining Teachers

Given that most of the state’s strategies have not yet had time to take full effect, local leaders have been seeking local solutions while tapping state programs as they can. In the 2017 GDTF principals’ survey, more than 40% of principals reported seeking to hire both more non-teaching personnel and more teaching personnel in order to reduce existing teaching loads. To fill these slots, more than 50% of principals reported efforts to engage in “grow-your-own” programs for recruitment, to recruit teachers from other states and countries, and to recruit and retain teachers by providing salary incentives (see Figure 21).

Similarly, more than 40% reported attending to issues of teacher support and collaboration, including time for teaching teams to plan and examine student work, compensation for collaboration time, longer blocks of time for teachers to work together, involvement in decision making, mentoring, coaching, and professional development. In some cases, these efforts are specific to teachers in shortage fields, but in most cases, they pertain to all teachers. The goal is to improve the teaching environment for all teachers and thus to strengthen the profession overall.

Figure 21. California Principals’ Strategies for Recruiting and Retaining Teachers



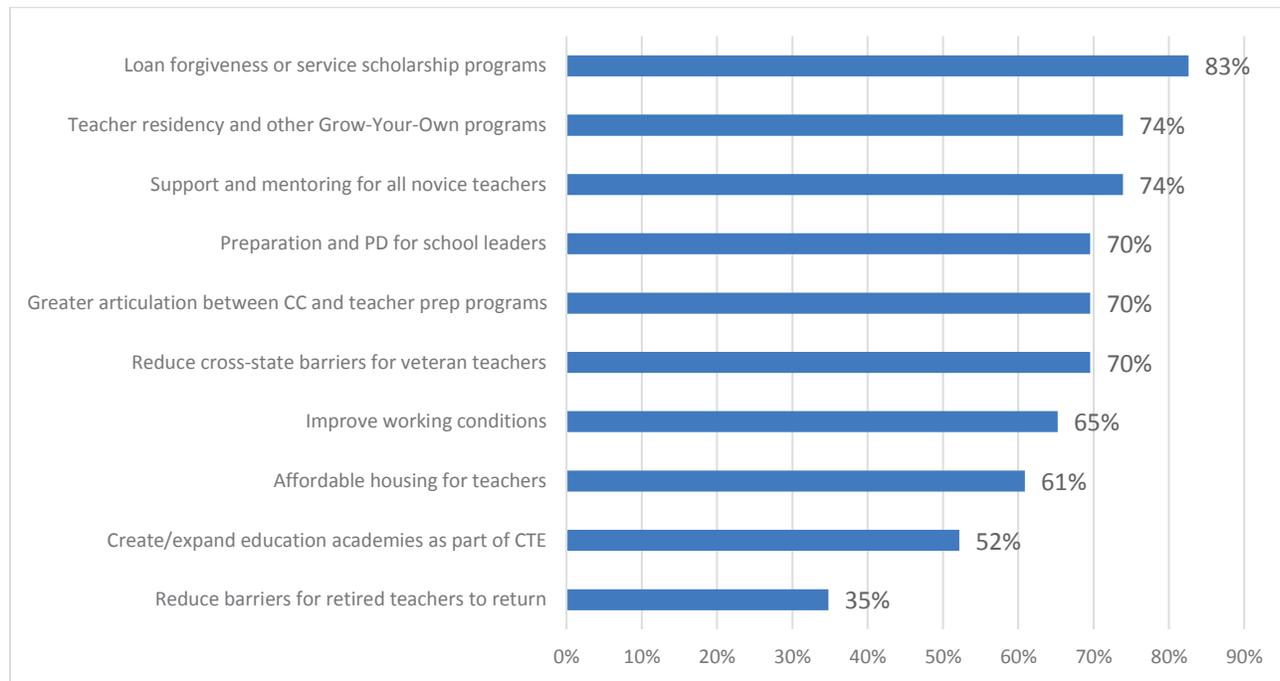
Source: Learning Policy Institute analysis of GDTFII 2018 Principal Survey conducted by RAND.

District Leaders’ Views of How to Address Shortages

When asked in a recent survey what state policies would address the teacher shortage, district leaders most frequently cited strategies that could increase entrance to teaching

through loan forgiveness or service scholarship programs, teacher residencies and other Grow Your Own programs, and mentoring support for novice teachers (see Figure 22). All of these are means to increase both recruitment and retention.

Figure 22. What Districts Feel California Can Do to Reduce Teacher Shortages



Source: Sutchter, L., Carver-Thomas, D., & Darling-Hammond, L. (2018). *Understaffed and underprepared: California districts report ongoing teacher shortages*. Palo Alto, CA: Learning Policy Institute.

District leaders also identified several other state policies most believe can reduce teacher shortages, including:

- Invest in **preparation and professional development for school leaders**, including training in how to productively manage hiring and support for new teachers.
- Provide incentives for **greater articulation between community colleges and teacher preparation programs**, so that teacher candidates can begin their teacher training coursework and clinical training while enrolled in community college.
- **Reduce barriers to entry for veteran teachers moving from other states** through stronger licensure reciprocity and/or cross-state pensions or portable retirement benefit plans.
- Offer incentives to schools **to improve working conditions** associated with job satisfaction and retention, such as providing time for teacher collaboration.
- Provide support to create affordable housing for teachers.
- Provide funding for districts to **create or expand high school education academies** as part of their career and technical education programs.

Of these proposed approaches, the state has not yet reinstated the most popular proposal from district leaders and teacher education leaders: creation of forgivable loans and service scholarships that offset the costs of preparation to teach with a service requirement.

The state also has not yet invested in preparation and training for school leaders or improved working conditions, such as time for collaboration.

Findings and Policy Considerations

With the data currently available in California, our analysis suggests the following findings:

Trends in Teacher Supply

- Stagnant teacher supply is insufficient to meet teacher demand. New California credentials to fully prepared candidates remain near recent lows of around 12,000 (of whom not all enter the profession), while district hires approach 30,000 teachers annually. Even with an additional nearly 4,000 out-of-state and out-of-country credentials and close to 8,000 teacher re-entrants, supply is not keeping pace with demand.
- This mismatch has led to significant increases in substandard credentials and permits being issued. In 2016–17, California issued more than 12,000 intern credentials, permits, and waivers, more than double the number issued in 2012–13 and roughly half of all credentials issued this past academic year. The greatest growth has been in emergency-style permits, which numbered close to 6,000 in 2016–17.
- Teacher shortages are most severe in special education, with two out of three new teachers entering on substandard credentials, as well as in mathematics, science, and bilingual education. In high-need schools, shortages extend to other subject areas, including English and elementary education.
- In recent years, 27% of new teacher hires in California have been re-entrants, or former teachers returning to the classroom. Teachers who left the classroom are coming back, but in the last 8 years, few have returned to California classrooms more than 2 years after leaving.

Declines in Teacher Education Enrollments

- The steep decline in teacher education enrollments and graduates (70% over the last decade) is reversing slightly, but a small increase in completers has stalled in the UC and CSU systems, which typically provide about 60% of California’s newly credentialed teachers each year. Although the system theoretically has capacity to grow, restrictions on program enrollments caused by university funding rules may be slowing the system’s ability to respond to the growth in demand.
- Both school districts and teacher education programs identify the need for financial aid for candidates as an additional major driver for impacting supply.
- Relatively low admittance and acceptance rates for university programs from among the pool of candidates who apply also contribute to a shortage of qualified candidates. Qualification rules, including requirements to pass CTC-required tests of basic skills and subject-matter knowledge (usually prior to admission), plus tests of reading and teaching performance prior to licensure, are reducing the supply of teachers.

Increases in Demand

- Increases in demand have occurred as districts have sought to reduce their high pupil-teacher ratios to pre-Recession levels. The number of annual teacher hires has hovered around 30,000 since 2014–15, a 30% increase, or nearly 8,000, additional hires each year compared to demand in 2012–13, the year before Proposition 30 and LCFF began to turn around the funding situation. In 2014–15, 25% of demand was driven by reductions in the pupil-teacher ratio, a share which dropped to about 12% in the subsequent years. Overall, the pupil-teacher ratio has fallen from 23:1 to 21:1 on average, nearly back to pre-Recession levels. This is still one of the highest ratios in the country (the national average is 16:1). The likelihood that this source of demand will continue depends in part on resources available to schools in the coming years.
- Student enrollments are projected to remain stable and then decrease slightly over the next decade if current birthrates and immigration trends continue. Some parts of the state will have increases while other parts have decreases. For most districts, enrollment growth will not be a major driver of demand.

The Role of Teacher Attrition

- In recent years, teacher attrition has accounted for about 88% of demand in California. Roughly 8.5% of teachers leave the profession or state each year, and another 8% leave their current school to move to another. Most attrition tends to be pre-retirement attrition. However, with 34% of teachers statewide age 50 and older, retirements will continue to be an important factor in some locations over the next decade.
- In California, mathematics, science, and English teachers turn over at higher rates than teachers in other fields. Although we could not acquire identifying data for California special education or bilingual teachers, nationally, these teachers also turn over at higher rates. Teachers teaching in schools serving a high proportion of students from low-income families and students of color have higher rates of teacher turnover. Moreover, schools in rural, town, and urban communities have higher turnover rates than schools in suburban areas. African American teachers have higher turnover rates than Latino, White, and Filipino teachers.
- California teachers are not generally dissatisfied with their immediate work in their schools and districts; however, those who work in more challenging contexts are less satisfied, and there are concerns across the profession about the status of the profession and the respect with which the teaching is held.
- Research shows that compensation matters to teachers' career decisions (including salaries, college debt levels, and housing costs), as do working conditions, especially having a supportive administrator and a collegial work environment. Turnover for beginners is influenced by how well novices are prepared prior to entry—teachers without preparation leave teaching at two to three times the rate of fully prepared teachers—and how well they are mentored in the first years on the job.

Policy Considerations

Given that much of the teacher shortfall appears to be the result of steep declines in the production of new teachers as demand has increased, a key policy strategy may be the expansion of high-retention pathways to teaching that will both recruit and retain teachers. Previous research suggests consideration of the following evidence-based approaches:

1. **Loan forgiveness programs and service scholarships** can recruit and retain high-quality teachers into the fields and schools where they are most needed. These approaches underwrite preparation in exchange for a number of years of service in the profession, often in particular high-need locations and subject areas. College students choose their professions in part based on whether the salaries they earn can offset the higher-education debt they accumulate. With teachers earning about 30% less than other college graduates,⁷⁰ some who would like to teach eschew the profession because they cannot afford the costs required or debt incurred to be trained. Service scholarships and forgivable loan programs have proven to be highly effective in recruiting individuals into teaching and directing them to the neediest fields and locations.⁷¹

The now-defunct Assumption Program of Loans for Education (APLE) loan forgiveness program and Governor's Teaching Fellowship provided teacher candidates between \$11,000 and \$20,000 in exchange for a commitment to teach for at least 4 years in high-need schools and subjects. Beneficiaries of those programs were more likely to teach in low-performing schools and had higher retention rates than the state average.⁷² As noted earlier, a fall 2017 survey of California teacher preparation programs administered by the CTC, found that university faculty were most likely to identify a lack of financial aid for teaching candidates as the largest obstacle to increasing enrollment in their programs. Reinstating support for training, repaid with service, could be a critically important tool for turning shortages around.

2. **Teacher residencies**, which are one-year intensive apprenticeships modeled on medical residencies, consistently show higher retention rates, attract more diverse candidates, and target high-need subjects and locations.⁷³ Residents apprentice alongside an expert teacher in a high-need classroom for a full academic year while completing coursework for a master's degree at a partnering university. They typically receive a stipend and tuition assistance in exchange for a commitment to teach in the district for an additional 3 to 4 years after their residency. Such programs supply a diverse pool of effective teachers for high-need fields and dramatically reduce teacher attrition rates.⁷⁴ California has about 12 such programs across the state.⁷⁵ As noted above, the legislature appropriated \$75 million for teacher residencies focused on special education, math, science, and bilingual education teachers. Designing and implementing these well will be the state's next major challenge.
3. Other **Grow Your Own teacher education programs** recruit, train, and support paraprofessionals, after-school program staff, and other local community members to teach in their own communities. The California Classified School Employee Teacher Credentialing Program, funded in 2016 and 2017, supports classified staff, such as paraprofessionals, to earn a bachelor's degree and teaching credential. The program provides classified staff with \$4,000 per year for up to 5 years (or \$20,000 in total) to subsidize their teacher training costs. With a state investment of \$45 million, the program funded 2,250 slots. Nearly half of

all program participants are Hispanic or Latino/a, and 5% are African American. Districts submitted grant applications requesting funding for more than 8,000 slots, suggesting that there is a significant unmet need that could be addressed with program continuation in the years to come.⁷⁶

4. **Support and mentoring for novice teachers** can include seminars, coaching and mentoring, reduced workloads, collaborative planning time, extra classroom assistance, and a variety of other activities. High-quality induction is associated with higher teacher retention rates and improved student learning.⁷⁷ All beginning California teachers are required to complete an induction program during their first 5 years of teaching in order to earn the California clear credential. However, targeted state funding for induction was folded into the LCFF, resulting in many districts reducing their support for new teachers, supporting them only in their second year (not their first), requiring new teachers to pay a fee for induction, or requiring new teachers to enroll at an IHE to complete induction. A renewal of the quality and availability of the Beginning Teacher Support and Assessment Program is needed and timely.
5. California has sought to **remove unnecessary barriers to teacher entry** with some easing of rules for reciprocity from other states and enabling teacher candidates to substitute adequate scores from other academic tests for the basic skills (CBEST) exam for licensing. Still, there is room for the CTC to examine whether other steps could be taken. Fully prepared, often experienced teacher candidates seeking to transfer in from other states still often struggle to get approved in California and sometimes must jump through hoops that are not always clearly necessary. Barriers to credentialing posed by CTC testing policies also are significant, with four tests for most multiple-subjects candidates and three for most single-subject candidates. In addition to the fact that candidates report the tests are a financial hurdle and a logistical challenge, fail rates not significant. Overall, at least 40% of those who initially intend to teach are unable to move forward at some testing juncture; in some fields, including mathematics and science, this comprises well over half of those who initially intended to teach. Other professions require one test after completion of training (e.g. the bar exam, medical licensing exam, architectural registration exam). The CTC is already examining coursework-based pathways for some of the requirements (e.g., demonstrating subject-matter competence through programs of study) and should be encouraged to look further at these issues.
6. Like many other states, California could **utilize retirees** to avoid teacher shortages, especially with 10% of the workforce over the age of 60 and soon to retire. Some states have sought to immediately expand the pool of qualified educators by recruiting recently retired educators to serve in shortage areas or as mentors to beginning teachers. States using this approach have typically eliminated barriers to re-entry, such as mandatory separation from service periods and caps on earnings that may apply while a teacher is receiving a pension – two barriers California currently has in effect. If teachers contribute to the retirement fund while they are working, even if they draw down retirement income, the approach can be cost-neutral.
7. **Investments in teacher preparation and training** may be needed to expand program availability in high-need fields, such as special education, where a number of programs were earlier discontinued and where the annual demand is extremely high. As California is

changing the licensing expectations for Education Specialists, it may be helpful to support new program designs with strategic competitive grants. There also may be a need to evaluate the university funding rules, which determine how quickly teacher education program enrollments can be expanded within the CSU system, either targeting some of the state’s funding that goes to CSU campuses specifically for teacher education or transforming rules within the university that seem to constrain annual growth in teacher education slots.

8. **Investments in principal preparation and training** can also help curb teacher attrition. Holistic strategies to address teacher shortages consider the central role principals play in attracting and retaining talented teachers. Teachers cite principal support as one of the most important factors in their decisions to stay in a school or in the profession,⁷⁸ especially in high-poverty schools.⁷⁹ Research demonstrates that a principal’s ability to create both positive working conditions and collaborative, supportive learning environments plays a critical role in attracting and retaining qualified teachers.⁸⁰ With the transition to ESSA—including new opportunities in the law to set aside up to 3% of Title II funds to support leadership development—a growing number of states are committing resources to strengthen school leadership in ways that can support efforts to recruit and retain high-quality educators.⁸¹ California’s State Board has suggested it will likely seek to do this – a move that should be designed to focus training on this set of issues.
9. **Improvements in teaching conditions** can be incentivized through awareness – for example, by using school-by-school working conditions surveys, as many states do, to provide ongoing data on teachers’ experiences and perceptions. They also can be improved through investments in collaboration time, professional learning communities, pupil load reductions (which currently are especially important for special education teachers in California), and career ladders that compensate teachers as they gain expertise and use it to mentor and coach other teachers. California’s now defunct Teachers as a Priority program, which provided funding to high-need schools so that they could improve local teaching conditions ranging from mentoring to class sizes to collaboration time, is one example of a previously successful strategy.
10. To manage supply and demand more effectively, there is a need for **greater data availability** and analysis of data that can reveal entry and exit patterns for teachers of different subjects and training backgrounds, and the productivity of different pathways and investments in teaching in terms of recruitment and retention. This requires using merged data sets in the possession of the CTC and CDE, which should be supported as soon as possible.

Conclusion

A common objection to teacher shortage interventions is the belief that the teacher labor market will adjust on its own to meet demand. It is true that teacher supply is dynamic and adjusts as economic and social conditions change. As the demand for teachers increases, districts mostly likely will seek to improve salaries and working conditions and more individuals will take an interest in teaching, a change that will likely occur incrementally over the next few years.

Nonetheless, teacher shortages are still a major problem. The possibility of more teachers tomorrow does nothing to help students today. Even if teacher supply eventually adjusts to meet growing demand, that change could be years into the future with a cost borne by students. And while teacher preparation enrollments may once again grow, there is no guarantee that new candidates will enter the fields where they are most needed. Indeed, evidence suggests that special incentives will continue to be needed for certain high-need teaching fields and locations. Even high-paying, low turnover states such as Connecticut, Massachusetts and New Jersey, offer incentives to address shortages in special education, bilingual education, math, and science, despite having a statewide surplus of teachers in other fields.⁸² Similarly, schools in urban and rural areas or with low-income, high-minority, and/or high-EL student populations may continue to struggle to find qualified teachers.

Faced with a similar challenge during a period of severe shortages more than 20 years ago, California responded by issuing emergency-style permits and waivers. By the year 2000, more than 40,000 individuals were teaching with substandard authorizations, disproportionately assigned to high-minority, high-poverty schools.⁸³ However, the number of underprepared teachers decreased quickly as incentives introduced in the late 1990s took hold; the APLE loan forgiveness program, the governor's fellowships, and Cal T grants all helped to underwrite preparation with service requirements that recruited and distributed teachers to places they were most needed. Salary increases, investments in teacher mentoring, and the Teachers as a Priority program all contributed to sharp reductions in the number of underprepared teachers who were hired. However, these programs were eliminated over the subsequent decade, leaving the state unprepared for the emergence of a new round of shortages.

The most recent evidence shows that the pattern of many years ago may be repeating itself now; substandard credentials and permits are rapidly increasing, and students in special education, as well as those in high-minority, high-poverty, and high-EL schools are being hit the hardest. There are thousands of students today in classrooms with teachers who are wholly unprepared. While California has made initial investments in increasing the supply of well-prepared teachers, these investments will take time to yield qualified teachers. More action is needed to ensure a robust, well-prepared teacher workforce now and into the future. Rather than filling more classrooms with underprepared teachers, California could invest in rapidly building the supply of qualified teachers in the fields and locations where they are most needed, while creating incentives for experienced, effective teachers to re-enter and remain in the classroom.

Appendix A

Table A1. Teacher Leavers and Movers by Race/Ethnicity

Teachers' Race/Ethnicity		2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
African American	Leavers	18.1%	10.4%	10.9%	11.0%	11.0%	11.3%	11.1%
	(Movers)	10.5%	11.3%	9.8%	10.4%	10.0%	9.9%	10.2%
Native American/Alaskan	Leavers	14.7%	8.1%	7.5%	8.3%	8.1%	8.6%	9.5%
	(Movers)	9.7%	10.0%	7.6%	7.8%	9.4%	8.7%	8.4%
Asian	Leavers	13.0%	7.7%	7.5%	7.1%	7.2%	7.2%	8.1%
	(Movers)	8.9%	8.6%	7.3%	7.7%	8.1%	8.2%	7.9%
Filipino	Leavers	13.0%	7.0%	7.1%	6.8%	7.1%	6.7%	7.0%
	(Movers)	8.5%	9.8%	8.7%	8.4%	9.0%	8.7%	8.0%
Latino and/or Hispanic	Leavers	11.7%	6.3%	6.8%	6.4%	6.3%	6.6%	7.2%
	(Movers)	9.9%	10.0%	9.1%	8.8%	8.9%	8.8%	8.3%
Not Reported	Leavers	18.1%	11.2%	10.9%	11.8%	10.8%	11.3%	10.5%
	(Movers)	11.8%	12.6%	10.5%	12.8%	14.2%	14.5%	11.6%
Pacific Islander	Leavers	14.8%	5.3%	9.5%	7.7%	9.1%	7.3%	8.6%
	(Movers)	11.4%	9.7%	9.0%	9.8%	10.1%	8.4%	6.5%
White	Leavers	14.1%	8.2%	8.2%	8.1%	7.9%	8.9%	8.6%
	(Movers)	8.5%	8.7%	7.2%	7.2%	7.8%	7.6%	7.4%
Two or More Races	Leavers	—	—	—	9.2%	8.4%	8.9%	10.4%
	(Movers)	—	—	—	8.0%	10.1%	8.9%	10.0%

Note: Two or more races was not a category until 2012–13.

Source: Learning Policy Institute analysis of California Staffing Data File provided by the California Department of Education through a special request.

Table A2. Teacher Movers and Leavers by Subject and Highly Qualified Teacher (HQT) Designation

			2014–15	2015–16
Mathematics	All teachers	Leavers	8.5%	8.2%
		Movers	10.6%	9.6%
	Teachers designated as not HQT for at least one mathematics class	Leavers	10.8%	10.3%
		Movers	13.1%	11.7%
	Teachers designated as not HQT for all mathematics classes	Leavers	16.3%	14.2%
		Movers	12.9%	11.4%
Science	All teachers	Leavers	8.6%	8.3%
		Movers	10.0%	9.4%
	Teachers designated as not HQT for at least one science class	Leavers	11.1%	10.9%
		Movers	13.6%	12.7%
	Teachers designated as not HQT for all their science classes	Leavers	18.8%	16.6%
		Movers	14.1%	13.9%
English	All teachers	Leavers	8.6%	8.5%
		Movers	9.8%	9.3%
	Teachers designated as not HQT for at least one English class	Leavers	10.1%	10.0%
		Movers	11.6%	11.1%
	Teachers designated as not HQT for all their English classes	Leavers	16.3%	14.6%
		Movers	12.7%	12.4%
Social Studies	All teachers	Leavers	8.1%	7.7%
		Movers	8.6%	8.3%
	Teachers designated as not HQT for at least one social studies class	Leavers	9.3%	9.1%
		Movers	10.7%	10.3%
	Teachers designated as not HQT for all their social studies classes	Leavers	13.7%	12.7%
		Movers	10.4%	10.0%
World Languages	All Teachers	Leavers	8.8%	7.7%
		Movers	9.2%	8.6%
	Teachers designated as not HQT for at least one world language class	Leavers	13.5%	11.1%
		Movers	15.8%	14.6%
	Teachers designated as not HQT for all their world language classes	Leavers	25.4%	17.8%
		Movers	14.0%	14.2%

Table A2. Teacher Movers and Leavers by Subject and Highly Qualified Teacher (HQT) Designation (continued)

Self-Contained Classes	All Teachers	Leavers	7.1%	7.5%
		Movers	7.6%	7.2%
	Teachers designated as not HQT for at least one self-contained class	Leavers	12.5%	14.2%
		Movers	14.3%	12.2%
	Teachers designated as not HQT for all their self-contained classes	Leavers	17.7%	18.5%
		Movers		

Note: Self-contained classes include both elementary school classrooms and special education classrooms. Not HQTs, or not highly qualified teachers, are teachers who did not meet the designation of “highly qualified” under the former federal education law, No Child Left Behind. A highly qualified teacher in California is defined as a teacher who holds a bachelor’s degree, a teaching or intern credential, and has demonstrated core academic subject-matter competence. Not HQT teachers in this analysis are teachers who lack an appropriate subject-matter credential for all the classes they teach. Source: California Staffing Data File provided to the Learning Policy Institute by the California Department of Education through a special request.

Table A3. Teacher Turnover by School Demographics

School Level Turnover (movers + leavers)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Average Turnover	27.9%	21.8%	19.1%	18.9%	19.6%	20.0%	19.6%
10 th Percentile	6.3%	0.0%	1.7%	0.0%	2.5%	3.4%	3.4%
25 th Percentile	12.8%	7.3%	7.9%	7.6%	8.0%	9.1%	8.7%
Median Turnover	20.9%	13.6%	14.3%	13.6%	14.3%	15.4%	14.8%
75 th Percentile	33.3%	24.0%	23.1%	22.2%	24.0%	25.0%	24.0%
90 th Percentile	61.5%	50.0%	38.1%	37.9%	40.0%	40.0%	39.1%
Non-Title I Schools	26.1%	16.2%	17.9%	16.0%	15.4%	16.0%	15.5%
Title I Schools	25.5%	18.4%	17.9%	18.7%	19.4%	19.8%	19.3%
%FRPL Q1 (low poverty)	20.0%	12.9%	13.8%	14.0%	15.0%	15.4%	15.4%
Q2	23.9%	17.4%	17.4%	16.9%	18.9%	19.0%	18.5%
Q3	25.7%	18.7%	18.5%	18.8%	19.4%	20.4%	19.2%
%FRPL Q4 (high poverty)	28.0%	19.6%	19.7%	20.3%	20.5%	20.8%	20.3%
%Students of Color Q1 (low minority)	26.3%	16.7%	17.9%	17.9%	18.8%	19.2%	18.6%
Q2	24.4%	16.2%	16.1%	16.3%	17.7%	18.8%	18.0%
Q3	25.7%	17.3%	17.9%	17.8%	18.6%	18.8%	18.5%
%Students of Color Q4 (high minority)	26.7%	21.2%	20.6%	20.9%	20.9%	20.9%	20.3%
%EL Q1 (low EL)	27.8%	17.1%	19.2%	15.7%	18.1%	18.8%	17.6%
Q2	23.8%	15.8%	17.0%	15.9%	18.4%	18.7%	18.0%
Q3	26.2%	17.0%	18.7%	16.9%	19.2%	19.7%	19.5%
%EL Q4 (high EL)	25.4%	17.9%	17.5%	16.8%	17.9%	18.3%	18.1%
%Exceed or Met CAASPP Math Q1 (low achievement)						23.8%	23.3%
Q2						18.8%	17.7%
Q3						16.9%	16.3%
%Exceed or Met CAASPP Math Q4 (high achievement)						14.5%	14.3%

%Exceed or Met CAASPP ELA Q1 (low achievement)						22.4%	22.3%
Q2						19.2%	18.6%
Q3						17.2%	16.0%
%Exceed or Met CAASPP ELA Q4 (high achievement)						15.1%	14.8%
Urban	24.9%	18.0%	18.4%	18.5%	19.3%	19.9%	19.6%
Suburban	24.5%	15.8%	16.1%	16.2%	16.8%	17.3%	16.5%
Town	28.7%	20.7%	20.7%	22.5%	22.0%	22.8%	22.9%
Rural	30.6%	21.2%	20.6%	21.3%	24.0%	23.5%	23.0%

Note: The turnover rate is calculated for each school then averaged.

Source: California Staffing Data File provided to LPI by the California Department of Education through a special request.

Endnotes

- ¹ Darling-Hammond, L., Furger, R., Shields, P. M., & Sutchter, L. (2016). *Addressing California's emerging teacher shortage: An analysis of sources and solutions*. Palo Alto, CA: Learning Policy Institute.
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substandard credentials. This does not measure exact counts because a teacher can hold multiple substandard credentials and a re-entrant also could hold a substandard credential. These problems would result in a slight underestimation of the new entrant category.

- 35 Estimated demand was calculated using teacher assignment data from 2009–10 to 2016–17 obtained from the CDE. Publicly available student enrollment data also were used for this analysis. Estimated demand represents the total number of new hires in a given year. A new hire is defined as a teacher who is teaching in California in the current year but was not teaching in California the previous year. As described earlier, teacher demand in a given year is driven by two factors: additional teachers to replace those who left teaching and additional teachers due to marginal increases (or decreases) in the size of the teacher workforce. Demand due to attrition is the number of teachers who left the profession or the state in the prior year. To disaggregate the rest of demand into smaller components, additional workforce growth was separated into student enrollment–driven workforce growth and pupil-teacher ratio–driven workforce growth. Teacher demand due to student enrollment growth was estimated by dividing the change in student enrollment by the previous pupil-teacher ratio. The difference between the number of teachers necessary under the current pupil-teacher ratio and the number of teachers necessary under the following year’s pupil-teacher ratio represents the increase in teachers needed due to changes in the pupil-teacher ratio. After replacing teachers who left and accounting for changes in student enrollment, the remaining teacher hires can be attributed to changes in the pupil-teacher ratio.
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EXHIBIT “13”

Teacher shortages persist in California and getting worse in many communities

FEBRUARY 20, 2018 | LOUIS FREEDBERG



TUE NAM TON/EDSOURCE

At an Oakland Unified job fair, recruiter Cary Kaufman (left) speaks with job seeker and substitute teacher Ed Cannon.

Despite an improving economy and new efforts to recruit teachers, California's teacher shortage is showing no signs of easing up.

In fact, shortages are becoming more severe in many communities.

That's the conclusion of a **new report from the Learning Policy Institute**, based on a survey of 25 school districts of different sizes and in diverse locations in the state.

The districts are not intended to be representative of California's nearly 1,000 school districts, but they provide a window into how some two dozen districts are dealing with a widespread problem.

Four-fifths of the districts report that the shortages continue compared to last year, and more than half said that there has been no change since then. One-third say the situation has gotten worse. Only 10 percent said that the situation has improved.

The shortages have become especially acute since the 2014-15 school year in areas such as math, science and special education. Other subject areas where districts struggle to find fully credentialed teachers are in bilingual and career technical education.

Over the past two years California has spent nearly \$70 million on a range of initiatives to tackle the shortage, including a program that underwrites the cost of a teacher preparation program for classroom aides and other paraprofessionals already working in a district. That program encourages employees to earn a teaching credential.

According to Leib Satcher, Desiree Carver-Thomas and Linda Darling-Hammond, who wrote the report, "it will take three to five years before these efforts have a real impact." Darling-Hammond, the president of the Learning Policy Institute, is also chair of the California Commission on Teacher Credentialing.

Some of the state's strategies include expanding so called blended teacher preparation programs, which allow undergraduates to get their teaching credential in four years, rather than the more typical pathway that takes five or even six years. In announcing the state's biggest initiative so far to address the shortage, Gov. Jerry Brown asked the Legislature in January to approve spending \$100 million in next year's budget to recruit and prepare additional special ed teachers.

The need is clear. Three-quarters of the 25 districts surveyed said they were unable to fill all their vacant positions with fully credentialed teachers by the time school started this year. Two-thirds of the districts said they had to hire teachers on temporary permits and those who had received waivers from regular credentialing requirements.

The situation is not uniformly bleak. Two districts that reported the situation has improved are among the state's largest — Fresno Unified and San Bernardino Unified. On the other hand, Los Angeles Unified, by far the state's largest district, reported that its ability to fill positions has not changed since last year, and that 40 percent of its new hires were not fully certified.

Among those reporting that the situation has gotten worse is Oakland Unified and San Diego Unified, the state's second-largest district. San Diego reported that about one-third of its new hires were not fully certified this year.

Districts in large urban, suburban and rural communities all report shortages. But rural districts are especially hard hit. The report notes that in some small rural districts all the new teachers hired this year were on emergency-style permits, like Soulsbyville Elementary School District, a district with 500 students in a remote Gold Country town.

Also disproportionately affected by the shortage are schools serving students from low-income families and students from diverse racial and ethnic backgrounds, according to the report. That's because teachers on "emergency style" credentials are three times as likely to teach in California's high-minority schools and twice as likely to teach in high-poverty schools.

That, in turn, "exacerbates persistent achievement gaps between these students and their more affluent peers," according to the report. Thus the shortages represent more than just a personnel challenge. They also have profound implications for not only individual children but for the state as a whole.

Comments

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▶ **Bonnie Manzon**

1 month ago



I recently applied as a substitute teacher in Northern California. I am not a retired teacher or a current admin who "fills -in" for overtime as a sub. As a professional person with experience in many fields, I'm dismayed that I must pay for my own livescam background report as a condition of employment. One would expect that a school district would have funding to pay the DOJ /FBI their fee in ... [Read More](#)

Cynthia Parker

5 months ago



All the money spent still doesn't change the fact that teachers are in "battle zones" working in public schools. If there was discipline in the schools, maybe more people would enter the career.

▶ Shani

6 months ago



I am a UCLA graduate, fully credentialed with a Clear professional credential and cannot get a job due to California principals abusing/misusing their power and letting me go without fault – simply meaning they have let me go due to not playing their corrupt games such as not wanting to inflate grades to make them look better or not working an extra hour outside of my contract for \$13 – money stolen from the after-school ... [Read More](#)

Lisa Smiley

6 months ago



The shortage mainly comes from California and their ridiculous requirements for teachers to be considered as "prepared"! They require too many tests! CBEST, CSET, RICA, and on top of that, BTSA! And they can't figure out why there's a shortage? How about blending all those into the course?

▶ H. A

7 months ago



A little over a month ago I moved from the state of Hawai'i where I was a teacher for the past eight years. My husband and I decided to move to the San Diego area to begin a new life after experiencing the "missile crisis" from North Korea, the Kilauea volcano eruption that has made air quality poor and where it's becoming increasingly expensive to live (\$8 for a gallon of milk has become too ... [Read More](#)

▶ Kristin

6 months ago



I agree 100% with everything you have said. I hold teaching certificates in Texas and Alabama and even started the process in Hawaii before we got orders to leave. There is no other place as ridiculous with their requirements as California. Beyond my Bachelor's, I went back to get my Master's in education in instructional technology and design to make myself more marketable but none of it matters because I am still trying to navigate ... [Read More](#)

Joseph Albisu

5 months ago



I agree with you SOOOO MUCH. I moved to the San Diego from Nevada after teaching there for 9 years and have experienced almost the same things you have. Wishing you the best!

LUZ LUJAN

7 months ago



CBEST also represents a great problem. Many certified teachers from other states want to teach in California cannot get a job they need to pass CBEST test. Why they should pass a test they already did in their states? California should granted other states' certificates – as an example, Arizona's teaching certification. Many educators from Arizona are looking for a teaching position in California.

Cherie

7 months ago



Then why am I unemployed as a fully credentialed teacher? I think their only looking to hire young first time teachers

▶ Pamela Dee Jackson

7 months ago



Dear Cherie, I was hired just a few days before school started last year. I worked really hard for the whole year. I was given a temporary contract and was told not to worry about it. I had a full teaching credential and I was given a lay off notice 2 months before the school year ended. They gave me a poor excuse as to why and told me just to re-apply. ... [Read More](#)

▶ Carrie

9 months ago



I changed careers at 40 and earned my teaching credential in 2010. One of the reasons I chose teaching (besides loving working with kids) is because of articles like this that say there is a teaching shortage. I thought once I earned my credential, there would be plenty of jobs out there and that I could start a new career and work my way up and earn a decent living for me and my ... [Read More](#)

Anita

10 months ago



Teacher shortage? Yes, the shortages are in districts that don't pay very well. Fully credentialed teachers, with experience, are making the higher salaries and working in those districts that pay the higher salaries. Los Angeles county school districts offer lower pay, yet it is the most expensive place to live in Southern California.

Jaxs

10 months ago



As a teacher, I'm going to say three things that need to change to stop the shortage and have more qualified teachers. 1. The amount of money I have to spend to become a teacher and work in my classroom. To become a teacher it had cost me \$20,000+ from a university to become credentialed. I had to work full-time for 6 months as a student teacher without pay, no help from ... [Read More](#)

J

10 months ago



This article is complete hogwash. I've been actively applying to districts with a fully cleared, permanent credential. The last 3 positions I've applied for told me they had over 100 applicants *per open position*. Districts are laying off excess teachers. Stop telling people there is a shortage. It's a lie.

Adrian Sherwin

11 months ago



The shortage persists because it's too hard to become a teacher. I recently quite teaching because I couldn't pass the RICA exam to be a SPED teacher. I had completed my credential program, taught as an intern for two years but because I can't receive my credential until I pass that pointless exam I am done as an educator. I always thought my employer would be the one who determined whether or ... [Read More](#)

Jamie

11 months ago



I earned my Multiple Subject Credential in 2010. It was a bad time to graduate but I was hopeful. It's 2018. From what I can see there still appears to have a large number of highly qualified applicants out there still trying to become teachers. That's why I'm questioning whether there is a shortage in California as people say or only in tough/rural areas and special subjects which have always been scarce on applicants.

Susan Langer

12 months ago



As a principal of special ed, in Sonoma, I am losing teachers due to housing shortages, low pay, and an excessive amount of lawsuits. We also can't hire SLPs and School Psychs

Joyce

1 year ago



Most of the shortages are due to the cost of living versus a living wage. Teachers have to pay for three-quarters of their credentialing. If a teacher puts most of their pay into more self-education and supplies for their classroom (like I did), there isn't any pay left to live on. That's why I moved to Georgia.

Ernesto Barrera

1 year ago



The problem is a serious lack of proper pay for these professionals.

A teacher can have a Master's degree and more than 10-15 years experience and still be paid under \$60k in many districts.

Name any profession where someone with those credentials makes less than \$100K?

We can not expect our best and brightest to take on one the toughest jobs out there and not make a decent living in their careers.

▶ **FloydThursby**

1 year ago



You need to have a pay structure that pays for productivity. Let a starting teacher make 100k if they're staying long hours, tutoring the kids, and have test scores higher than all their colleagues, but let a 60-year old make 60k if they are doing a lousy job, have the lowest test scores, or let them be fired. The whole pay structure needs to be more dynamic, similar to the private sector/CEO situation ... [Read More](#)

Kim

1 year ago



If that \$70 million had been spent to pay teachers a salary they could live on, you wouldn't have a shortage.

▶ **Alden**

1 year ago



It confounds me that teachers, and the profession of teaching is so necessary to an ordered and civilized society, yet so disregarded. There isn't a CEO in the world who is tacitly expected to routinely reach into their own pocket to purchase dry erase markers, paper, books, glue sticks, etc. for their company/employees. Further, the lack of viable, on-campus support with low-performing students, and more recently, aberrant/violent student behavior is profoundly troubling. I would take a ... [Read More](#)

▶ **Ellen**

1 year ago



These edu "deformers" can't connect dots. Remember the demonization of teachers just a few short years ago including the Vergara case, value added and more? You can go to school for half the time and be a registered nurse and pull in over 100,000 a year so why would anyone become a teacher? I love teaching but have found myself now priced out of Los Angeles. It appears as though I will be making ... [Read More](#)

ann

1 year ago



RN with BA: <http://www.rn.ca.gov/careers/steps.shtml>

Teaching Credential: https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_18

Sad comparison.

Ed Stein

1 year ago



But what happened to all millions and millions in funds from property taxes? You know what happened, bureaucracy and over regulation ate it up before teachers got to see a penny.

el

1 year ago



1. Problems seem to be most acute in places where schools are not able to pay teachers enough to meet their living expenses. In urban areas, houses are frequently more than 10x a teacher annual salary; in rural areas, the same because there is a lack of affordable, attractive housing because most parcels are ranches. 2. Our boom and bust cycle with teachers makes this happen every time. We train teachers, put them in a classroom, ... [Read More](#)

Michael

1 year ago



Given the salaries as well as the scaling back of health benefits and the recent move to address pensions (i.e. cut them way back to the point where we will likely not get much more of a benefit than Social Security even though we contribute 10.25 percent of our check as opposed to 6.2 for those doing Social Security) why is anyone surprised? Add that to the stress of test scores, school violence (evidently ... [Read More](#)

ann

1 year ago



"The districts are not intended to be representative of California's nearly 1,000 school districts, but they provide a window into how some two dozen districts are dealing with a widespread problem." What does this mean? Dimes to dollars the shortages occur most in districts with high housing costs or very rural locations. Too bad this study doesn't address the quality of training in teacher preparation programs in California known to be inadequate at ... [Read More](#)

EXHIBIT “14”

As charter schools grow, they face challenge of hiring amid a teacher shortage

DECEMBER 7, 2016 | FERMIN LEAL



FERMIN LEAL/EDSOURCE TODAY

Kindergarten teacher Melissa Nino leads a reading lesson in her classroom at Aspire Inskip Academy in South Los Angeles.

As California struggles with a **teacher shortage**, charter schools face distinct challenges recruiting teachers.

Those challenges are exacerbated by the rapid expansion of **charters**, with the number of schools more than doubling in the past decade.

“The teacher shortage is being felt everywhere, but charters often have more to overcome,” said Kelly Hurley, chief talent officer of **Green Dot Public Schools**, a chain of 19 charters in

Los Angeles that had 30 teaching jobs not filled by fully credentialed teachers at the start of the school year.

“Some people think we’re private schools or for profit,” Hurley said. “For us, hiring includes just getting our message out that we’re a public school organization, one that’s stable and will be around for a long time.”

Recruiters at five of the state’s largest charter networks, also known as charter management organizations, said they were able to fill all or nearly all of their vacant positions with fully credentialed teachers at the start of the school year. Meanwhile, **Aspire Public Schools** and Green Dot had 25 and 30 positions, respectively, that were not filled by fully prepared teachers. But those numbers, they said, don’t tell the whole story about the difficulties the schools had in the preceding months filling vacancies – and the financial incentives they had to offer along with using other tactics to get job applicants on board.

Until now, most attention has focused on how regular public schools are affected by teacher shortages, but little attention has been paid to the difficulties faced by charters, which now serve one in 10 of California’s 6.2 million public school students.

In their search for candidates, some charters went beyond even the aggressive recruiting of traditional public school districts.

The largest regular districts in the state opened this year having filled all their advertised job openings with fully credentialed teachers, **but to do it they had to offer incentives and bonuses**, EdSource recently reported.

“For us, hiring includes just getting our message out that we’re a public school organization, one that’s stable and will be around for a long time,” said Kelly Hurley, chief talent officer of Green Dot Public Schools.

To better compete, some charters expanded “residencies,” based on the medical school model of training residents. Prospective teachers receive on-the-job mentoring from master teachers, and charters are even paying them stipends or covering part of their tuition while they complete credentialing and master’s programs.

Melissa Nino is a first-year teacher and part of the **Aspire Teacher Residency** at Aspire Inskip Academy in South Los Angeles.

A handful of regular school districts, state universities and other groups have recently launched similar residency programs across the state. But Nino said the Aspire program gave her more.

“I researched jobs at LAUSD before I started at Aspire, and nothing came close to what Aspire could offer me,” said Nino, who teaches kindergarten.



FERMIN LEAL/EDSOURCE TODAY

A student at Aspire Inskip Academy in South Los Angeles raises his hand to ask a question during a reading lesson.

As part of her residency, Aspire provided Nino a \$13,500 stipend that helped pay tuition at University of the Pacific, where she earned a master’s degree.

“I feel that I’ve received such a high level of support that I wouldn’t find at a regular school district,” she said.

Charters growing dramatically

Last year, one in 11 public school students, or 581,000, attended one of the 1,228 charters in California, according to the **California Charter Schools Association**. California charters

employed about 25,000 teachers last year.

And charter school enrollment in California continues to grow.

Between 2014-15 and 2015-16, charter schools added more than 27,000 students. By contrast, the total public school enrollment between those years declined by almost 9,000 students. Most of these new charter students came from regular school districts, with their teachers generally not following them to charters. If each class had an average of 30 students, charters would have had to find 925 additional teachers to fill those classrooms.

It's all part of a national teacher shortage that is especially hitting some states like California, where districts are reporting shortages in special education, math, science and bilingual education. The state saw a 45 percent drop in enrollment in college teacher-preparation programs between 2010-11 and 2013-14, followed by a 10 percent increase in 2014-15.

A survey of 211 California school districts released last week by the Learning Policy Institute found these districts “are experiencing alarming rates of teacher shortages,” with 75 percent of them reporting they could not find enough qualified teachers to fill all their jobs this school year. (The survey did not include charter schools.)

In interviews with EdSource, most of the largest charter organizations reported a shortage of credentialed teachers at the start of the school year.

Aspire, which operates 36 schools in California with 16,000 students, had about 25 unfilled teaching jobs at the start of the school year. Like regular school districts, the organization assigned substitutes and emergency credential teachers to fill in until it could hire fully credentialed teachers. (Under **state law**, charter teachers must meet the same preparation and credentialing requirements as teachers who work at regular public schools.)

Over the past couple of years, some of Aspire's campuses have started offering bonuses of \$2,000 to \$5,000 to recruit more science, technology, engineering and math, or STEM, teachers. These subjects were in the highest demand not just at Aspire, but at most other schools.

“It’s becoming a great challenge. Our recruiters are busy year-round traveling to (teaching colleges) to tell new grads, ‘Hey, we have a job for you,’” said Kara Maguire, a vice president at Aspire.

Growing their own workforce

Maguire said Aspire prefers to hire experienced teachers, but the shortage has made fewer of them available. The company is now focused on attracting teachers with fewer years of experience.

“It’s becoming a great challenge. Our recruiters are busy year-round traveling to (teaching colleges) to tell new grads, ‘Hey, we have a job for you,’” said Kara Maguire, a vice president at Aspire.

Maguire said that’s where the Aspire Teacher Residency program comes in. These residencies are quickly spreading among other charter school organizations, which see them not only as a recruiting tool, but also as a way to cut down on the historically higher teacher turnover rates at charters compared with traditional school districts.

A 2014 national report by the National Center for Education Statistics found that charter schools nationally experienced more annual teacher turnover than traditional public schools. About 20 percent of charter teachers moved to another school or left the profession altogether in the 2012-13 school year, compared with 16 percent for teachers in regular schools.

By offering more support through training and mentoring in teachers’ first years on the job, they are more likely to become invested in their campus and less likely to feel overwhelmed and burned out, Maguire said.

This past summer, Green Dot, a charter organization focused on turning around failing Los Angeles Unified schools, launched a teacher credentialing school, **Adelante Teacher Credentialing Program**.

The program was formed in partnership with Loyola Marymount University's School of Education. Adelante students receive a 30 percent tuition discount as part of the accelerated, one-year credentialing program. After they complete the program, the new teachers become eligible to work at Green Dot campuses and continue to receive mentoring and other support.

Charters competing with traditional districts

At **KIPP Bay Area Schools**, which operates 11 charters with 4,700 students, recruiters struggled to hire enough teachers for the start of the school year.

Ben Ochstein, KIPP's director of talent, credits barely filling every vacancy with KIPP's strong relationship with the region's teaching colleges and universities, and competitive salaries.

But hiring enough teachers is becoming more challenging each year as KIPP adds new campuses. For KIPP East Palo Alto, which opens in fall 2017, recruiters have already posted **nearly 30 openings**.

Ochstein said the Bay Area's high cost of living adds another challenge. He said KIPP often competes for teachers with Bay Area school districts, including San Francisco Unified, San Jose Unified and Oakland Unified, which have struggled to find enough teachers each of the past few years.

About 80 percent of the teachers hired this year by KIPP Bay Area have two or more years of teaching experience. About half of them worked previously at regular public schools, Ochstein said.



FERMIN LEAL/EDSOURCE TODAY

Kindergarten students at Aspire Inskip Academy in South Los Angeles work in groups during a reading lesson.

Teachers who switched from those schools to KIPP do so for a variety of reasons, Ochstein said.

“But generally we find they come to us because of recommendations from teachers who already work for us,” he said.

Independent charters, those that don’t belong to a management organization like KIPP or Aspire – and especially those in more rural regions of the state – face keen competition for teachers from urban schools. Most of these independent charters can’t afford residency programs, stipends or bonuses.

Some candidates wary of charter jobs

Charters also have to deal with **news reports about controversies** affecting some campuses, including closings, financial problems and administrator misconduct.

Charter backers say these issues aren’t representative of all charters, and point to the overall growth and success being experienced statewide. The number of charters opening this past year were more than double the number of charters closing, according to the **California Charter Schools Association**.

Other candidates opt not to work at charters because most are not unionized, leaving employees without the same job security that regular unionized school districts provide, said Todd Smith, a world literature teacher at City Arts and Technology High School, a San Francisco charter operated by **Envision Schools**.

Smith is part of a group of Envision teachers working with the California Teachers Association to unionize the three Envision campuses in the Bay Area.

Currently, the CTA estimates that about 250 charter schools, or about 20 percent, are unionized. These figures include 163 charters that are operated by a regular school district, where teachers belong to the same unions.

Teachers at charters without unions are generally considered “at will” employees, meaning they can lose their job for almost any reason. These teachers can also leave their jobs at any time, including during the middle of a school year. Teachers working under union contracts can face **sanctions**, including a temporary suspension of their credential, if they leave their job during a school year.

“It’s difficult to attract really qualified teachers, especially in shortages such as math or science when you’re not able to offer the same job protections that these candidates can receive elsewhere,” Smith said.

Still, some teachers say they’re drawn to nonunionized charters because they provide more flexibility and control over instructional and curricular decisions. Additionally, charters have greater freedom to promote high-performing teachers, and fire or sanction those who fail to meet expectations, supporters say.



FERMIN LEAL/EDSOURCE TODAY

Andres Torres teaches music at KIPP Sol Academy in East Los Angeles.

Andres Torres, a first-year music teacher at KIPP Sol Academy in East Los Angeles, said he feels his job is safer than if he worked in a regular school district even if he doesn’t belong to a union.

“At KIPP, the philosophy is to educate the ‘whole student.’ That’s why the music program is so important here,” said Torres, who was hired to run the school’s music department.

“At a school district, when they implement budget cuts, one of the first things to go is music, and those teachers often are the first to lose their jobs,” he said.

For Patti Hernandez, who will earn her elementary teaching credential after completing her coursework at CSU Fullerton next spring, the competition for teachers means she will have a lot of options.

She's already fielding several job offers.

"Recruiters from all over the state are on campus all the time offering jobs. Each of them tries to sell us on all the perks they can offer" she said.

"I'm definitely not going to have to worry about finding a job," she said. "I don't think you can say that for most other careers right now."

Comments

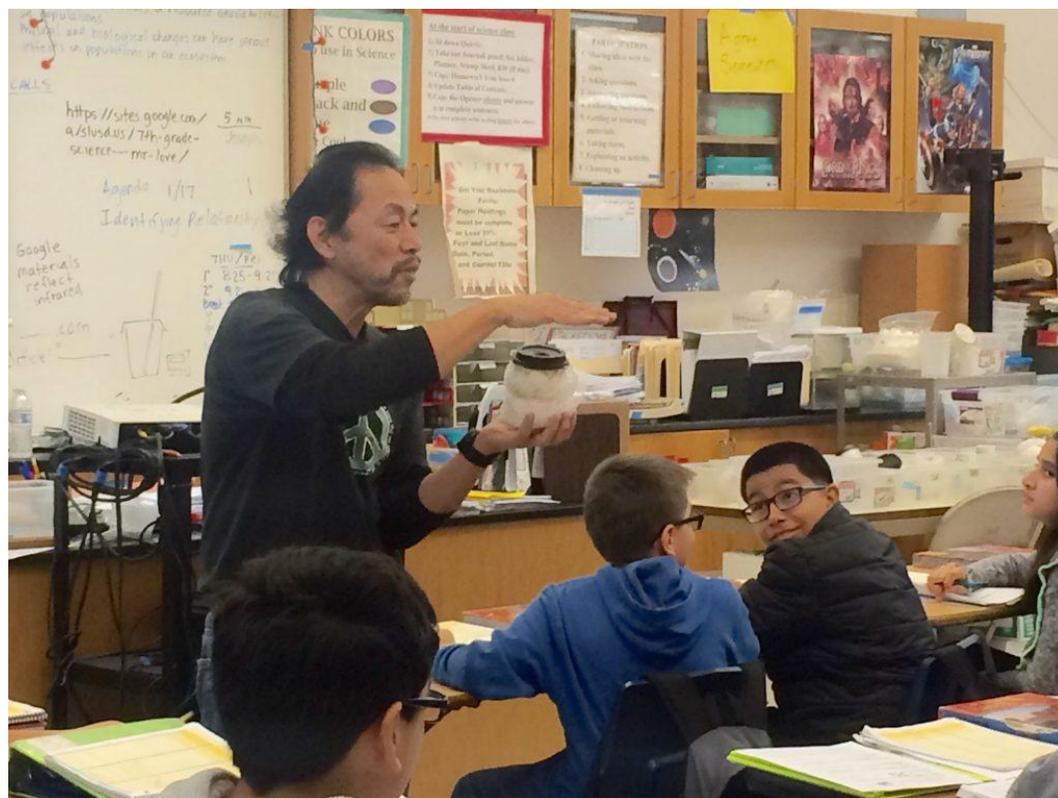
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EXHIBIT “15”

Despite progress, California's teaching force far from reflecting diversity of students

APRIL 25, 2018 | LOUIS FREEDBERG



CREDIT: CAROLYN JONES/EDSOURCE

Clinton Huey, 6th-grade science teacher at Bancroft Middle School in San Leandro, demonstrates heat transference for a class science experiment.

California has a far more racially and ethnically diverse teaching force than it had 20 years ago — and a more diverse one than is the case nationally. About about 1 in 3 of the state's 305,000 teachers are teachers of color, compared to 1 in 5 teachers across the nation.

But during the same period, California's public school student population has also become more diverse. As a result, the diversity gap between teachers and students has barely narrowed,

and in some cases widened.

The results underscore the ongoing challenge that California has in creating a teaching force that mirrors the diversity of its student body. Students of color now comprise **three quarters of the state's 6.2 million public school enrollment**.

The task is exacerbated by teacher shortages being experienced by many districts, especially in hard-to-staff subjects like math, science and special education, and in urban and rural school districts, precisely those that often have the most diverse student populations.

It is not just a question of demographics. A growing body of research suggests that having teachers that mirror the racial and ethnic diversity of their students can have an impact on how well their students do academically.

A recent report from the **Learning Policy Institute**, a research and policy organization in Palo Alto, cites studies that found “that teachers of color boost the academic performance of students of color,” on measures such as improved reading and math scores, graduation rates and greater aspirations to attend college.

“More and more, districts are recognizing this and are looking for ways to recruit and retain more teachers of color,” said Desiree Carver-Thomas, the author of the report.

But prospective teachers must overcome numerous obstacles just to become a teacher, and districts face equally stiff challenges to retain them. “Unfortunately, the high cost of teacher preparation combined with low teacher salaries, obstacles to completing teacher preparation, and challenging teaching conditions can be especially hard on aspiring and veteran teachers of color,” Carver-Thomas said.

At the same time, she noted that there are numerous strategies to close the teacher-student diversity gap that have yielded positive results in several states that would boost the diversity of the teaching force if introduced on a wider scale. Some are in place in California, but others **have been phased out** in recent years, victims of the state's succession of budget crises.

The number of white teachers in California has declined from 210,000 in 1998-99 to 193,000 in the 2016-17 school year — or a drop from 77 percent to 63 percent of the total.

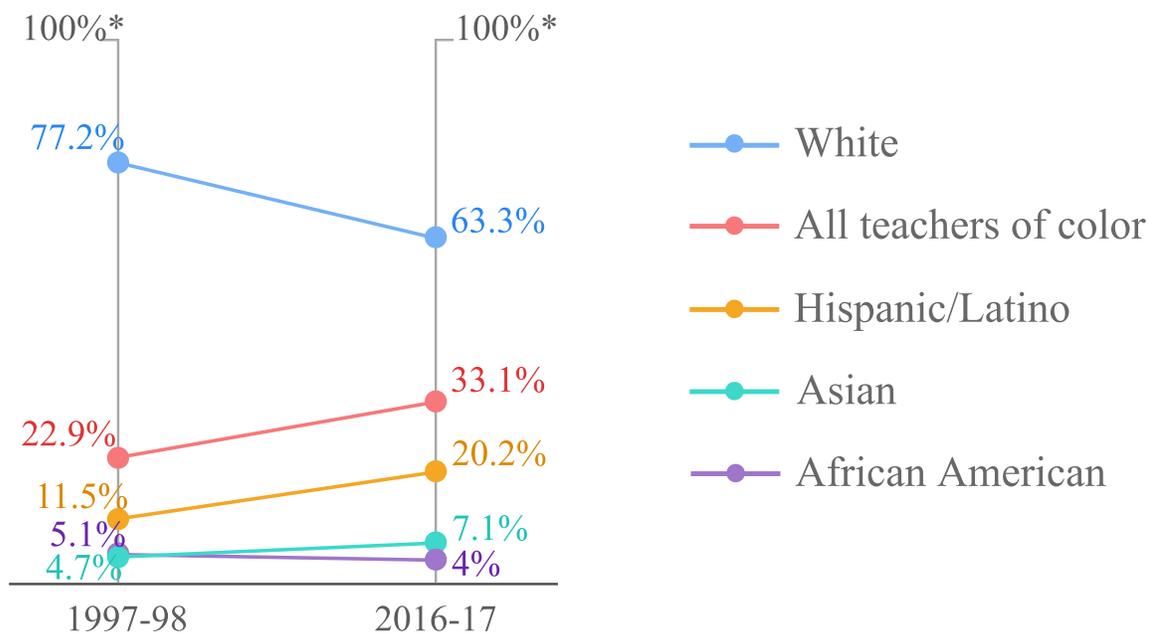
By contrast, the percentage of Latino teachers has doubled substantially over the same period — from 11.5 percent to 20.2 percent of the teaching force. In actual numbers, that represents an increase from 31,000 to 62,000 teachers.

The proportion of Asian-American teachers also increased **substantially** — from 3.9 percent of the teaching force to 5.7 percent.

Teacher Diversity in California's K-12 Public Schools

1997-98 compared to 2016-17

*Indicates percent of teachers, out of total number of teachers



Data source: California Dept. of Education, Dataquest; Graphic by Yuxuan Xie.

EdSource

But because of a big decrease in the proportion of white students and the big increase in students of color, especially of Latino students, the teacher-student diversity gaps have widened in some cases. Latino students now comprise 54 percent of the student body, and the Latino diversity gap between teachers and students has grown by 5 percentage points during that period.

Reflecting a demographic shift in the state as a whole, both African-American students and teachers comprise a shrinking proportion of the school population. The percentage of

African-American teachers has declined from 5.1 percent to only 4 percent of the teaching force, while the percentage of African-American students has declined from 8.8 percent to 5.6 percent.

Part of the problem in attempting to close the diversity gap is that recent graduates from racially and ethnically diverse backgrounds are discouraged from becoming teachers due to the cost of teacher preparation programs, which is compounded by low entry-level teacher salaries.

One reason students of color are put off from entering teaching is that they often end up with more student loans to pay off, and then have difficulties paying them down, the Learning Policy Institute report noted. According to one study, 12 years after earning a bachelor's degree, **black students nationally owed \$43,000 more** than white graduates. Latino students borrow as much as white students, but they default on their loans **at twice the rate**, according to a Brookings Institution report. Because of the relatively low teacher salaries they can expect, these high debt burdens dissuade students from entering the teaching profession.

Another challenge is that **college completion rates** among students of color are lower, including those in education programs.

However, there are **multiple strategies** that states have adopted that address the issue directly by “growing their own” teachers. California, for example, recently established a program that helps turn paraprofessionals like teacher aides into credentialed teachers. Since 2016, when the program started, over 2,000 paraprofessionals have become teachers. Half of them are Latino.

Another is the **California Mini-Corps** that attracts bilingual students to the profession through a range of activities, including mentoring from master teachers, monthly workshops and in-classroom experience.

Eric Heins, president of the California Teachers Association, said that multiple strategies are needed to close the diversity gap, beginning with reducing the student loan burden for prospective teachers, providing mentorship when they begin teaching, and tackling other challenges such as the high costs of housing. “We know that if we have teachers who look like our students, it raises student learning because it gives them examples of adults who look like them, and are in successful positions,” he said. “But we have to make sure that this is a profession that is desirable to go into.”

Wesley Smith, executive director of the Association for California School Administrators, which represents about 17,000 district superintendents and other school administrators, said the issue was of “great concern” to his organization. “We have to get teachers (of color) into the pipeline,” he said.

Without sufficient role models, Smith said, “it is hard for students to aspire to something they have never seen, so let’s show them what’s possible.”

But getting teachers of color into the profession is one thing, he said. Retaining them is another. “We need to be more intentional about the supports we provide,” especially for beginning teachers. Adding to the problem is the lack of diversity among superintendents and other school administrators, such as principals who actually make hiring decisions. Smith said search firms brought in to recruit new superintendents are being prodded to diversify the talent pool they present for consideration to top district jobs.

Taryn Ishida, executive director of **Californians for Justice**, a nonprofit advocacy organization, said that having teachers from similar racial or ethnic backgrounds as students “helps students engage in learning. It helps them see different role models. It is high time that we started talking about the racial diversity of our teaching force and leadership in our schools.”

Several states subsidize the cost of teacher preparation, in return for a commitment to teach in high-needs schools or subject areas. The best known is the North Carolina Teaching Fellow Program, which provides over \$8,000 dollars for up to four years to attend approved programs in return for agreeing to teach in the state for at least four years. Other states forgive student loans in return for such a commitment, as does the federal **TEACH** program.

Another strategy is supporting teacher “residency” programs during which teachers in training spend time with mentor teachers, much like a medical resident learns by tracking an expert practitioner in their field. About half of students in these programs nationally are students of color. In some districts in California the number is even higher. About two-thirds of participants in the San Francisco Teacher Residency, for example, are students of color.

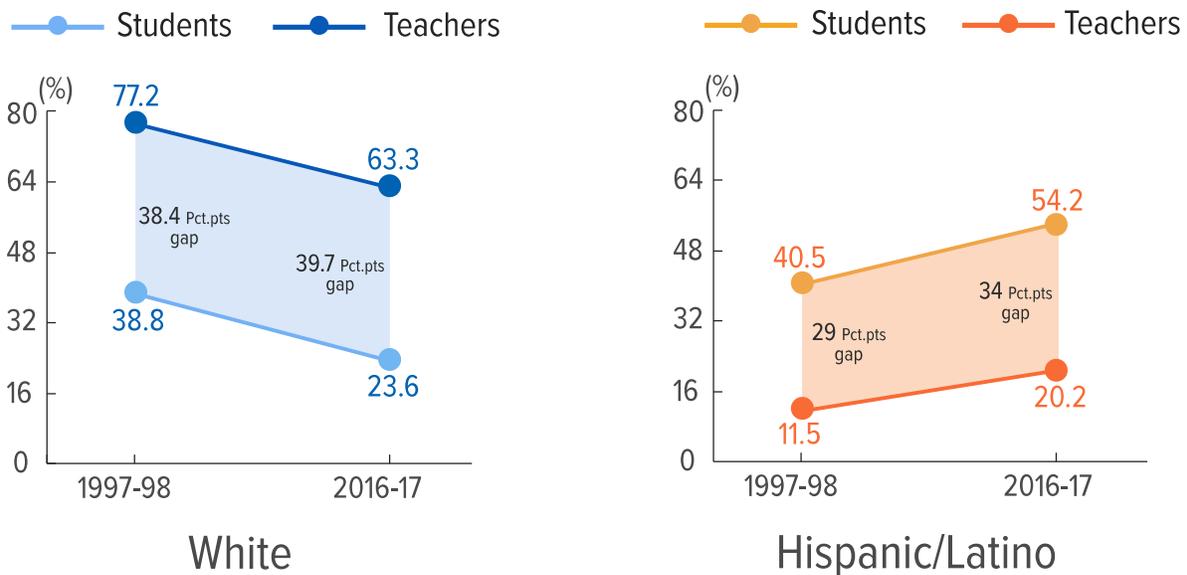
Other states have established programs in community colleges, which typically enroll a higher proportion of students of color than four-year universities. These so-called “2+2” programs allow prospective teachers to begin their preparation while still at a community college, and

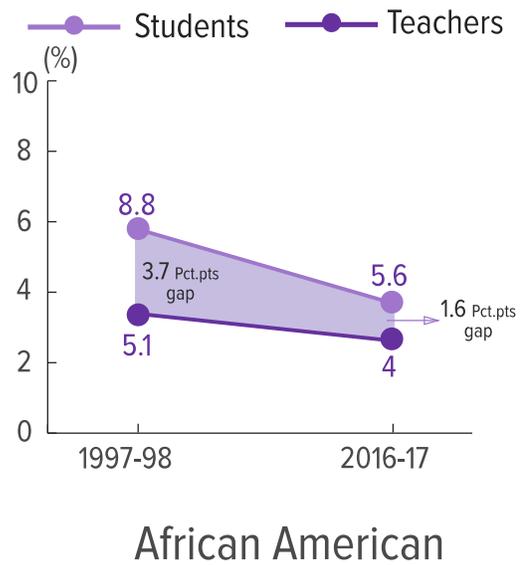
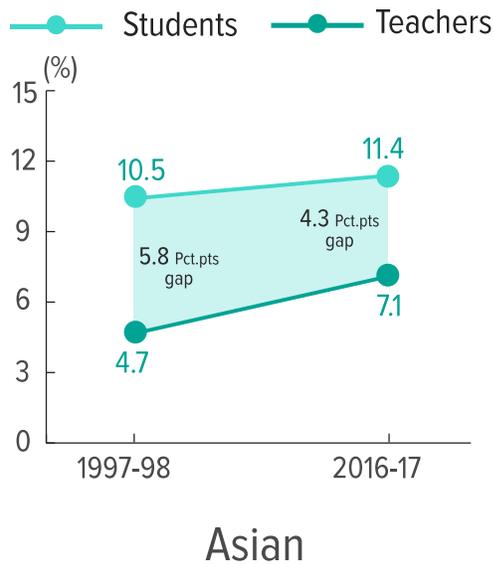
finish their preparation during their two years at a community college. These programs have been found to be especially effective at community colleges in rural communities.

Other programs help support beginning teachers so they are more likely to stay in the profession, focus on improving teaching conditions, or provide training for principals and other school administrators. **Studies have shown** that teachers of color in schools with a predominantly white staff are less likely to switch schools if they receive strong administrative support.

Student-Teacher Diversity Gap in California's K-12 Public Schools *1997-98 compared to 2016-17*

* Pct.pts. refers to percentage point difference





***Diversity gap refers to the difference between the percentage of teachers from one racial or ethnic group, and the percentage of students from the same group., in percentage points.*

Data source: California Dept. of Education, Dataquest;

Graphic by Yuxuan Xie.

Comments

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EXHIBIT “16”

Chapter Eight

Accreditation Decisions: Options and Implications

Introduction

This chapter presents the accreditation decision options that are available for accreditation teams to recommend to the COA and for the COA to render. In addition, this chapter explains the implications of each of the possible accreditation decisions. This chapter is intended for use by institutions, team members, team leads, and the COA.

I. Accreditation Decision Options

At the conclusion of the site visit, the accreditation review team makes a recommendation about the accreditation status of the institution. This recommendation is included in the team report and must be supported by the team's findings on standards. The COA, after reviewing the team report and hearing from the team lead, consultant, and institutional representatives, adopts the team report and renders an accreditation decision. The possible options for accreditation decisions are as follows:

- Accreditation
- Accreditation with Stipulations
- Accreditation with Major Stipulations
- Accreditation with Probationary Stipulations
- Denial of Accreditation

When the COA reviews a team's accreditation report, they consider two types of findings identified by the team. The first is a determination as to whether Common Standards or Program Standards that are met, not met, or that are met with concerns.

The second type of findings is statements (stipulations) that describe what an institution must do to meet a standard that is not met and that, because of its significant impact on the quality of candidate preparation, prevents the institution from being recommended for accreditation. The stipulations are conditions that must be satisfied before the COA can consider granting an accreditation decision of *Accreditation*. Table 1 identifies the possible follow-up activities that may be required in the COA's accreditation decision.

Table 1: Requirements the COA may impose as follow-up activities

Institution Actions Following an Accreditation Site Visit	Accreditation Status				
	Accreditation	with Stipulations	with Major Stipulations	with Probationary Stipulations	Denial of Accreditation
Participate in routine accreditation activities, i.e. Annual Data Analysis and Program Review.	✓	✓	✓	✓	
Submit Seventh Year Follow-up Report addressing all stipulation(s), identified area(s) of concern and/or questions.	*	✓	✓	✓	
Provide additional program documents and/or data addressing all stipulation(s), identified area(s) of concern and/or questions per instructions of COA.		✓	✓	✓	
Submit periodic Follow-up Reports (30 days, 90 days, as determined by the COA) to ensure that appropriate action is being taken in a timely manner.		*	*	*	
Revisit by Commission staff, team lead, and 1 or more team members.		*	*	✓	
Institution notifies all current and prospective candidates of the institution's accreditation status.			*	✓	✓
Institution is prohibited from accepting new candidates in one or more programs until the stipulations have been removed.			*	*	✓
Institution is prohibited from proposing new programs until the stipulations have been removed.		*	*	✓	✓
If a stipulation is included that requires closure of a program, the institution must wait a minimum of two years to submit new educator preparation program proposal for Initial Program Review of the same credential type.		*	*	*	

Below are definitions for each of the accreditation decisions followed by the operational implications of each of the options.

Accreditation

The recommendation of *Accreditation* means that the accreditation team verified that the institution and its programs, when judged as a whole, met or exceeded the Commission's adopted Common Standards and Program Standards applicable to the institution. The institution (including its credential programs) is judged to be effective in preparing educators and is demonstrating overall quality in its programs and general operations. The status of *Accreditation* can be achieved even if one or two common standards were identified as met with concerns or one or more areas of concern were identified within its credential programs.

Operational Implications

An institution that receives the status of *Accreditation* **must**:

- Participate in the accreditation activities required of its assigned cohort, which are Annual Data Review/Analysis, Preconditions Review, Common Standards Review, Program Review, and Site Visits.
- Respond to all concerns identified in the adopted accreditation team report or specified in the COA action. This follow-up may take place in the Annual Data Review or in a seventh year follow-up report, as determined by the COA.
- Abide by all Commission and state regulations.

An institution that receives the status of *Accreditation* **may**:

- Continue all accredited credential programs and propose new credential programs to the COA at any time.
- Indicate in all publications and documents that it is accredited by the Commission.

The COA will note the accreditation status in the Committee's annual report to the Commission. The report of the accreditation team and the action taken by the COA will be posted on the Commission's website.

Accreditation: Accreditation with Stipulations

The recommendation of *Accreditation with Stipulations* means that the accreditation team, at the site visit, verified that the institution and some of its programs have not met or met with concerns some common standards and/or program standards, applicable to the institution, and that action is required to address these deficiencies. The institution is judged to be generally effective in preparing educators and in its general operations apart from the identified areas of concern. The concerns or problems identified are confined to specific issues that minimally impact the quality of the program received by candidates or completers.

Operational Implications

An institution that receives the status of *Accreditation with Stipulations* **must**:

- Participate in the accreditation activities required of its assigned cohort, which are Annual Data Review/Analysis, Preconditions Review, Common Standards Review, Program Review, and Site Visits.
- Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.
- Depending on the particular stipulations placed on the institution, the COA will determine whether new programs may be proposed to the COA.
- Abide by all Commission and state regulations.

An institution that receives the accreditation status of *Accreditation with Stipulations* **may**:

- Be required to submit additional periodic reports, host a revisit, refrain from proposing new programs, and/or close an individual program as determined by COA.
- Continue all accredited credential programs and propose new credential programs to the COA at any time, unless otherwise directed by COA.
- Indicate in all publications and documents that it is accredited by the Commission.

The COA will note the accreditation status in the Committee's annual report to the Commission. The report of the accreditation team and the action taken by the COA will be posted on the Commission's website.

Removal of Stipulations

The institution must respond to all concerns identified in the adopted accreditation team report and all stipulations placed on it by action of the COA. This is done by preparing a written seventh-year and/or periodic report(s) for submission to the assigned state consultant within one calendar year of the visit or more frequently as determined by COA. Report(s) must contain documentation demonstrating that all concerns and stipulations have been addressed. Typically, the state consultant, in consultation with the team lead assigned to the original visit, will review the report(s), ensure that all instances of deficiencies have been addressed in the institution's response, analyze progress made by the institution in meeting any standards that do not appear to be fully addressed in the report, and make a recommendation to the COA regarding the removal of the stipulations. In rare instances, the COA may require a revisit by the state consultant or the team lead.

The COA may act to remove the stipulations and change the status of the institution from *Accreditation with Stipulations* to *Accreditation*.

The COA will note the change in accreditation status in the Committee's annual report to the Commission. The report and the action taken by the COA will be posted on the Commission's website.

Stipulations requiring Closure of Individual Programs may not be removed. Institutions must wait a minimum of two years before submitting a proposal for Initial Program Review of the same credential type.

Accreditation with Major Stipulations

The recommendation of *Accreditation with Major Stipulations* means that the accreditation team concluded that the institution and some of its programs have not met or met with concerns multiple standards in the Common Standards, and/or Program Standards applicable to the institution, or that the team found areas of concern (such as matters of curriculum, field experience, or candidate competence) that impact, or are likely to impact, the preparation of credential program candidates. The team identified issues that impinge on the ability of the institution to deliver high quality, effective programs. The review team may have found that some of the institution's credential programs are of high quality and are effective in preparing educators or that the general operations of the institution are adequate, but the team concluded that these areas of quality do not outweigh the identified areas of concern.

Operational Implications

An institution receiving a recommendation of *Accreditation with Major Stipulations* **must**:

- Participate in the accreditation activities as required of its assigned cohort, which are Annual Data Review/Analysis, Preconditions Review, Common Standards Review, Program Review, and Site Visits.
- Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.
- Notify students of its accreditation status. The COA will determine whether student notification is required, and if so, whether all students or only students in particular credential programs are to be notified
- Abide by all Commission and state regulations.

An institution receiving a recommendation of *Accreditation with Major Stipulations* **may**:

- Continue all accredited credential programs, unless otherwise directed by COA.
- Depending on the particular stipulations placed on the institution, the COA will determine whether new programs may be proposed to the COA.
- Indicate on its website its accreditation status.
- Submit periodic reports if required by the COA accreditation action.
- Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team.

- Work with the state consultant to plan the revisit that will address the concerns contained in the adopted team report and the stipulations placed upon it by the COA action.
- Close a specific program.

Removal of Stipulations

The institution must respond to all concerns identified in the adopted accreditation team report and all stipulations placed on it by action of the COA. This is done by preparing a written seventh year and/or periodic report(s) for submission to the state consultant within one calendar year of the visit or more frequently as determined by COA. Report(s) must contain documentation demonstrating that all concerns and stipulations have been addressed. Typically, the consultant, in consultation with the team lead assigned to the original visit, will review the report, determines whether all instances of deficiencies have been addressed in the institution's response, and analyzes progress made by the institution in meeting any standards that do not appear to be fully addressed in the report.

If the COA determines that a revisit is necessary, the institution must also work with its state consultant to plan the revisit. The revisit will provide an opportunity for the consultant and team lead to confirm that changes are being implemented at the institution and that the institution has adequately addressed the concerns identified in the adopted accreditation report and the stipulations placed upon the institution by the action of the COA. The report of the revisit team will be submitted to, and acted upon by, the COA within one calendar year of the original visit.

The COA will review the revisit report and determine whether all stipulations and concerns have been addressed. If the COA determines that all stipulations and concerns have been corrected, the COA will act to remove the stipulations and change the status of the institution from *Accreditation with Major Stipulations* to *Accreditation*. If the COA grants the institution *Accreditation*, the institution will be permitted to continue all accredited credential programs and to propose new credential programs to the COA at any time. The revisit report of the team, the action of the COA to remove the stipulations, and the new accreditation decision will be posted on the Commission's website. The institution may then notify its constituency of its change of accreditation status as appropriate.

In the event the COA determines that the institution has not made significant progress on resolving the stipulations as evidenced in the 7th year report or verified by the state consultant and team lead at the revisit, the institution will be brought back to the COA for consideration of *Accreditation with Probationary Stipulations* or *Denial of Accreditation*.

On some occasions, significant progress may have been made, but additional time beyond one calendar year is needed for the institution to remedy all of the identified deficiencies. If this is the case, the COA may continue the current stipulations or adopt revised stipulations. When the COA adopts revised stipulations, it may change the accreditation status to *Accreditation*

with Stipulations or maintain the status of *Accreditation with Major Stipulations*. In the same action, the COA will specify the amount of additional time that the institution will have to address the remaining stipulations. In such cases, the COA may determine appropriate follow-up by the institution and a timeline for COA action to remove the remaining stipulations and concerns.

Stipulations requiring Closure of Individual Programs may not be removed. Institutions must wait a minimum of two years before submitting a proposal for Initial Program Review of the same credential type.

Accreditation with Probationary Stipulations

The recommendation of *Accreditation with Probationary Stipulations* indicates that an accreditation team identified serious and pervasive deficiencies in the institution's implementation of the Common Standards and program standards applicable to the institution, or that the team found areas of concern (such as matters of curriculum, field experience, or candidate competence) that substantially impact the preparation of credential program candidates. The team identified issues that prevent the institution from delivering high quality, effective programs. The review team may have found that some of the institution's credential programs are effective in preparing educators and/or that its general operations are adequate, but the team determined that these areas of quality clearly do not outweigh the identified areas of concern.

Operational Implications

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* **must:**

- Participate in the accreditation activities as required of its assigned cohort, which are Annual Data Review/Analysis, Preconditions Review, Common Standards Review, Program Review, and Site Visits.
- Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.
- Provide updates at specified intervals, as determined by the COA. Notify all students in all credential programs in writing of its accreditation status.
- Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team.
- Abide by all Commission and state regulations.

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* is permitted to continue all accredited credential programs for a period of one calendar year, although the COA may place limitations on particular programs. The institution **may not:**

- Propose new programs of professional preparation or expand existing programs.

An institution receiving a recommendation of *Accreditation with Probationary Stipulations* **may**:

- Close a specific program.
- Be prohibited from accepting new candidates in one or more programs until the stipulations have been removed
- Continue all accredited credential programs for a period of one calendar year, although the COA may place limitations on particular programs, including closure.
- Be required to demonstrate to the COA satisfactory progress in addressing particular areas of interest, whether identified as stipulations or concerns, prior to one calendar year. This will be determined by the COA in its accreditation action.

The COA will note the accreditation status of the institution in the Committee's annual report to the Commission and the accreditation team report, as well as the action taken by the COA, will be posted on the Commission's website.

Removal of Stipulations

The institution must respond to all concerns identified in the adopted accreditation team report and all stipulations placed on it by action of the COA. This is done by preparing a written report for submission to the state consultant within one calendar year of the visit. The report must contain documentation demonstrating that all concerns and stipulations have been addressed. Typically, the state consultant, in consultation with the team lead assigned to the original visit, will review the report, determine whether all instances of deficiencies appear to have been addressed in the institution's response, and analyze progress made by the institution in meeting any standards not fully addressed in the report.

The institution must also work with its state consultant to plan the revisit that will provide an opportunity for the state consultant and team lead to confirm that changes identified in the institutional report submitted in the year after the site visit are being implemented and that the institution has adequately addressed the stipulations placed upon the institution by the action of the COA. The report of the revisit team will be submitted to, and acted upon by the COA within one calendar year of the original visit.

The COA will review the revisit report and determine whether all stipulations and concerns have been addressed. If the COA determines that all stipulations and concerns have been corrected, the COA will act to remove the stipulations and change the status of the institution from *Accreditation with Probationary Stipulations* to *Accreditation*. If the COA grants the institution *Accreditation*, the institution will be permitted to continue all accredited credential programs and to propose new credential programs to the COA at any time. The revisit report of the team, the action of the COA to remove the stipulations, and the new accreditation decision will be posted on the Commission's website. The institution may then notify its constituency of its change of accreditation status as appropriate.

In the event that the revisit team determines that the institution has not made significant progress in addressing the stipulations according to the timeline set by the COA, a recommendation of *Denial of Accreditation* may be made to the COA.

On some occasions, significant progress may have been made, but additional time beyond one calendar year is needed for the institution to remedy all of the identified deficiencies. If this is the case, the COA may continue the current stipulations or adopt revised stipulations. When the COA adopts revised stipulations, it may render a decision of *Accreditation with Stipulations* or *Accreditation with Major Stipulations*, or even may maintain the status of *Probationary Stipulations*. In the same action, the COA will specify the amount of additional time the institution will have to address the remaining stipulations. In such cases, the COA may determine appropriate follow up by the institution and a timeline for COA action to remove the remaining stipulations and concerns.

Stipulations Requiring Closure of Individual Programs may not be removed. Institutions must wait a minimum of two years before submitting a proposal for Initial Program Review of the same credential type.

Stipulations Requiring Closure of an Individual Program

In some instances the review team may find that a specific credential program does not meet more than one-half of the standards and determine that the program should be closed.

An institution receiving a recommendation of *Accreditation with Stipulations*, *Accreditation with Major Stipulations* or *Accreditation with Probationary Stipulations* that includes a stipulation that the institution close a credential program **must**:

- Take immediate steps to close the identified program at the end of the semester or quarter in which the COA decision occurs.
- Announce that it has had its accreditation for the identified educator preparation program denied. All students enrolled in the program must be notified within 10 days of COA action that the COA has acted to require closure of the program and that the program will terminate at the end of the semester, quarter, or within 3 months of when the COA decision occurs, as determined by the COA. The Commission must receive a copy of this correspondence.
- File a plan of discontinuation of the identified program within 30 days of the COA's decision. The plan must give information and assurances regarding the institution's efforts to place currently enrolled students in other credential programs to provide adequate assistance to permit students to complete their particular credential program.
- Upon the effective date of the closure of the credential program, as determined by the COA, the institution will remove from all institutional materials and website any statements that indicate that the program is accredited by the Commission.
- The action of the COA and the closure of the program will be posted on the Commission's website.

- Once the program has closed, an update must be provided to the COA at its next regularly scheduled meeting.
- The institution would not be eligible to re-apply for accreditation of the closed credential program for a minimum of two years after which the institution must submit a new program proposal and adhere to the review process for a new educator preparation program including all applicable fees.
- In situations where the COA has acted to close a program and the timeframe for doing so is subsequent to the end of the fiscal year, the institution will not be charged an annual accreditation fee for the program into the new fiscal year.

An institution receiving a recommendation of *Accreditation with Stipulations*, *Accreditation with Major Stipulations* or *Accreditation with Probationary Stipulations* that includes a stipulation that the institution close a credential program **may**:

- Continue all accredited credential programs with the exception of the specific credential program that must be closed.

Denial of Accreditation

Part 1: General Definitions, Parameters, Operational Implications for Denial of Accreditation

The COA can deny accreditation upon either an initial visit or a revisit to an institution. Although a recommendation of Denial of Accreditation typically comes after a finding of probationary status at an initial visit and after the institution has been provided with an opportunity to institute improvements, a review team can recommend Denial of Accreditation at **any time** if the situation warrants the finding in accordance with this section of the Handbook.

a) Initial Visits

A COA decision of Denial of Accreditation upon an initial visit means that extremely serious and pervasive issues exist at an institution. In these instances, the COA has determined that it is highly unlikely that the issues and concerns identified by a review team and COA can be successfully addressed and rectified in a timely manner. The particular facts, the leadership and/or the infrastructure indicate that a significant amount of time and work must be devoted should the institution choose to address the identified issues during which time it is not prudent to have candidates enrolled in the credential program.

Parameters to be Used in Considering a Team Recommendation of Denial of Accreditation at an Initial Site Visit

If on an initial site visit, the review team's findings are more serious than what is defined in the Accreditation with Probationary Stipulation section above, the review team may consider Denial of Accreditation at an initial site visit. These findings might include:

- An overwhelming number of the standards were found to be not met, suggesting that candidates are not able to acquire the knowledge, skills, and abilities required in the standards.

- Significant misrepresentations that were apparently intentionally made to the site visit team and/or in the documents presented to the site visit team.
- The institution qualifies for the ruling of Probationary Stipulations in the table General Guidance for Initial Site Visit Team Recommendations (based upon the number of standards unmet), but the team feels that candidates and/or students in the K-12 classroom are possibly being harmed or a disservice is being done to them due to the degree to which those standards are not being met. The degree of harm makes the determination "denial" instead of "probationary".
- The institution has blatantly and systematically disregarded the policies and processes of the Commission on Teacher Credentialing regarding credential program approval, credential program implementation, and candidate completion, establishing a pattern of disregard.
- The institution is routinely credentialing candidates who were clearly not meeting all credential requirements.

b) Revisits

If an accreditation team, upon conducting a revisit to an institution that received major or probationary stipulations, finds that the stipulations have not been adequately addressed or remediated, or determines that significant and sufficient progress has not been made towards addressing the stipulations, the COA may deny accreditation. If an accreditation team finds that: (a) sufficient progress has been made, and/or (b) special circumstances described by the institution justify a delay, the COA may, if requested by the institution, permit an additional period of time for the institution to remedy its severe deficiencies. If the COA votes to deny accreditation, all credential programs must close at the end of the semester or quarter in which the decision has taken place. In addition, the institution's institutional approval ceases to be valid at that time and the institution will no longer be a Commission-approved credential program sponsor.

Operational Implications (for either Initial Visits or Revisits)

An institution receiving *Denial of Accreditation* **must**:

- Take immediate steps to close all credential programs at the end of the semester or quarter in which the COA decision occurs.
- Announce that it has had its accreditation for educator preparation denied. All students enrolled in all credential programs must be notified within 10 days of Commission action that accreditation has been denied and that all credential programs will end at the end of the semester, quarter, or within 3 months of when the COA decision occurs. The Commission must receive a copy of this correspondence.
- File a plan of discontinuation within 30 days of the COA's decision. The plan must give information and assurances regarding the institution's efforts to place currently enrolled students in other credential programs to provide adequate assistance to permit students to complete their particular credential programs.

- Upon the effective date of the closure of credential programs, as determined by the COA, remove from all institutional materials and website any statements that indicate that its credential programs are accredited by the Commission.

The revisit report of the team, the action of the COA, and the new accreditation decision will be posted on the Commission's website.

Furthermore, an institution receiving a *Denial of Accreditation* would be prohibited from re-applying for institutional approval for a minimum of two years.

Part II: Procedures to Be Used by COA Regarding Denial of Accreditation

Revisits

Denial of Accreditation after a **revisit** by a site visit team requires a simple majority vote by the COA.

Initial Visits

A Denial of Accreditation after an **initial site** visit requires a 2/3 majority vote of COA members present at the meeting. In determining a decision of Denial of Accreditation after an **initial** site visit, the COA will employ the following protocol:

- The COA takes action at a regularly scheduled meeting (via a 2/3 vote) to deny accreditation.

Process of Re-applying for Initial Institutional Accreditation

If the institution intends to provide educator preparation programs at a future date, it would be required to make a formal application to the Commission for Initial Institutional Approval, and meet additional requirements including the submission of a complete self-study report. The self-study must show clearly how the institution attended to all problems noted in the accreditation team revisit report that resulted in *Denial of Accreditation*. The Commission would make a decision on the status of the institution and would be made aware of the previous action of Denial of Accreditation by the COA. If the Commission grants provisional institutional approval to the institution, the COA would review, and if appropriate, approve its programs. A focused site visit would be scheduled within two to three years as determined by the Commission to ensure the newly approved programs adhere to the Common and all program standards. Please see Chapter Three for additional information regarding Initial Institutional Approval.

II. Guidance for the Team Recommendation

The site visit team must use its collective professional judgment to reach an accreditation recommendation for an institution. The site visit team's recommendation for an accreditation decision is a holistic decision based on the common standard findings, and on the number and

severity of Met with Concerns or Not Met findings for the specific programs offered at the institution.

The COA makes one accreditation decision for the institution and all of its approved educator preparation programs. This accreditation decision reflects, to a great degree, the team’s findings on the Common Standards. However, if one or more programs are found to have significant issues, it is likely that one or more related common standards will reflect findings of Met with Concerns or Not Met. If a specific program is determined to have significant concerns that are not reflected in the Common Standards or in other education preparation programs at the institution, the team has the option of making an accreditation decision with the added stipulation that the specific program be closed.

The table below provides general guidance to site visit teams as they discuss which accreditation recommendation is appropriate for the institution.

Table 2: General Guidance for Initial Site Visit Team Recommendations*

Common Standards Less than Fully Met		Range of Accreditation Recommendations				
# Met with Concerns	# Not Met	Accreditation	with Stipulations	with Major Stipulations	with Probationary Stipulations	Denial of Accreditation
0	0	•				Used only in extreme situations in accordance with the provisions in this Handbook
1-2	0	•————•				
3-4	0		•————•			
5	0		•————•	•————•		
0	1-2		•————•	•————•	•————•	
1-2	1-2			•————•	•————•	
3-4	1-2			•————•	•————•	
1-2	3-4				•————•	
0	5				•————•	
More than one-half of program standards Not Met			•————•		•————•	

* Findings on program standards must be considered by the team in making the accreditation recommendation, and those findings play an integral role in helping the team reach consensus on its recommendation.

When teams are deliberating about the accreditation recommendation, they must consider the findings on the Common Standards, as well as the number and severity of standard findings for the programs. The table identifies the range of likely accreditation recommendations for an institution based on the number of Common Standards that are Met with Concerns or Not Met. If an institution has only a couple of Common Standards found to be Met with Concerns or Not

Met, then the accreditation recommendation would likely be *Accreditation* or *Accreditation with Stipulations* which are on the left side of the range shown on the table. If, on the other hand, there are a number of Common Standards found to be Met with Concerns or Not Met, then the team's accreditation recommendation would likely be in the middle or towards the right side of the range identified in Table 2.

In its determination of an appropriate accreditation recommendation, the accreditation team must also take into consideration the number of educator preparation programs an institution offers. If an institution offers a small number of programs, then a small number of program standards found to be less than fully met becomes significant. On the other hand, if an institution offers a large number of programs, then a few program standards found to be less than fully met might not be as significant a factor in the accreditation recommendation.

The information provided in Table 2 is only a general reference tool for teams as they consider the impact of the findings on all common and program standards to determine an accreditation recommendation. It does not replace the critically important professional judgment that team members bring to discussions about the *degree* to which an institution and its programs align with the adopted standards. Similarly, it does not replace the team's assessment of the strengths and weaknesses of an institution and its programs, nor of the team's judgment about the impact of the institution on candidates or the quality of the institution's offerings. By the end of the site visit, team members have a great deal of information about an institution, its unique characteristics, and the quality of its programs. That knowledge, as supported by evidence, is used by the team to generate and justify an accreditation recommendation.

In like fashion, Table 2 serves as a reference tool for the COA which must consider information from the accreditation report, the team lead, and the institution to render a single accreditation decision. The table is not a substitute for the professional judgment and experience of the COA members nor is it a substitute for the deliberations that take place at the COA meeting where the accreditation report is presented.

EXHIBIT “17”

Preconditions for Internship Programs

- (1) Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. [Reference: Education Code Sections 44325, 44326, 44453.](#)
- (2) Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. [Reference: Education Code Section 44325\(c\) \(3\).](#)
- (3) Pre-Service Requirement.**

 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

 - (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (5) Supervision of Interns.**

 - (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. [Reference: Education Code Section 44462](#). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. [Reference: Education Code Section 44454](#). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). [Reference: Education Code Section 44458](#).

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. [Reference: Education Code Sections 44321 and 44452](#).

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the [Reading Instruction Competence Assessment \(RICA\)](#) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. [Reference: Education Code Section 44468](#).

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. [*Reference: Education Code Section 44325 \(b\).*](#)

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. [*Reference: Education Code Section 44325 \(c\) \(4\).*](#)

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Pam Lamcke <plamcke@summitps.org>

Summit Public Schools - Intern Preconditions

25 messages

Pam Lamcke <plamcke@summitps.org>

Thu, Aug 17, 2017 at 1:19 PM

To: "Clark, Teri" <TClark@ctc.ca.gov>, "Hickey, Cheryl" <CHickey@ctc.ca.gov>

Cc: Adam Carter <acarter@summitps.org>

Hi Teri and Cheryl,

Thank you for your time last week as we worked together to figure out how to move forward.

Attached is our response to the Preconditions for Intern Programs. Please let me know if you have any questions or need anything else.

We are still working through all of the possibilities we discussed in terms of minor adjustments to the program. We will keep you posted if we have any additional questions or updates on the program.

Thanks again,
Pam

--

Pamela Lamcke
Director of Summit Learning Teacher Residency
Summit Public Schools
plamcke@summitps.org**Summit Public Schools Preconditions for Internship Programs.pdf**

1399K

Hickey, Cheryl <CHickey@ctc.ca.gov>

Thu, Aug 17, 2017 at 1:25 PM

To: Pam Lamcke <plamcke@summitps.org>, "Clark, Teri" <TClark@ctc.ca.gov>

Cc: Adam Carter <acarter@summitps.org>

Thank you so much Pam. I will have our staff review these and get back to you with any questions. Thank you for your prompt attention to this matter.

*Cheryl Hickey**Administrator of Accreditation**Professional Services Division**Commission on Teacher Credentialing**1900 Capitol Avenue**Sacramento, CA 95811**(916) 322-0695*

From: Pam Lamcke [mailto:plamcke@summitps.org]
Sent: Thursday, August 17, 2017 1:19 PM
To: Clark, Teri <TClark@ctc.ca.gov>; Hickey, Cheryl <CHickey@ctc.ca.gov>
Cc: Adam Carter <acarter@summitps.org>
Subject: Summit Public Schools - Intern Preconditions

[Quoted text hidden]

Hickey, Cheryl <CHickey@ctc.ca.gov>
To: Pam Lamcke <plamcke@summitps.org>, "Clark, Teri" <TClark@ctc.ca.gov>
Cc: Adam Carter <acarter@summitps.org>

Thu, Aug 17, 2017 at 4:39 PM

Good afternoon Pam:

Our staff has reviewed and approved your intern prerequisites. We have updated our credential information guide to indicate that you are an intern program.

We will be sending out a revised approval letter. Please know that if you need additional assistance thinking through any adjustments you are making, let us know. We'd be happy to talk with you further.

Cheryl Hickey

Administrator of Accreditation

Professional Services Division

Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, CA 95811

(916) 322-0695

From: Hickey, Cheryl
Sent: Thursday, August 17, 2017 1:25 PM
To: 'Pam Lamcke' <plamcke@summitps.org>; Clark, Teri <TClark@ctc.ca.gov>



Preconditions for Internship Programs

Preliminary Single Subject Credentialing Program General Education

Prepared By:

Pamela Lamcke, Director of Summit Learning Teacher Residency

Summit Public Schools

900 Island Drive

Redwood Shores, CA 94065

plamcke@summitps.org

Preconditions for Internship Programs

1. Bachelor's Degree Requirement.

In order to be admitted to Summit Public Schools' credentialing program, candidates are required to hold a baccalaureate degree or higher from a regionally accredited institution of higher education. As part of the admissions process, applicants submit official transcripts verifying the receipt of a baccalaureate degree or higher.

2. Subject Matter Requirement.

Summit Public Schools' credentialing program requires all Single Subject interns to complete the Subject Matter Requirement by passing the Commission-approved subject matter examination or completing the subject matter program for the subject area(s) in which the intern is authorized to teach.

3. Pre-Service Requirement.

Summit Public Schools' credentialing program includes a pre-service component that exceeds the 120 clock hour requirement as follows:

Pre-Service Component	Course	Topics Covered	Clock Hours
General Pedagogy	Curriculum, Instruction & Assessment	Planning, including Backwards Design High Leverage Instructional Strategies	40 hours
	Culture of Learning	Classroom Management, including structures for classroom management and positive behavior supports	30 hours
Reading / Language Arts	Curriculum, Instruction & Assessment	Supporting Literacy and Language for All Students	6 hours
Subject Specific Pedagogy	Curriculum, Instruction & Assessment	Subject-specific Pedagogical Content Knowledge	10 hours
Human Development	Curriculum, Instruction & Assessment	Science of Learning	8 hours

	Culture of Learning	Motivation and Effort	6 hours
	Diversity & Access	Adolescent Development	10 hours
Teaching English Learners	Diversity & Access	Being a Culturally Responsive Educator Historical Context and Inequities in Education	15 hours
	Curriculum, Instruction & Assessment	Language Acquisition and Development Supporting English Learners (planning, instruction, and assessment specific to English Learners)	30 hours

4. Professional Development Plan.

Summit Public Schools' credentialing program has worked in collaboration with Summit Public Schools to develop and implement a Professional Development Plan for interns. All candidates are interns with Summit Public Schools.

The Professional Development Plan includes the following:

- a) Interns, Cooperating Teachers (District-Employed Supervisor), and Mentor (Program Supervisor) engage in a quarterly co-assessment process to document the intern's progress towards program requirements, reflect on strengths, and identify growth areas and goals. This quarterly co-assessment serves as the intern's evaluation and is documented in his/her Professional Learning Plan.
- b) The Summit Public Schools Educator Preparation Programs Handbook provides an overview of the Professional Development Plan for interns, including a description of the courses to be completed, a plan for the completion of preservice, and a plan for the completion of student teaching.
- c) Not applicable
- d) Not applicable

5. Supervision of Interns.

Summit Public Schools' credentialing program and Summit Public Schools work in partnership to exceed the 144 hours of support and supervision required annually and the 45 hours of support and supervision specific to teaching English learners, as documented in the Professional Development Plan. Candidates engage in a minimum of 2.5 hours per week of individual support and supervision, 1.5 hours with the Mentor (Program Supervisor) and 1 hour with the Cooperating Teacher (District-Employed Supervisor).

6. Assignment and Authorization.

Summit Public Schools' credentialing program authorizes the candidates in the program to assume the functions that are authorized by the regular standard credential. The credentialing program stipulates that the interns' services meet the instructional needs of Summit Public Schools.

7. Participating Districts.

All interns in the Summit Public Schools' credentialing program are placed at Summit Public Schools, a public charter network in California. Interns will hold California Single Subject credentials in English, History / Social Science, Mathematics, Biology, Physics, Chemistry, and World Language.

8. Early Program Completion Option.

Summit Public School's credentialing program includes an early program completion option, available to interns who meet the following requirements:

- a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- c) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program through Summit Public Schools' credentialing program.

9. Length of Validity of the Intern Certificate.

Intern certificates issued by Summit Public Schools' credentialing program will be valid for a period of two years.

10. Non-Displacement of Certificated Employees.

Summit Public Schools' credentialing program and Summit Public Schools certify that interns do not displace certificated employees at Summit Public Schools.

11. Justification of Internship Program.

The mission of Summit Public Schools is to prepare a diverse student population for success in a four-year college or university, and to be thoughtful, contributing members of society. We know that the current educational system is not truly preparing students for success in college or in the skills-based world in which we live. In the same way that we are changing what schools look like for students, we also need to change what educator preparation looks like so that teachers can be successful in this changing system. For example, to be successful in our schools, teachers need extensive preparation in project-based learning, how to teach and assess cognitive skills, how to support the development of habits of success, and data-driven instruction, more so than what is generally covered in other teacher education programs. By preparing teachers in our innovative schools, we believe that teachers will be better prepared to be successful in any school.

As a growing organization, Summit continues to hire a large number of teachers each year to work across our 8 campuses in California and 3 campuses in Washington. To ensure high quality teachers for our campus, we designed the credentialing program to train teachers specifically in our schools, alongside our most experienced and qualified teachers.

12. Bilingual Language Proficiency.

Not applicable.



Educator Preparation Programs

Participating Teacher
Handbook

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Introduction

Vision

Summit Public Schools has a clear vision for all educators and for our educator preparation programs:

*Each Summit teacher is an empowered and self-directed learner
who is directly improving student achievement every day.*

This vision comes out of our vision for students and our school model, which transforms the traditional model of schooling to one that:

- Nurtures communities of learners, where students practice and model life skills, and receive rich feedback to individually grow and thrive.
- Connects students' long-term goals and aspirations to their daily decisions, actions and behaviors.
- Empowers and equips students to drive their learning and own their success.
- Engages students in meaningful, deeper learning experiences where progression is based on competency and subject-matter knowledge is applied to real, authentic situations.

We believe the learning model must shift to better meet the needs of today's students and truly prepare them for college and the changing world. Similarly, the learning model for teachers must transform to provide educators with the training, professional development, and supports they need to ensure their own professional growth and their students' success in 21st century schools.

Goals of the Summit Public Schools' Educator Preparation Programs

Goal 1: Develop teachers' knowledge, skills, and habits so that they are prepared to work in 21st century schools.

As schools are changing, the role of the teacher is also changing. It is critical that we prepare teachers with the knowledge, skills, and habits they need in order to effectively prepare students for college and the changing world.

Goal 2: Provide a user-centered, personalized, self-directed experience that mirrors our program for students.

In the same way that we differentiate to meet the needs of each and every student, we have developed systems and structures that allow us to differentiate to meet the needs of every teacher. We personalize the professional development experience for teachers based on their development and career goals, and empower teachers to self-direct their own learning.

Goal 3: Provide a coherent, unified, full career trajectory from pre-service through induction to continuous professional development.

We believe teachers will develop farther and faster if we provide a coherent, unified program of educator preparation. The induction program fits into this trajectory, while also providing the opportunity to earn a Professional Clear Credential.

Goal 4: Make teaching more efficient and sustainable.

We aim to retain the excellent teachers that we hire. We believe our program will support teachers in developing the knowledge, skills, and habits of success they need to be successful in their work now and in the future.

Educator Preparation Programs

Summit Public Schools offers a preliminary credentialing program, as well as an induction program, for general education teachers as well as Education Specialists.

Admissions

Preliminary Credential Programs

In order to be admitted to the Summit Public Schools credentialing programs, applicants must meet the following criteria:

- Possess a Baccalaureate or higher degree and submit official transcripts from all accredited institutions of higher education attended
- Obtain a Certificate of Clearance by completing the LiveScan
- Satisfy the Basic Skills Requirement
- Verify Subject-Matter Competency by one of the following:
 - (a) passing the CSET Exam
 - (b) providing evidence of having completed a Commission approved subject matter preparation program
- Satisfy the US Constitution Requirement.

Further, all applicants will be evaluated in terms of their demonstrated commitment to the core values of Summit Public Schools, including but not limited to:

- college readiness for all students,
- self-directed, personalized learning,
- heterogeneity,
- whole-child education,
- collaboration,
- data-driven and research-based practices,
- teacher leadership, and
- growth mindset.

Induction

Summit Public Schools will assess each candidate's standing prior to enrollment in the teacher induction program to ensure that each candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential). For candidates trained out of state, Summit Public Schools will ensure that the candidate has less than two years of teaching experience. Candidates must meet this criteria in order to enroll in the induction program.

Certificate of Clearance

All candidates enrolled in Summit Public Schools' educator preparation programs are required to obtain a Certificate of Clearance from the Commission to verify personal identification prior to participating in school-based field experiences.

Program Completion Requirements

Preliminary Credential Programs

All candidates in Summit Public Schools' Educator Preparation Programs must meet all legal requirements for a credential prior to recommendation for that credential. The legal requirements for credentials include:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment (edTPA)

Early Completion Option

Summit Public School's credentialing program includes an early program completion option, available to interns who meet the following requirements:

- a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- c) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program through Summit Public Schools' credentialing program.

Induction

All candidates in the Summit Public Schools Induction Program must complete all program requirements prior to recommendation for a Clear California teaching credential.

Early Completion Option

Summit Public Schools has an Early Completion option for experienced and exceptional candidates in the teacher induction program. Candidates are advised about this option if they meet the criteria for the program.

Assistance and Advisement

Preliminary Credential Programs

Candidates in the preliminary credentialing programs receive ongoing feedback and support about their progress towards program completion requirements. If at any point in the program the cooperating teacher and mentor feel that the support they are able to provide is not adequate or fully addressing a candidate's needs – or if there is a larger concern altogether – they escalate the issue to the Director of Credentialing. The Director of Credentialing may take various forms of action with increasing intensity, including (though not limited to):

- Providing guidance to cooperating teachers and mentors on how to support the candidate
- Communicating directly with the candidate and offering assistance
- Crafting customized remediation plans with the cooperating teacher and mentor
- Communicating with the school site leader to make any necessary accommodations

In the event that these supports do not prove sufficient in supporting candidates through specific challenges or closing gaps, the supervisory team convenes to review all relevant data and determine the candidate's ultimate suitability for advancement into teaching.

Professional Development Plans

Preliminary Credential Programs

Interns in the Summit Public Schools' credentialing program engage in the following professional development over the course of program.

Coursework: Interns complete the following year-long courses in order to meet the program requirements:

- Curriculum, Instruction, and Assessment
- Culture of Learning
- Diversity and Access
- Professional Growth

Pre-service: Interns complete the pre-service component as part of the required coursework. Pre-service includes foundational preparation in the following areas:

- General pedagogy, including planning and high leverage instruction
- Reading / language arts
- Subject-specific pedagogy
- Human development
- Teaching English Learners

Student teaching: Upon entering the program, all candidates are matched with a cooperating teacher and placed in his/her classroom for clinical/field experiences for a full academic school year. Candidates begin their residencies by co-teaching multiple class sections, working up to ultimately leading one of those class sections independently in the spring semester.

Candidates demonstrate readiness to move from initial student teaching (co-planning and co-facilitation) to final student teaching (independently teaching one class section) by meeting a performance bar in both clinical practice and coursework.

Co-Assessment / Evaluation: Together with the cooperating teacher and mentor, interns engage in a quarterly co-assessment process to review data and reflect upon progress towards the program requirements. Though the cooperating teacher and mentor provide continuous feedback to candidates throughout their residencies and course work, the co-assessment meetings provide an opportunity for more formalized feedback and evaluation.

Support and Supervision: Interns receive support and supervision from both the credentialing program and the school site. At the school site, interns work alongside a cooperating teacher for the full academic year, including observation of the cooperating teacher, co-planning and co-teaching, and weekly coaching and reflection meetings. Interns also receive weekly support and supervision from the mentor, or program supervisor, through observations and coaching. When interns engage in the pre-service and coursework related to teaching English learners, both the cooperating teacher and mentor provide support and supervision specific to teaching English learners as well.

Roles & Responsibilities

Participating Teachers

Teachers participating in the educator preparation programs are responsible for:

- passing all required content assessments in the competency-based progression
- demonstrating the appropriate level of growth on the Educator Skills Rubric
- completing all required performance tasks and portfolios at a passing level, including the edTPA for credentialing candidates
- working with the designated mentor on a regular basis in order to support growth as a teacher and the successful completion of program requirements
- participating in formal and informal classroom observations conducted by the mentor and/or master teacher
- participating in professional development opportunities
- participating in the 360 review and program evaluation processes

Mentors

Mentors for the credentialing and induction programs are responsible for:

- having a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric
- building strong relationships with participating teachers
- maintaining open communication and positive relationships with school leaders
- conducting formal and informal classroom observations and providing feedback on teacher practice
- leading coaching conversations to support the growth of participating teachers
- responding to the professional and emotional needs of participating teachers
- participating in trainings, professional development, and team meetings with the Director of Credentialing
- participating in the 360 review and program evaluation processes

Cooperating Teachers

Cooperating Teachers are responsible for:

- having a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric
- supporting participating teachers in the gradual release of responsibility within the classroom
- building strong relationships with participating teachers
- conducting formal and informal classroom observations and providing feedback on teacher practice
- leading coaching conversations to support the growth of participating teachers
- responding to the professional and emotional needs of participating teachers
- participating in trainings, professional development, and team meetings with the Director of Credentialing
- participating in the 360 review and program evaluation processes

Director of Credentialing

The Director of Credentialing is responsible for oversight and management of the program, including:

- recruiting candidates for the credentialing program
- supervising the team of mentors, and providing ongoing training and professional development
- supervising the instructional personnel and faculty
- communicating with California Commission on Teacher Credentialing in order to fulfill requirements to maintain accreditation as an LEA
- monitoring the program completion progress of participating teachers and providing advice and assistance to candidates and mentors as needed
- coordinating the calibration and scoring of final performance assessments
- evaluating the educator preparation programs and guiding the development and continuous improvement of

processes and systems

Human Resources

Human Resources staff is responsible for:

- working closely with school site leaders to support the transition of new teachers into the organization
- verifying credentialing status of all new hires
- coordinating the list of participating teachers for each educator preparation program
- submitting completed applications to the CTC for California credentials for eligible participating teachers

Program Governance and Evaluation

Program Funding, Administration and Support

Our schools are designed to be sustainable on the state and federal allocation. It is important to us that our programs will last over time and can be replicated by other schools and districts. We apply this same philosophy to our education preparation programs. Each Summit school pays a fee to the education preparation programs for each employee who is participating in the induction program. Once initial start up fees are covered, the educator preparation programs are fully funded and sustainable by the school fees.

The personnel for the Summit educator preparation programs includes an educator preparation team, as well as support from the Summit central office team. The program-specific team includes a Director of Credentialing, a Credential Analyst, and full time mentors to support both credentialing and induction candidates. Support is also provided from the central office teams, including the Finance and Human Resources, the Information, and the Academics teams. The Information Team supports with collecting and analyzing data and program evaluation, while the Academics Team consists of experts in curriculum and instruction, assessment, and professional development.

Selection of Cooperating Teachers and Mentors

Cooperating teachers and mentors for the Summit Public Schools credentialing programs will be selected based on the following criteria:

- years of experience in education,
- types of experiences (roles) in education,
- experience with instructional coaching,
- pedagogical content knowledge,
- appropriate credentials, and
- alignment with the values of Summit Public Schools.

In addition, we value experience teaching and working at Summit schools. Cooperating teachers are matched with candidates in the same subject area. We seek to build a team of mentors with a range of subject matter expertises.

Program Evaluation

Summit's assessment and evaluation system incorporates multiple measures in order to comprehensively evaluate the effectiveness of the educator preparation programs. Summit uses several metrics to track the development of participating teachers, including:

- Performance on content assessments
- Performance on the Educator Skills Rubric
- Scores on performance assessments, including case studies, observations, and portfolios
- Student performance and growth data
- Qualifications of each candidate
- Performance on the Teaching Performance Assessment (edTPA)

All of these metrics provide us with information about the growth and development of each candidate in relation to our expectations for all Summit employees and in relation to the program completion requirements. The Director of Credentialing reviews these data regularly in collaboration with instructors, mentors, and the participating teachers in order to drive action plans to improve individual performance and the program itself.

Summit also uses assessment and evaluation tools that provide user feedback on our programs, including:

- surveys
- a 360 evaluation process
- ongoing honest, actionable, and timely feedback conversations

All of these data are used for program evaluation, as well as to improve individual performance and the program itself.

Resources

California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction and incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Developing as a Professional Educator

- 6.1 Reflecting on teaching practice is support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Curriculum, Instruction, & Assessment in a Personalized Learning Environment

Course Syllabus

Course Description:

This course focuses on supporting student learning in a personalized, project-based context. The course is structured around a series of “cycles of inquiry” in which candidates plan, teach, assess, reflect, and adjust. By framing all teaching opportunities within this cycle, candidates engage with curriculum, instruction, and assessment not as three separate concepts but as fully integrated elements of teaching. Each cycle of inquiry results in a similarly structured portfolio; however, the cycles of inquiry increase in complexity, length, and focus as the year goes on, encouraging candidates to draw on and demonstrate the expanding body of knowledge and skills they are acquiring across the credentialing program and in their classrooms, including content knowledge; general and discipline-specific pedagogical skills; and knowledge of students, families, and communities.

A completed portfolio that demonstrates a full cycle of inquiry includes:

- Plan
 - Lesson plans and instructional materials, including justification, in the context of a larger backwards plan
 - Evaluation criteria (rubric) for student work samples
- Instruct
 - Video clips of instruction
- Assess
 - Student work samples with candidate feedback
 - Analysis of student outcomes/performance
- Reflect
 - Written reflection analyzing the effectiveness of planning and instruction
 - Plans to adjust instruction based on formative assessment evidence and reflection

Course Outcomes:

- Candidates apply their knowledge of students in cycles of inquiry around planning, teaching, assessing in their clinical practice
- Candidates apply their knowledge of subject matter, subject-specific pedagogy, and disciplinary language to cycles of inquiry in their clinical practice
- Candidates use their knowledge of students to plan and implement differentiated and

personalized learning strategies

- Candidates design, modify, and use assessments tailored to subject-specific learning outcomes and their varied students' needs; and analyze student performance to inform instruction
- Candidates design curriculum and instruction (including project-based units) using a backwards planning process

Key understandings:

- Human learning theory
- Subject specific pedagogy
- Designing and implementing curriculum and assessments
- Understanding and analyzing student achievement outcomes to improve instruction

Course Content & Skills	Aligned TPEs
<p>EDUCATOR SKILLS</p> <ul style="list-style-type: none"> ● Facilitating Learning ● Empowering Environment <p>CONTENT</p> <p>Instructing and Engaging Students in Learning</p> <ul style="list-style-type: none"> ● High leverage personalized learning strategies ● Cognitive complexity ● Pedagogical content knowledge ● Academic language / content area literacy pedagogy ● Self-directed learning strategies ● Student engagement ● Effective groupwork ● Application of cultural relevance and responsiveness strategies ● Differentiation ● Language acquisition and development ● Application of <ul style="list-style-type: none"> ● SDAIE / academic language strategies ● SPED strategies ● Assistive technologies 	<p>TPE1: Engaging and Supporting All Students in Learning</p> <p>TPE3: Understanding and Organizing Subject Matter for Student Learning</p>

<ul style="list-style-type: none"> ● Subject-specific pedagogical skills ● Subject-specific application of technology (e.g., use of simulations and digital investigative tools (LabProbe) in science; use of internet to support research and access primary source documents in HSS; use of digital formats to present information in ELA) 	
<p>EDUCATOR SKILLS</p> <ul style="list-style-type: none"> ● Planning Skills-Based Outcomes ● Planning Learning Experiences ● Assessing Learner Needs <p>CONTENT</p> <ul style="list-style-type: none"> ● Backwards planning <ul style="list-style-type: none"> ○ Formative assessment ● Project, unit, and lesson planning techniques <ul style="list-style-type: none"> ○ High leverage personalized learning strategies ○ Subject-specific pedagogical skills ○ Principles of art education ○ Multi-modal delivery of content ○ [Application of] Cultural relevance and responsiveness strategies ○ Use of technological tools / resources ● Standards-based <ul style="list-style-type: none"> ○ Federal requirements ○ State and national standards ● Differentiation <ul style="list-style-type: none"> ○ Language demands ○ Instructional technology ○ Assistive tech guidelines and policies ● Cognitive development and learning science 	<p>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p>
<p>EDUCATOR SKILLS</p> <ul style="list-style-type: none"> ● Assessing Learner Needs ● Creating Appropriate Supports 	<p>TPE5: Assessing Student Learning</p>

<ul style="list-style-type: none"> ● HAT Feedback <p>CONTENT</p> <p>Assessing Student Learning</p> <ul style="list-style-type: none"> ● Assessment types <ul style="list-style-type: none"> ○ Implicit and explicit bias ● Assessment tools <ul style="list-style-type: none"> ○ Rubrics ● Understanding and communicating assessment results (incl. grading) ● EL / SPED practices for assessment ● Analyzing student work 	
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Performance Outcomes	Major Assessment	Aligned Learning Tasks & Formative Assessments
<p>Evaluate a lesson plan and its effectiveness through the lens of backwards design and cognitive complexity. (TPE 1, 3, 4 and 5)</p>	<p>Inquiry Cycle 1: Analyze Planning, Teaching, and Learning</p> <p>Description: Analyze the lesson plan and instruction of one lesson from your cooperating teacher. Contextualize within a larger project or unit. Focus on the elements of backwards design as well as cognitive complexity.</p>	<p>Formative: Respond to reading about backwards planning</p> <p>Formative: Cognitive complexity and other aspect(s) of learning science</p> <p>Formative: Deconstruct a project plan to see how the parts fit together</p>
<p>Design and teach a discipline-specific learning activity, using knowledge of students to engage all learners. (TPE1, 4)</p> <p>Evaluate the learning activity and its effectiveness for developing content learning for all students. (TPE1, 3, and</p>	<p>Inquiry Cycle 2: Plan and Teach a Single Activity</p> <p>Description: Develop pedagogical content knowledge by implementing a discipline-specific strategy or activity. Focus on student engagement.</p>	<p>Formative: Analyze video of another teacher implementing a subject-specific strategy—evaluate appropriateness of strategy for the content of the lesson</p> <p>Formative: Analyze video of groups of students; apply an observation protocol to</p>

5)		analyze engagement of students
<p>Design and teach a lesson that includes informal assessment tools to provide opportunities for students to generate evidence of learning toward the lesson objectives (TPE1 and 5)</p> <p>Analyze the language and literacy demands of a task to design instructional supports that scaffold students' development of the language functions and forms required for successful completion of an academic task (TPE1)</p> <p>Apply knowledge of students to design a learning experience that engages diverse learners by making connections with students' backgrounds (interests, prior knowledge, lived experiences, etc.) and by providing choices or a variety of modes to access rigorous content and demonstrate their learning. (TPE1, 3, 4, 5)</p>	<p>Inquiry Cycle 3: Plan and Teach a Full Lesson</p> <p>Description: Plan and teach a full lesson with informal assessment embedded within the learning experiences. Focus on supporting the academic language and literacy demands of a task, and providing opportunities for diverse learners to engage with the content.</p>	<p>Formative: Analyze a task/assignment for its language demands and corresponding supports</p> <p>Formative: Enhance an existing lesson plan with multiple strategies to engage diverse learners with content</p> <p>Formative: Review of informal assessment tools; something about the continuum of informal tools (on the fly, preplanned, checklist, exit ticket, etc.)</p>
<p>Design and teach a sequence of multiple lessons that includes opportunities for formative assessment and HAT feedback. (TPE1, 3, 4, 5)</p> <p>Apply SDAIE and other differentiation strategies to</p>	<p>Inquiry Cycle 4: Plan, Teach, and Video Record Two Sequential Lessons</p> <p>Description: Your sequence of lessons should include embedded formative assessment. Lesson design</p>	<p>Formative: Developing evaluative criteria for assessments</p> <p>Formative: Review of assessment types for different purposes; characteristics of high quality</p>

<p>support English Learners to learn disciplinary content and language. (TPE 1 and 3)</p> <p>Evaluate the sequence of lessons and their effectiveness for developing disciplinary content and language for all students, but especially for English Learners. (TPE1, 3 and 4)</p>	<p>should focus on support for English Learners. You must incorporate HAT feedback within the lesson sequence (preferably between the two lessons based on formative assessment data collected in the first lesson).</p>	<p>assessment prompts</p>
<p>Analyze evidence from a full cycle of inquiry for a learning segment of three to five subject specific lessons. (TPE1, 3, 4, 5)</p> <ul style="list-style-type: none"> •justify plans based on knowledge of students’ assets and needs (TPE1) •evaluate video evidence of student engagement, questioning, subject specific instructional strategies, and challenging learning environments for diverse learners.(TPE 3) • Analyze student learning and provide feedback to three focus learners that informs next steps for teaching and learning (TPE 5) 	<p>Inquiry Cycle 5: Complete edTPA (Plan and Teach 3-5 Sequential Lessons)</p> <p>Description: The 5th major assessment of this course will be to actually complete edTPA with some specific emphasis added for the course:</p> <p>--The lesson sequence should include a summative (“small s”) assessment to collect culminating evidence of student learning from the lesson sequence. The planning and instruction should increase its focus on personalized learning strategies and/or scaffolding toward a culminating task. It should also focus on supporting diverse students’ learning needs, including SPED.</p>	<p>Formative: Personalized learning principles and practices</p> <p>Formative: Scaffolding for a larger task or culminating assessment</p> <p>Formative: Summative assessment tools</p> <p>Formative: Analyzing student assessment evidence (multiple times prior to edTPA completion)</p>
<p>Design and evaluate a project-based unit that includes opportunities for</p>	<p>Inquiry Cycle 6: Plan, Teach, and Analyze a Full Project</p>	<p>Formative: Analyze/unpack a sample project, applying TQR criteria</p>

<p>formative assessment, HAT feedback, and revision based on the TQR criteria. (TPE1, 3, 4, 5)</p> <p>Implement the project-based unit and evaluate the effectiveness of the unit based on analysis of student work. (TPE 3 and 5)</p> <p>Reflect on management of groups and develop a plan to improve group interactions for next project. (TPE 3)</p> <p>Apply SDAIE and other differentiation strategies to support English Learners to learn disciplinary content and language. (TPE 1)</p> <p>Evaluate the unit and it's effectiveness for developing disciplinary content and language for all students, but especially for English Learners. (TPE 1, 3 and 5)</p>	<p>Focus on use of technology and multiple modalities; integrating choice & decision-making; managing collaboration and group work</p> <p>Include analysis of student work and reflection on effectiveness of planning/instruction</p>	<p>Formative: Scaffolding for a project</p> <p>Formative: Personalized learning: Multiple modalities</p> <p>Formative: Group work</p>
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Readings (Organized by Topic) - Draft

Backwards Planning	<i>Understanding by Design</i> (Wiggins & McTighe, Expanded 2 nd Ed.)
Project Based Learning	<p>Thomas, J. W., (2000) <i>A review of research on project based learning</i>. http://www.newtechnetwork.org.590elmp01.blackmesh.com/sites/default/files/dr/pblresearch2.pdf</p> <p>Larmer, J., & Mergendoller, J.R. (2010) <i>Seven essentials for Project-Based Learning</i>. <i>Educational Leadership</i>, 68, 1, 34-37.</p> <p>Various resources from http://bie.org</p>
Personalized	Jobs for the Future & the Council of Chief State School Officers. 2015.

Learning	Educator Competencies for Personalized, Learner-Centered Teaching. Boston, MA: Jobs for the Future.
Assessment -Formative assessment -Feedback -Summative assessment -Grading	<p><i>Classroom Assessment for Student Learning</i> (Stiggins, Artur, Chappuis & Chappuis, 2nd Ed.)</p> <p><i>Educational Assessment of Students</i> (Brookhart & Nitko, 7th Ed.)</p> <p>“The Role of Assessment in a Learning Culture” (Lorrie Shepard)</p> <p>“Inside the Black Box” (Black & Wiliam)</p> <p>Sample Performance Tasks and Rubrics: http://performanceassessmentresourcebank.org</p>
Learning Science	<p><i>How People Learn</i> (Bransford, Brown & Cocking, Expanded Edition 2000)</p> <p>Hammond, Z, (2015) <i>Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students</i>. Corwin, Thousand Oaks, CA.</p>
Group Work / Heterogeneous Classrooms	<i>Designing Groupwork</i> (Cohen & Lotan, 3 rd Ed.)
Content-Specific Pedagogy	<p>ELA:</p> <p>Reading (Early Literacy or Struggling Older Readers)</p> <p><i>The Teaching Reading Sourcebook</i> (Honig, Diamond, & Gutlohn)</p> <p>Smagorinsky, P., McCann, T., & Kern, S. (1987) <i>Explorations: Introductory Activites for Literature and Composition, 7-12</i>. Urbana: NCTE.</p> <p>Literary Interpretation</p> <p>Rabinowitz, P. & Bancroft, C. (2015). Euclid at the core: Recentering Literary Education. <i>Style</i>, 48(1)</p> <p>Rabinowitz, P. & Smith, M. (1997). <i>Authorizing readers: Resistance and respect in the teaching of literature</i>. New York: Teachers College Press</p>

Writing

Hillocks, G. (2011). *Teaching argument writing: Supporting claims with relevant evidence and clear reasoning*. Portsmouth: Heinemann.

Gallagher, K. (2011): *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland: Stenhouse.

Math:

Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. Adding It Up. Washington, DC: National Academy Press.

Learning Progressions for Common Core Math:
<http://ime.math.arizona.edu/progressions/>

Boaler, J., & Humphreys, C. (2005). *Connecting mathematical ideas: Middle school video cases to support teaching and learning* (Vol. 1). Heinemann Educational Books.

Lampert, M. (2003). *Teaching problems and the problems of teaching*. Yale University Press.

History/SS:

Bain, Robert B. (2005) "Why Do We Think They Thought the World Was Flat? Working with Historical Accounts in High School" In National Research Council. (2005) *How Students learn: History in the Classroom*. Committee on *How People Learn, A Targeted Report for Teachers*, M. S. Donovan and J. D. Bransford (Eds) Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.

Monte-Sano, C. "What Makes A Good History Essay? Assessing Historical Aspects Of Argumentative Writing" *Social Education* 76(6), 2012.

Diana Hess, Discussion in Social Studies: Is it Worth the Trouble? in *Social Education*, 2004

Selections from Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School*

	<p><i>History Classrooms</i>. Teachers College Press.</p> <p>Science: http://www.nextgenscience.org</p> <p>Selected chapters from: Loughan, J., Berry, A., and Mulhall, P. (2012) <i>Understanding and Developing Science Teachers' Pedagogical Content Knowledge</i> https://www.sensepublishers.com/media/1219-understanding-and-developing-science-teachers-pedagogical-content-knowledge.pdf</p> <p>Glynn & Muth (1994). Reading and Writing to Learn Science: Achieving Scientific Literacy. <i>Journal of Research in Science Teaching</i>, 31, 1057-1073.</p> <p>Osborne, J. (2011). Science teaching methods: a rationale for practices. <i>School Science Review</i>, 93(343), 93-103.</p> <p>DeBoer, G. E. (2000). Scientific literacy: Another look at its historical and contemporary meanings and its relationship to science education reform. <i>Journal of research in science teaching</i>, 37(6), 582-601.</p> <p>Chin, C. (2006). Classroom interaction in science: Teacher questioning and feedback to students' responses. <i>International journal of science education</i>, 28(11), 1315-1346.</p>
<p>Content Area Literacy (to overlap with other courses addressing academic language)</p>	<p>Verplaetse, L.S. (2007). Developing academic language through an abundance of interaction. In L. Verplaetse & N. Migliacci (Eds.) <i>Inclusive pedagogy for English language learners: Research-informed practices</i>. Mahwah, NJ: Lawrence Erlbaum Publ.</p> <p><i>Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5–12, Second Edition</i>. Jeff Zwiers (2014). Jossey-Bass.</p> <p>Brown, B. A., & Ryoo, K. (2008). Teaching science as a language: A “content - first” approach to science teaching. <i>Journal of Research in Science Teaching</i>, 45(5), 529-553.</p>

	<p><i>Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.</i> Zwiers, O'Hara, & Pritchard. (2014). Stenhouse.</p> <p>Graff, G. & Birkenstein, C. (2010). <i>They say, I say: The moves that matter in academic writing.</i> New York: W.W. Norton.</p> <p>Petit, A.& Soto, E. (2002). Already experts: Showing students how much they know about writing and reading arguments. <i>Journal of adolescent & adult literacy</i>, 45(8).</p> <p>Wineburg, S., Martin, D., & Monte-Sano, C. (2013). <i>Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms.</i> Teachers College Press.</p> <p>Wineburg, S., and Martin, D., (September, 2009). Tampering with History, Adapting Primary Sources for Struggling Readers, <i>Social Education.</i> Silver Spring MD: National Council for the Social Studies.</p>
Technology	<p>Various Readings on SAMR Model including http://www.hippasus.com/rrpweblog/archives/2014/12/11/SAMRandTPCK_HandsOnApproachClassroomPractice.pdf</p>
Differentiation (to overlap with other courses addressing this topic)	<p>Differentiated Instruction videos: http://www.edutopia.org/blogs/tag/differentiated-instruction</p> <p>Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. <i>The Teachers College Record</i>, 106(1), 193-211.</p> <p>Watts-Taffe, S., Laster, B., Broach, L., Marinak, B., McDonald Connor, C., & Walker- Dalhouse, D. (2012). Differentiated instruction: Making informed teacher decisions. <i>Reading Teacher</i>, 66(4), 303-314. doi: 10.1002/TRTR.01126</p>
Principles of Art Education	<p>https://www.arteducators.org/learn-tools/articles/18-naea-standards</p>
Culturally Relevant	<p>Selected chapters from:</p>

<p>and Responsive Pedagogy (to overlap with other courses addressing this topic)</p>	<p><i>Jackson, Y. (2011) The pedagogy of confidence: Inspiring high intellectual performance in urban schools. Teachers College Press. NY.</i></p> <p><i>Hammond, Z, (2015) Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin, Thousand Oaks, CA.</i></p>
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Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Facilitating Learning	<p>Facilitates learning experiences in a way that enables learners to focus on learning</p> <p>Implements instructional strategies that support learning</p>	<p>Focus on learning: Constantly assesses the learning in the room, using observational data and intentional questions, to make instructional decisions and coach students toward learning objectives.</p> <p>Flexible teacher role: Teacher varies role (instructor, facilitator, coach, audience), and works with individuals or small groups, based on the objectives and assessment data, and other teachers in the room.</p> <p>Resources: Provides and enables students to use resources that allow students to work together, give each other feedback, and make progress.</p> <p>Skills-focused questioning: Engages all learners to develop cognitive skills by effectively asking and responding to a variety or series of questions or prompts to elicit and advance high-</p>

		<p>level thinking and discourse.</p> <p>Self-directed and personalized: Uses the PLP to engage learners in assessing progress and make plans for learning that build on students' learning styles and strengths.</p> <p>Objectives: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning.</p> <p>Clear Communication: The teacher's explanations are scaffolded, clear, and accurate and connects with students' knowledge, experience, and needs.</p> <p>Pacing: The pacing of learning experiences is appropriate, providing most students the time and resources needed to be intellectually engaged.</p>
<p>Empowering Environment</p>	<p>Implements strategies that encourage a safe, positive learning climate</p> <p>Establishes high expectations and a belief that all learners can achieve</p>	<p>High Expectations: Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations.</p> <p>Inclusive and Equitable: Ensures that all students feel included, empowered, and able to make meaningful progress in the learning</p>

		<p>environment.</p> <p>Students Own The Process: Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal-setting, planning, accessing resources, and reflecting on learning.</p> <p>Relationships: Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.</p>
<p>Planning Skills Based Outcomes</p>	<p>Plans clear, rigorous, long-term outcomes</p> <p>Identifies short-term goals that are aligned to long-term outcomes</p>	<p>Laser focus on objectives: Creates backwards plans for projects with clear, skills-focused outcomes; tasks align to daily objectives, long-term objectives and student needs</p> <p>Authentic performance: Creates outcomes that enable students to practice skills they would use in college, the real world, or as professionals in the field</p> <p>Backwards plan: Creates backwards plans that build students' understanding and application of cognitive skills, and anticipate misunderstandings and skill-specific challenges, in the context of projects.</p>

<p>Planning Learning Experiences</p>	<p>Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way</p> <p>Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills</p>	<p>Authentic performance: Enables learners to do and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work</p> <p>Skills-focused: Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric</p> <p>Learners construct understanding: Plans learning experiences that are designed to challenge student thinking, inviting students to make their thinking visible.</p> <p>Aligned: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills.</p> <p>Planning Interventions: Creates backwards plans that includes interventions for anticipated student misunderstandings and skill-specific challenges, and includes "triggers" for various interventions.</p> <p>Questioning: The teacher</p>
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		plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.
Assessing Learner Needs	<p>Collects useful evidence of performance</p> <p>Analyzes evidence to determine different levels of skill</p>	<p>Systems: Uses effective and efficient systems for tracking and analyzing student performance data</p> <p>Long-term: Uses data from standardized testing (MAP, CELDT, Special Education) to understand learner needs</p> <p>Formative: Ongoing assessments are aligned to learning objectives and the cognitive skills rubric, and used to understand learner progress</p> <p>Reflection on Instruction: Makes an accurate assessment of the effectiveness of a learning experience, and the extent to which it achieved its instructional outcomes based on qualitative and quantitative data.</p>
Creating Appropriate Supports	Creates and implements supports that meet the needs of learners performing at different levels of skill	<p>Personalized: Uses assessment data to differentiate resources so that students can work through a task at an appropriate pace</p> <p>English Language Learners: Incorporates tools of language development,</p>

		<p>including strategies for making content accessible to English Language Learners and for evaluating and supporting their development of English proficiency</p> <p>Students with learning differences: Makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication assessment, and response modes) for individual students with particular learning differences or needs</p> <p>Learning styles and development: Provides resources that take into account learners' development, interests, learning styles</p>
<p>Honest, Actionable, Timely (HAT) Feedback</p>	<p>Provides honest, actionable, or timely feedback</p> <p>Recognizes strengths and contributions</p> <p>Recommends how to incorporate constructive feedback into practice</p> <p>Receives feedback without defensiveness</p>	<p>Ongoing feedback: Provides both formative feedback (in comments or in person) and summative feedback (within two weeks)</p> <p>Skills-focused: Enables learners to understand and identify high-quality work through constant use of the cognitive skills rubric</p> <p>Structures: Creates a feedback-rich environment via 1:1 conferences, targeted small groups, and peer and</p>

		self-assessment
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Culture of Learning

Course Syllabus

Course Description:

In this course candidates explore the principles of growth, learning, and development of adolescents in the contexts of families, classrooms, schools, communities, social class and culture. Candidates examine the school, community, and broader cultural influences on adolescent development and learning (cognitive, social, emotional, psychological). In this course candidates construct a practical and research-based framework for understanding the roles and responsibilities of teachers as they work with adolescents and their families to support students' learning, motivation, and developmental well-being. This includes how adolescents learn, what motivates them to learn, and how schools and teachers contribute to adolescents' growth by teaching in ways that "fit" their developmental and cultural needs. Candidates use the experiences with students, families, communities and school contexts and the theories and research in the course to propose a vision and plan for their classroom environment to implement during their final student teaching.

<p>Course Outcome: Candidates apply research-based practices and knowledge of students, students' families and communities to manage and support a personalized learning environment</p>	
<p>Key understandings:</p> <ul style="list-style-type: none"> ▪ Typical and atypical child and adolescent growth and development ▪ Personalized learning ▪ Research-based practices for environments that build and support learning opportunities ▪ Management, routines and norms for classroom practices ▪ The range of positive behavioral supports ▪ The range of factors affecting student learning such as the effects of poverty, race, socioeconomic status, etc. 	
Content & Skills	Aligned TPEs
<p><i>Educator Skills:</i> Cultural Competence & Planning Learning Experiences</p> <ul style="list-style-type: none"> ● Typical and atypical child and adolescent growth and development <ul style="list-style-type: none"> ○ Historical Context of Adolescent Development ○ Brain and Physical Development ○ Cognitive Development ○ Identity ○ Relationships and Community ○ Motivation and Achievement ○ Risk and Resilience 	<p>TPE 1: Engaging and Supporting All Students in Learning</p> <p>TPE 2: Creating and Maintaining Effective Environments for Student Learning</p> <p>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p>
<p><i>Educator Skills:</i> Empowering Environment & Community Norms</p>	<p>TPE 2: Creating and Maintaining Effective Environments for Student Learning</p>

<ul style="list-style-type: none"> ● Classroom management structures <ul style="list-style-type: none"> ○ Norms & Routines ○ Instructional Practices <ul style="list-style-type: none"> ■ Evaluating Learning ■ Independent and Group work 	Learning
<p><i>Educator Skills:</i> Empowering Environment & Community Norms</p> <ul style="list-style-type: none"> ● Discipline / management philosophies <ul style="list-style-type: none"> ○ Restorative practices ○ Range of positive behavioral support for students 	TPE 1: Engaging and Supporting All Students in Learning

Performance Outcomes	Major Assessment	Aligned Learning Tasks & Formative Assessments
Research the school and community context. TPE 1, 2	School and Community Inquiry	<ul style="list-style-type: none"> ● Discuss and define personalized learning ● Identify school and community norms, values, and routines
Identify classroom routines, norms, values, routines. TPE 1	Conversations with Teachers and Students	<ul style="list-style-type: none"> ● Conduct observations. ● Interview classroom teachers and students. ● Examine data to identify connections to a personalized learning environment.
Develop a research-based philosophy and vision for classroom management and culture. TPE 2, 4	Classroom Culture Vision	<ul style="list-style-type: none"> ● Draft a classroom philosophy and vision based on research and new understandings from students, school, and community inquiries.
Engage in cycles of inquiry to practice and apply strategies in lesson planning and instruction that support the development of a classroom environment plan. TPE 2, 4, 6	Classroom Culture Plan	<ul style="list-style-type: none"> ● Draft decisions for classroom management. ● Revise plan based on classroom experiences and opportunities for implementing strategies ● Submit a final classroom culture plan and use research and data to justify planned classroom routines, structures, norms and strategies.
Implement classroom culture vision and plan, reflect on implementation, and adjust as needed. TPE 2, 4, 6	Culture of Learning Portfolio	<ul style="list-style-type: none"> ● Classroom culture vision ● Classroom culture plan ● Classroom experiences, reflections, and feedback

Readings (Organized by Topic) - Draft

<p>Self-identity and Who am I as a Learner</p>	<ul style="list-style-type: none"> ● Sadowski/Ch 1: Identity and Possibility: Adolescent Development and the Potential of Schools (Nakkula) ● Sadowski/Ch 5: “Who am I as a learner?” Would Girls and Boys Tend to Answer Differently (Galley) ● Perry & Pauletti/Gender and Adolescent Development
<p>Social and Cultural Dimensions of Identity formation: Race and Ethnicity</p>	<ul style="list-style-type: none"> ● Sadowski Ch 2: “Joaquin’s Dilemma” Understanding the Link between Racial Identity and School-related behaviors ● Sadowski Ch 3: Adolescents from Immigrant Families: Relationships and Adaptation in School (Suarez-Orozco, Qin, & Amthor) ● Sadowski Ch 4: Model Minorities and Perpetual Foreigners: The Impact Stereotyping on Asian American Students (Lee) ● Tatum: Why are all the Black Kids Sitting Together in the Cafeteria?
<p>Social and Cultural Dimensions of Identity formation: Culture, Context and Language</p>	<ul style="list-style-type: none"> ● Olsen: Made in America ● Davidson & Phelan: Students’ Multiple Worlds: An Anthropological Approach to Understanding Students’ Engagement with School ● Sadowski Ch 6: “I am not insane; I am angry” Adolescent Masculinity, Homophobia, and Violence (Kimmel) ● Sadowski Ch 7: Still in the Shadows? Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools (Sadowski) ● Sadowski Ch 8: Who Wins and Who Loses? Social Class and Student Identities (Brantlinger)
<p>Understanding the Role of Motivation and Effort in Learning</p>	<ul style="list-style-type: none"> ● Committee on Increasing High School Students’ Engagement and Motivation to Learn: Engaging Schools: Fostering High School Students’ Motivation to Learn
<p>The School Context: Engagement and Achievement in High School</p>	<ul style="list-style-type: none"> ● Eccles & Roeser: Schools as Developmental Contexts During Adolescence ● Pope: Doing School
<p>Cognitive Development</p>	<ul style="list-style-type: none"> ● Steinberg Ch 2: Cognitive Transitions
<p>Fostering Social-Emotional Development</p>	<ul style="list-style-type: none"> ● Zins et al.: Social and emotional learning for successful school performance
<p>Peers, Friendship, Media, and Social Networking</p>	<ul style="list-style-type: none"> ● Steinberg, Chapter 5, <i>Peer Groups</i>; Chapter 7, <i>Work, Leisure, & Media</i> ● CASEL webpage http://www.casel.org/bully ● Lenhart, <i>Teens and Sexting</i>. ● Subrahmanyam & Smahel, <i>Constructing identity online: Identity exploration and self-presentation</i>.

Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Empowering Environment	<p>Implements strategies that encourage a safe, positive learning climate</p> <p>Establishes high expectations and a belief that all learners can achieve</p>	<p>High Expectations: Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations.</p> <p>Inclusive and Equitable: Ensures that all students feel included, empowered, and able to make meaningful progress in the learning environment.</p> <p>Students Own The Process: Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal-setting, planning, accessing resources, and reflecting on learning.</p> <p>Relationships: Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.</p>
Planning Learning Experiences	<p>Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way</p> <p>Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-</p>	<p>Authentic performance: Enables learners to do and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work</p>

	directed learning skills	<p>Skills-focused: Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric</p> <p>Learners construct understanding: Plans learning experiences that are designed to challenge student thinking, inviting students to make their thinking visible.</p> <p>Aligned: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills.</p> <p>Planning Interventions: Creates backwards plans that includes interventions for anticipated student misunderstandings and skill-specific challenges, and includes "triggers" for various interventions.</p> <p>Questioning: The teacher plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.</p>
Cultural Competence	Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives	Culturally responsive teaching: Curriculum reflects, integrates, and values the backgrounds that students bring to class and uses it to engage students

	<p>Responds in conversations about diversity and culture as well as how they may impact student learning</p> <p>Attempts to address intolerant statements directed at individuals or groups</p>	<p>High expectations: Clearly and consistently communicates the genuine belief in every student's ability to meet high expectations, leveraging students' strengths to do so</p> <p>Community: Enables learners to build peer relationships that demonstrate genuine curiosity and care about each other's background and perspective</p>
Community Norms	<p>Models and communicates organizational values in response to negative or positive behaviors</p> <p>Addresses behaviors that violate shared norms and recognizes positive behaviors</p>	(in development)

Diversity and Access

Course Syllabus

Course Description

Fall Focus: Examining Self, Schools, and Learners

This course focuses on examining the historical context of schools and the education system in relation to candidates' own educational experiences. One of its central goals is to foster a commitment to understanding and questioning school structures and systems to provide equitable access to all students. Candidates analyze their own frames of reference in order to be aware/cognizant of decisions made in the classroom with regards to teaching and learning around equity and access. In addition, they promote student learning through utilizing knowledge of students' backgrounds, interests, languages, home cultures, and community resources. Candidates also critically examine local school contexts, structures and communities in order to identify, examine, and utilize the resources available to address the needs of students and families.

Spring Focus: Developing Critical Practices to Engage Families and Students

The spring part of this course builds on what candidates completed during the fall semester by asking them to begin to critically examine and incorporate what they have learned into their practices as teachers. The course begins by asking the question, "What does family engagement look like and why is it important in a school community?" Candidates are expected to collect on-going reflections on key equity or access challenges they experience in the classrooms that involve students and families. These serve as collaborative learning opportunities to build critical skills in learning how to communicate in culturally responsive ways and to provide learning spaces that are equitable and accessible to all students. This course culminates with candidates applying the knowledge they have gathered about students, families and schools through a portfolio of applied and contextualized artifacts.

Course Outcome: Candidates apply knowledge of self, students, families and community to develop culturally responsive communication approaches and equitable teaching practices.

Key understandings:

- Knowledge of self in relation to teaching and learning
- Knowledge of schools, school systems, achievement and inequity in school
- Social, cultural, philosophical and historical foundations of education
- Knowledge of students, families and communities
- Cultural responsive teaching and cultural competence
- Language acquisition, language development and learning
- Knowledge of students with identified needs, inclusion and modifications

<ul style="list-style-type: none"> ▪ The range of factors affecting student learning, including poverty, race, and socioeconomic status 	
Content & Skills	Aligned TPEs
<p><i>Educator Skills:</i></p> <ul style="list-style-type: none"> ● Cultural competence ● Strategic communication ● Planning learning experiences 	<p>TPE 1: Engaging and Supporting All Students in Learning</p> <p>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p>
<p>Content:</p> <ul style="list-style-type: none"> ● Examine the historical context of schools and inequities of the education system ● Examine achievement in relation to different ethnic groups and gender and linguistic diversity ● Understand privilege, bias, and perceptions based on prejudice ● Identify/recognize systems and self ● Question self, systems on equity issues to promote/support students, families, and learning ● Understand and deconstruct student labels (EL, SPED, “these/those kids,” “high/low kids”) ● Examine how cultural frame of reference has been impacted or evolved based on self, student, family and community inquiries ● Examine how teacher practices been impacted based on self, student, family and community inquiries 	<p>TPE 1: Engaging and Supporting All Students in Learning</p> <p>TPE 6: Developing as a Professional Educator</p>
<p>Understand, apply and/or promote:</p> <ul style="list-style-type: none"> ● Language acquisition theories and supporting learning for linguistically and culturally diverse learners ● Instructional strategies and how to plan, modify and implement based on whole class and individual learner needs ● Multiple pathways in learning and success ● Home and school culture ● Funds of knowledge ● Prior life and academic experiences ● The impact of SES on achievement ● Connections to real world, authentic contexts, ● Socio-emotional development ● Critical thinking and problem solving skills 	<p>TPE 1: Engaging and Supporting All Students in Learning</p> <p>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</p>

<ul style="list-style-type: none"> ● Culturally responsive communication approaches ● Critical lens in regards to language, communication and power dynamics and cultural norms ● Ability to rethink and improve modes of communications and modes of engagement based on interactions and feedback from families, community, peers and school community 	
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Performance Outcomes	Major Assessment	Aligned Learning Tasks & Formative Assessments
<ul style="list-style-type: none"> ● Examination of own experience and norms in comparison to students norms and lived experiences ● Ability to identify and reflect on your own frame of reference in order to be aware/cognizant of decisions made in the classroom with regards to teaching and learning around equity and access <p>TPE 6</p>	Personal Narrative	<ul style="list-style-type: none"> ● Engage in family conversations ● Community research ● Autobiographical reflections ● Collect and analyze artifacts (ex. Photos, videos, artwork, etc.)
<ul style="list-style-type: none"> ● Collect and use students' funds of knowledge to break assumptions and see beyond the classroom ● Develop critical lens in relation to student challenges with access and equity ● Consider how to utilize the knowledge gathered to engage students in a more inclusive classroom and/or school community ● Position students as knowledgeable and 	Co-constructed Case Studies on Three Focus Students: <ul style="list-style-type: none"> ● 1 Student with identified Special Needs ● 1 English Learner ● 1 Student of Choice 	<ul style="list-style-type: none"> ● Student conversations ● Observe/work with/spend time with students in school and community ● Collect student artifacts that demonstrate student knowledge, resources, interests, strengths, passions... ● Reflect on student experiences in comparison to self ● Home visits or community walks with students

<p>challenging them to make progress</p> <ul style="list-style-type: none"> ● Student voice is heard and incorporated into the classroom in meaningful ways <p>TPE 1, 4</p>		
<ul style="list-style-type: none"> ● Understand access, and critically utilize resources (tools, people) available to support students and teachers in the school ● Manage and balance understanding the limitations of school information and the need to see the whole student (beyond the label) and their potential <p>TPE 1, 4</p>	<p>School System Research</p>	<ul style="list-style-type: none"> ● Conversations with school staff (administrative assistant, aps, principals, cooperating teacher, etc.) ● Collect and examine artifacts (IEPs, EL testing data, prior assessment, absence excuse, behavioral, photos of the outside/inside of a school and classroom, school policies and documented structures, etc.)
<ul style="list-style-type: none"> ● Build culturally responsive communication approaches ● Develop critical lens in regards to language, communication and power dynamics and cultural norms ● Ability to rethink and improve modes of communications and modes of engagement based on interactions and feedback from families, community, peers and school community <p>TPE 1, 6</p>	<p>Family Engagement and Communication Plan</p>	<ul style="list-style-type: none"> ● Conversations with focus students' families (and others) ● Conversations with teachers ● Collect artifacts from teachers and school community ● Conceptualize an approach involve families in school/classroom community ● Develop a plan for family engagement and communication
<ul style="list-style-type: none"> ● Apply knowledge of students in the 	<p>Diversity and Access Portfolio</p>	<ul style="list-style-type: none"> ● Collect and examine artifacts that

<p>classroom (focus students)</p> <ul style="list-style-type: none"> ● Apply knowledge of families and community in the classroom ● Examine how cultural frame of reference has been impacted or evolved based on self, student, family and community inquiries ● Examine how teacher practices been impacted based on self, student, family and community inquiries <p>TPE 1, 4, 6</p>		<p>demonstrate critical use of knowledge of students/community</p> <ul style="list-style-type: none"> ● Collect and examine artifacts that demonstrate critical use of school/community resources ● On-going and final Reflections
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Readings (Organized by Topic) - Draft

<p>Instruction and Environment</p>	<ul style="list-style-type: none"> ● Au, K. H. (2009). Culturally responsive instruction: Application to multiethnic, multilingual classrooms. In L. Helman (Ed.), <i>Literacy development with English learners: Research-based instruction in grades K-6</i> (pp. 18-39). New York: The Guilford Press. ● Gutiérrez, K., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. <i>Mind, Culture, and Activity</i>, 6(4), 286-303. ● Lee, C. D. (2001). Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students. <i>American Educational Research Journal</i>, 38(1), 97-141. ● Moll et al. (2012). Funds of knowledge in changing communities (Chapter 13) in <i>International Handbook of Research on Children’s Literacy, Learning, and Culture</i>. Boston: Wiley & Blackwell. ● Nieto, S. (1999). Chapter 3, Culture and learning. In <i>The light in their eyes: creating multicultural learning communities</i>. New York: Teachers College Press. ● Short, D. J. & Fitzsimmons, S. (2007) <i>Double the Work: Challenges and Solutions to Acquiring Language and Academic</i>
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	<p><i>Literacy for Adolescent English Language Learner</i>. New York: Carnegie Corporation of New York.</p>
<p>Language/Language Policy</p>	<ul style="list-style-type: none"> ● Valdés, G. (2004). Between Support and Marginalisation: The Development of Academic Language in Linguistic Minority Children. <i>International Journal of Bilingual Education and Bilingualism</i>, 7(2-3), 102-132. ● Varghese, M. & Stritikus, T. (2012) Chapter 12, Language Diversity and Schooling. In <i>Multicultural Education: Issues and Perspectives</i>. ● Wong Fillmore, L. (1991). When learning a second language means losing the first. <i>Early Childhood Research Quarterly</i>, 6, 323-346. ● Hakuta, K. (2011). Educating language minority students and affirming their equal right: Research and practical perspectives. <i>Educational Researcher</i>, 40(4), 163-174
<p>Student Experience</p>	<ul style="list-style-type: none"> ● Lee, S. J. (2005). "Traditional" and "Americanized" Hmong students in Up Against Whiteness: Race, School, and Immigrant Youth (pp. 50-86). New York: Teachers College Press. ● Valenzuela, A. (1999). Introduction in <i>Subtractive schooling: U.S.-Mexican youth and the politics of caring</i>. Albany: State University of New York Press. ● Waters, M. C. (1999). Segregated neighborhoods and schools (Chapter 7) in <i>Black identities: West Indian immigrant dreams and American realities</i>. Cambridge: Harvard University Press
<p>Parent Engagement</p>	<ul style="list-style-type: none"> ● Carreon, G.P., Drake, C., & Barton, A.C. (2005). The Importance of Presence: Immigrant Parents' School Engagement Experiences. <i>American Educational Research Journal</i>, 42(3), 465-498. ● Ishimaru, A. M. (2014). Rewriting the Rules of Engagement: Elaborating a Model of District-Community Collaboration. <i>Harvard Educational Review</i>, 84(2), 188-216.
<p>Schools for Equity and Access</p>	<ul style="list-style-type: none"> ● Lucas, T. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. <i>Journal of Teacher Education</i>, 59, 361-373. ● Darling-Hammond, L. (2010). <i>The Flat World and Education: How America's Commitment to Equity Will Determine Our Future</i>. New York: Teachers College Press. ● Eubanks, E., Parish, R., & Smith, D. (1997). Changing the

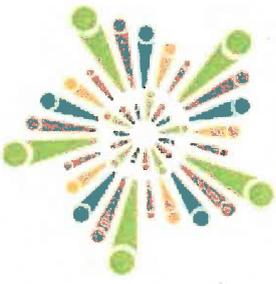
	discourse in schools. In P. Hall (Ed.), <i>Race, ethnicity, and multiculturalism: Policy and Practice</i> , (151-167). New York: Routledge.
Culture and Power	<ul style="list-style-type: none"> ● Darder, A. (1991). <i>Culture and power in the classroom</i>. Ch. 2 (The Link Between Culture & Power) ● Yosso, T. (2010). <i>Whose culture has capital? A critical race theory discussion of community wealth</i>. ● Apple, M. (1990). <i>Ideology and curriculum</i>. New York: Routledge.
Videos	<ul style="list-style-type: none"> ● http://www.defineamerican.com/ ● Living Undocumented - A film by Tatyana Kleyn https://www.youtube.com/watch?v=tHfYFB4MiWI ● Introduction to Culturally Relevant Pedagogy https://www.youtube.com/watch?v=nGTVjJuRaZ8 ● Education Debt - Gloria Ladson-Billings https://www.youtube.com/watch?v=fQfg-UqkUzE

Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Cultural Competence	<p>Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives</p> <p>Responds in conversations about diversity and culture as well as how they may impact student learning</p> <p>Attempts to address intolerant statements directed at individuals or groups</p>	<p>Culturally responsive teaching: Curriculum reflects, integrates, and values the backgrounds that students bring to class and uses it to engage students</p> <p>High expectations: Clearly and consistently communicates the genuine belief in every student's ability to meet high expectations, leveraging students' strengths to do so</p> <p>Community: Enables learners to build peer relationships that demonstrate genuine curiosity and care about each other's background and perspective</p>
Planning Learning Experiences	Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way	Authentic performance: Enables learners to do and explain the work of professionals in the field, generating and evaluating

	<p>Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills</p>	<p>new ideas and novel approaches, seeking inventive solutions to problems, and developing original work</p> <p>Skills-focused: Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric</p> <p>Learners construct understanding: Plans learning experiences that are designed to challenge student thinking, inviting students to make their thinking visible.</p> <p>Aligned: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills.</p> <p>Planning Interventions: Creates backwards plans that includes interventions for anticipated student misunderstandings and skill-specific challenges, and includes "triggers" for various interventions.</p> <p>Questioning: The teacher plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.</p>
Strategic Communication	Communicates regularly with	Families: Conducts ongoing

	<p>relevant stakeholders</p> <p>Identifies ways to engage stakeholders</p> <p>Communicates with clarity</p>	<p>communication with families to establish trust and mutual expectations in support of student achievement</p> <p>Colleagues: Collaborates with colleagues to understand student learning differences</p>
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summit
public schools

My PLP Teacher Candidate e

Year

COOPERATING

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TEACHER:
MENTOR:

REFLECTIONS & NOTES



Date	Reflections	Tags

GOAL 1 | enter skill or habit



TARGET LEVEL	Educator <u>Skills</u> and <u>Habits</u>	GOAL set on
Level Cut and paste rubric language		
	IF	THEN
	[how I would like to develop skill or habit]	[outcome I hope to achieve]
		BY
		[date]

EVIDENCE

Date	Short-term goal	Evidence observation notes, reflections	Goal met?	Next steps

GOAL 2 | enter skill or habit



TARGET LEVEL	Educator <u>Skills</u> and <u>Habits</u>
Level	
Cut and paste rubric language	

GOAL set on			
IF	[how I would like to develop skill or habit]	THEN	[outcome I hope to achieve]
			BY [date]

EVIDENCE

Date	Short-term goal	Evidence observation notes, reflections	Goal met?	Next steps

GOAL 3 | enter skill or habit



TARGET LEVEL Educator [Skills](#) and [Habits](#)

Level
Cut and paste rubric language

GOAL set on [date]

IF [how I would like to develop skill or habit]

THEN [outcome I hope to achieve]

BY [date]

EVIDENCE

Date	Short-term goal	Evidence observation notes, reflections	Goal met?	Next steps

LEARNING PLAN

Find skills- and habits-aligned learning experiences in [PLP Pro!](#) 

Goal 1 | enter skill or habit

	Action items	Complete by	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Goal 2 | enter skill or habit

	Action items	Complete by	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Goal 3 | enter skill or habit

Get Stuff Done

Action items	Complete by	✓
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Action items	Complete by	✓
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

PORTFOLIO | personal picks



Date	Description	Artifacts	Skills demonstrated

GROWTH TRACKER



SKILLS GROWTH

	Q1	Q2	Q3	Q4	Target level
Empowering environment (TPE 2)					
Cultural competence (TPE 1)					
Strategic communication (TPE 5)					
Planning skills-based outcomes (TPE 3)					
Planning learning experiences (TPE 4)					
Facilitating learning (TPE 1)					
Assessing learner needs (TPE 5)					
Creating appropriate supports (TPE 1)					
HAT feedback (TPE 5)					
Collaboration (TPE 6)					

Quarterly Co-Assessment Protocol

Outcomes:

- Teacher candidate, cooperating teacher, and mentor agree on co-assessments for the required Educator Skills for the preliminary credentialing program.
 - The co-assessment is driven by evidence of both the teacher candidate’s instruction and the students’ learning.
- The co-assessment informs the teacher candidate’s goals and next steps.
- The teacher candidate knows where he/she stands in relation to the preliminary credentialing program requirements.

Materials Needed:

- Access to the teacher candidate’s Personalized Learning Plan

Recommended Preparation:

- All participants should do some pre-thinking about where the teacher candidates falls on the rubric for the required Educator Skills, and what evidence they have to bring to the conversation.

Timing	Description
5 min	<p>Set the Purpose for the Meeting:</p> <ul style="list-style-type: none"> ● Remind the teacher candidate of the program requirements. ● Remind him/her that the goal is to use evidence to inform the co-assessment.
20-40 minutes	<p>Self-Assessing</p> <ul style="list-style-type: none"> ● Identify which skills the teacher candidate has focused on and grown in since the last co-assessment. Focus on those skills; there is no need to re-assess on skills that have had little to no change since the last co-assessment. ● Use PLP Pro Growth Tracker to Co-assess on the Educator Skills. <ul style="list-style-type: none"> ○ Ask questions like: <ul style="list-style-type: none"> ■ What evidence do you have of this language in the rubric? ■ How consistently / frequently did you implement this? ■ What impact did you see on your students and their learning? ○ It is critical that we hold a high bar in the co-assessment. If you do not agree or do not feel that there is enough evidence to support the teacher candidate’s self-assessment, you can agree to not assess on a particular skill yet and then make a plan to collect more evidence in the coming weeks.
15-30 minutes	<p>Setting goals and making plans</p> <ul style="list-style-type: none"> ● Check in on the goals previously set. Which goals have you met? Which goals are you still working on? <ul style="list-style-type: none"> ○ Determine which goals are important to keep and which goals might make sense to move on from. ● Identify any new Educator Skills and/or Habits of Success to set goals around. This is also an opportunity to align to coaching hypotheses. Add these as additional goals in the PLP Pro.

	<ul style="list-style-type: none">○ For potential goals, what does progress look like at the student and teacher level (if / then value hypothesis)?○ What support / resources do you need to make this goal happen?○ What actions do you need to take?○ How does this inform our work together (observation focus, how meeting time is used, etc.)?
5 min	<p>Reflection</p> <ul style="list-style-type: none">● How are you feeling about the content of the meeting - the co-assessment, goals set, etc.?● How did the process work for you?

EXHIBIT “19”

ISSUE BRIEF

How Do Charter Schools Get the Teachers They Want?



By **Betheny Gross**,
Senior Research Analyst
Center on
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Education

Michael DeArmond,
Research Analyst
Center on
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Education

It's really challenging when we hire someone who's not a good fit as a colleague...There has to be kind of a click or a gel, because we can't do the work that we do if people aren't connecting.

—California charter school principal

Like all school leaders, charter school leaders want to hire talented and passionate teachers. At the same time, they know talent and passion aren't enough. As the quote above suggests, charter school leaders want to hire teachers whose talents and passions *fit their schools*. A leader of a charter school with a project-based curriculum, for example, said he looks for teachers "who are passionate not just in their academics...but passionate about life...people with interests and hobbies that they can weave into the curriculum."

A leader of a community-oriented charter school serving primarily African-American students said she looks for teachers "who understand African-American history and social dynamics."

To be sure, both leaders say they need teachers with strong academic backgrounds and teaching experience.¹

¹ In fact, a 2004 study shows that charter school teachers were significantly more likely to have attended selective colleges than were traditional public school teachers. See Burian-Fitzgerald and Harris (2004).



People who are a good fit stick around.
—Texas charter school principal

But even as they talk about wanting to hire high-quality teachers, they take pains to say that what matters is finding high-quality teachers who can contribute to and succeed in their particular school—teachers who, in the words of the leader of the school in Texas, are “going to fit the model that we’re doing.”

It stands to reason that charter school leaders focus on hiring for fit as well as quality. More so than leaders in traditional public schools, charter school leaders often run mission-driven organizations, schools that are committed to a specific population of students, instructional model, or curricular approach.² They also tend to run small schools; like leaders of other small organizations, they can’t afford to hire a “bad apple” who might

threaten their school’s cohesion.³ Bad apples are not the same as bad teachers. An experienced teacher with strong skills and knowledge might struggle in a charter school where collaboration is the norm if she or he is used to working alone with the classroom door closed. Making these kinds of distinctions during the hiring process can be difficult. Given the importance and difficulty of finding the right teacher, how can charter schools get the teachers they want and need?

This issue brief looks at that question by drawing on a recent multi-year field study of charter schools in six cities in three states conducted by researchers at the University of Washington (See the box, “Inside Charter Schools Study”). When it comes to finding the teachers they want

² See Finn, Manno, and Varounek (2000).

³ See Felps, Mitchell, and Byington (2006).



and need, many of the charter schools in the study took a purposeful and careful approach to finding and identifying their teaching staff.⁴ This issue brief highlights the most promising recruitment and selection practices from these schools.

Recruitment

Clarifying Who You Want

Organizations can set a strong foundation for recruitment and hiring by first clarifying the knowledge, skills, abilities and other characteristics they are seeking.⁵ Not all charter schools in our field study did this, but the most coherent schools—the ones with a unity of purpose, clear focus and shared values for student learning—did.

Some schools expressed what they wanted in their teachers in formal documents. For instance, a charter school in southern California developed a one-page description of what it means to be a teacher at the school. The statement included expectations for the types of working relationships teachers have with students, colleagues and parents; the statement also included expectations for how teachers work in the classroom, including the strategies and materials used.

Other schools lacked formal statements about what they wanted from teachers, but still had a clear picture of who and what they wanted that was tightly linked to the school's mission. A principal of a college prep, project-based school serving an ethnically and economically diverse student body described the school's

ideal candidate in terms of the school's educational philosophy. He explained:

"The ideal candidate comes to me well versed in [constructivist pedagogy], is able to design and work with a curriculum that is going to incorporate scaffolding and help kids at many different levels work in a manner that is very inquiry and project based."

A Texas charter school leader agreed: "When most people think about a teacher, they think about a certification process and school for four years. For me, those things just give me somebody who's interested in the field. It doesn't encompass what they need to be successful here." He went on to explain that to be successful in his school teachers needed subject-area expertise, fluency in the culture of his student population, connections to the community outside of the school and a commitment to self-development.

Regardless of whether schools codified what they were looking for in a formal statement or not, a clear starting point of finding the teachers they wanted meant thinking carefully and specifically about what they wanted and expected.

Finding Who You Want

The charter schools in the study faced different recruitment challenges. Some schools were flush with applicants and needed a way to more efficiently reach the most promising ones. Others had small applicant pools, and needed a way to build a larger group of applicants. Regardless of the nature of the challenge, being proactive is one of the keys to finding the teachers that schools want and need. In addition to beginning with a clear sense of the types of teachers they wanted to hire, the schools that are the most successful at recruiting candidates do four things:

They always keep their radar up. Successful recruiters constantly scan the

Inside Charter Schools Study

Between 2007 and 2009, a team of researchers from the University of Washington conducted a field study of 24 charter schools in three states. Researchers visited each school three times, interviewing school leaders, teachers, and governing board members.

In the interviews, researchers asked about topics such as the school's mission and purpose, its approach to teacher hiring and development, and its approach to leadership and, in particular, leadership succession. During the site visits, researchers also conducted informal observations of classrooms and, in some cases, attended faculty meetings. In all, the research team interviewed 160 individuals and conducted a total of 255 interviews.

The schools in the study capture the experiences of schools operating in a variety of policy environments and labor markets, and encompass a variety of programs that serve a range of student populations. They provide information-rich cases for exploring staffing practices; their experiences are not, however, generalizable to the population of charter schools.

In some ways, broad generalizations about charter school staffing practices are beside the point. The way that individual charter schools approach staffing will and should differ depending on a host of factors, including local labor market conditions (are there lots of teacher candidates or few?), the school's attractiveness compared to other schools, hiring constraints and flexibilities—such as state-level certification policies or No Child Left Behind's "Highly Qualified Teacher" requirements. Charter schools also differ in their capacity for and knowledge about recruitment and screening practices; some schools that are part of networks or Charter Management Organizations (CMOs) can rely on the expertise of human resource professionals; others may have young leaders who have little experience hiring. With these differences in mind, the descriptions in this issue brief are not meant to represent the ways in which all charter schools (or even the best charter schools) hire teachers. Instead, they offer examples of the types of practices that charter school leaders and teachers engage in when they try to meet the demands of hiring for fit and quality, the bottom lines for who they want and need.

4 In contrast, traditional public schools are often criticized for passively waiting for candidates to submit applications, focusing too much on internal or local labor pools, and setting aside some important interview tools such as teaching demonstrations or interactions with staff and students that would provide both the interview committee and the candidate with valuable information. See DeArmond, Wright, and Shaw, (2009).

5 See Heneman and Judge (2006).



environment for potential teachers. One of the best examples of this comes from the principal of Atlas Academy charter school.⁶

Atlas Academy is devoted to serving at-risk African-American students. The school focuses on developing students' academic, cultural and social skills to help them succeed in school and adulthood. Given the school's ambitious mission, the principal wants to recruit teachers who can be academic mentors as well as social role models for students. That is a tall order, so he is constantly on the look out for young adults—particularly young

African-American men—who can fill it. For instance, he told a story of how he found his biology teacher at the public swimming pool where he took students to swim. After several positive experiences with the lifeguard at the pool, the principal said, "We're going camping for three days next week. If you want to go, I'll pay you. He [the lifeguard] has a degree in biology... that's how we started off."

Even in schools with large applicant pools, leaders constantly keep their radar up for potential candidates. They know that they—not a central recruitment service—are responsible for identifying strong candidates. If they spot someone who might fit their school, they do everything they can to convince this person to apply.

They cultivate relationships.

Successful recruiters don't just rely on their own radar to find candidates. They build relationships with outside organizations who can direct good candidates to their schools. Some of the most valuable relationships are between charter schools and teacher training programs.⁷ A high profile example is the partnership between Hunter College and the Knowledge Is Power Program (KIPP), Uncommon Schools, Achievement First and the New York City Charter School Center. Together, these organizations designed a new teacher training program specifically to prepare teachers for teaching students in inner-city public schools.

In our sample, Young Leaders Charter School (YLCS), an urban high school in California, has forged an ongoing relationship with one of the most prominent teacher training programs in its region. Because the principal knew

⁷ In 2007, Hunter College launched a teacher training partnership with KIPP, Uncommon Schools, and Achievement First. The training program offered was designed specifically for the needs of schools in these management organizations. For more information, see the program description at <http://www.hunter.cuny.edu/school-of-education/special-programs-and-centers/teacher-you>.



FACT

In short, good hiring starts well before candidates walk in for an interview....The schools most successful at recruiting realize that it is a year-round job that requires creativity and entrepreneurship to make sure the best candidates find their way to their schools.

some of the professors in the program, he explained that he “was able to open some doors to recruit heavily within the program...[and] landed two really outstanding teachers [from the program].” His relationship with the program was mutually beneficial—the program’s students would often complete their student teaching at YLCS.

But charter schools didn’t just rely on teacher training programs to build their candidate pools. Some schools established relationships with community service organizations in which their students were involved or churches in the school’s neighborhood to develop their applicant pools. Others relied on less formal networks of community members to tap potential candidates.

They build their own pipeline.

Whether by opening their schools to student teachers, developing teacher aids into teachers or creating their own teacher certification programs, the schools most effective at recruitment found ways to develop and keep individuals who showed promise as future teachers. One charter school leader explained how he was able to draw candidates from within the school: “We have a lot of teachers that sub for us or...they’re willing to be a guided reading instructor...[because they] want jobs...” Another charter school teacher explained that she was hired after volunteering at the school for more than a year: “[The principal] knew what she was getting, it wasn’t going to be a gamble, because she knew me and saw me working with kids.”

Some schools took pipeline building to a new level by taking on the responsibility

of training and certifying teachers. The most notable of these efforts is the in-house teacher training and certification program developed and run by High Tech High (HTH), a portfolio

of eight charter schools in the San Diego area.⁸ In 2007, HTH opened its own graduate school of education that offers both a credentialing program and a Master’s of Education program to prepare “practioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments.”⁹ While this is not something an independent school could take on, it is certainly an effort that could be pursued as a joint effort with other schools.¹⁰

They use the recruitment process to clearly demonstrate the school culture and the teachers it needs.

A pool of 300 applicants is of little value if none of the candidates is a good match for the school. Schools effective at recruiting take care to send the right messages to potential candidates during the recruitment process. One charter school leader, for example, sent clear signals about her school to applicants by asking them to answer essay questions related to the school’s philosophy in the job application (“These are our three core principles...how do they relate to how you feel about teaching?”).

8 For more information, see Implementing an In-house Approach to Teacher Training and Professional Development in a profile from the National Resource Center on Charter School Governance and Finance retrievable at www.charterresource.org/.../An_In-House_Approach_to_Teacher_Training_HighTechHigh.pdf.

9 See <http://gse.hightechhigh.org>.

10 In 2009, the Washington D.C. Office of State Superintendent of Education (OSSE) released a request for proposals for a charter school or a consortium of charter schools to develop and implement a charter school teacher training program. If fulfilled, this effort would be an example of an internal program for teacher training and development for a network of independent schools.





Before she added these essay questions to the application, she said the school was “spending a lot of time interviewing people who looked good on paper...but when we talked specifically about the nature of the school, there was a mismatch.”

In another school, the principal explained that she felt “it is important for me to let [candidates]...know who we are before they give me their resumes, so that they can see if this is something that they would want to do.”

In short, good hiring starts well before candidates walk in for an interview. Charter schools are small organizations that are often competing with large, well-known school districts for the attention of good candidates. Simply posting a vacancy and waiting for candidates to send resumes leaves too much uncertainty about who, if anyone, will apply. The schools most successful at recruiting realize that it is a year-round job that requires creativity and entrepreneurship to make sure the best candidates find their way to their schools.



Selection

Picking the Best

After recruiting a pool of candidates, schools then have to pick the best candidate—or at least offer the best candidate a job. Like most organizations, schools do so by narrowing the initial pool based on some basic assessments (e.g., resumes) and then forming a list of finalists based on more substantive assessments (e.g., interviews). Both types of screening are fundamentally about gathering information to assess a candidate's fit and quality. What are the candidate's qualifications? What kind of colleague might he or she be? What are the candidate's skills? Although it's not uncommon for school leaders to say that they answer questions about quality and fit based on a gut feeling, strategic charter schools do something more. They approach candidate screening with a systematic plan for gathering information about candidates so they can make a careful decision about making a job offer.

Like most schools, the charter schools typically review paper materials, such as resumes, transcripts, personal statements and teaching portfolios, as an initial screen. These materials give leaders a general sense of the candidate's experience and preparation that allow them to winnow down the pool of candidates. In addition to looking for formal qualifications, some schools use the initial screen to look at questions of fit. As one leader said: "The cover letter is the most telling, even beyond the resume...If there's no mention of the mission in the cover letter, then it's a really tough sell. Unless there's something in their resume where...they've worked with our population, there's something else that's showing us that, yes, they understand what we're doing here in some way... [The mission is] the biggest piece."

After an initial paper screen, schools move on to face-to-face assessments. Although there is no 'best' way to approach this phase of selection, the charter schools in our study distinguished themselves from traditional public school screening practices in two ways. First, they involved a range of people from the school community in the selection process. Second, they required candidates to teach a sample lesson.

Research on traditional public schools suggests that job candidates interact mainly with the school principal and screening activities are generally limited to formal interviews with little opportunity for a more natural interaction between the candidate and the school's staff or students.¹¹ By contrast, many charter schools in the study created opportunities for candidates to interact not only with administrators but also teachers, students and parents. As a teacher explained when asked about her hiring experience: "The people who interviewed me were made up of different parts of the school. There were the principal, two other faculty members... there was a parent rep... a community rep."

Importantly, these interactions were often organized around watching candidates teach sample lessons and other demonstrations of practice (e.g., teaching mini-lessons to actual students during the school day). Of the 24 schools in the study, half said they asked candidates to teach a sample lesson. School leaders explained that sample lessons were a chance to "see how [candidates]...interact with our students...what they look like in action." Often, schools structured sample lessons to reflect real-world conditions: "When they come and do the sample lesson," noted one school leader, "it is during the regular school day and they're in a real

Joining Others for More Influence

Charter schools are relatively small players in local teacher labor markets; accordingly, they can struggle to get the attention of teacher candidates. In addition, charter schools often don't have the "back office" human resource support and systems that school districts rely on to stay on top of hiring timelines and efficiently process applications and make offers (when done well, these human resource operations inspire confidence in candidates; when done poorly, they can dissuade candidates).

Even though charter schools are small organizations they can still find strength in numbers. The burgeoning charter management organization (CMO) sector, for example, has produced a small number of "brand name" schools that have regional and sometimes national profiles that help attract candidates. These organizations also often provide human resources support that facilitates some of the more transactional and procedural aspects of the hiring process. A principal in one of the most nationally recognized charter school CMOs explained that the national profile of her "brand" not only improved the number and quality of candidates applying for her school, but it also meant that applicants already had a pretty clear idea of what the school was about—she called it "the Oprah effect" (after the CMO leaders were profiled on the talkshow). A teacher at the school noted that he first found out about it from an article about the school's founders in *U.S. News and World Report*.

A principal at another smaller CMO used the support of the CMO office not only to process payroll and benefits, but also to attend job fairs, conduct initial paper screens of candidates, develop the applicant pool and generally help manage the application process.

Schools do not need to be part of a CMO to get outside assistance for hiring. Some stand-alone charter schools benefit from joining informal networks and consortia with other stand-alone schools. These consortia can provide organizational support for human resource efforts. A consortia of schools in Texas, for example, pool their resources to support an office of accounting and payroll.

¹¹ Liu and Johnson (2006).



A Snapshot of Charter School Teachers Today		
	Charter	Traditional Public
Total # of teachers	65,659	3,098,552
Age of Teachers	%	%
20 to 29	28.65	14.95
30 to 39	29.74	26.78
40 to 49	20.09	23.52
50 to 59	15.44	26.49
60 to 69	5.34	7.87
70+	0.74	0.38
Average age of teacher	37.9	42.3
Years as Full-time Teacher	%	%
Less than 4	43	20
4 to 9	34	28
10 to 14	11	16
15+	12	36
Total years of experience	9	14
Years at Current School	%	%
Less than 4	62	36
4 to 9	31	32
10 to 14	6	13
15+	2	19
Certification	%	%
Regular or standard state certification	69.49	88.91
Satisfied all requirements except probationary period	7.36	3.79
Need some additional coursework or student teaching	7.76	4.11
Certification issued to continue teaching - emergency certificate	3.28	2.19
Don't hold certificate	12.11	1.01
HQT	80.00	90.00
Alternative certified	19.00	13.00
NBPTS	18.00	19.00
Working on NBPTS	10.00	4.00

A Snapshot of Charter School Teachers Today		
	Charter	Traditional Public
Race/Ethnicity	%	%
White, non-Hispanic	82.68	90.43
Black, non-Hispanic	14.93	7.68
Hispanic, regardless of race	9.35	7.01
American Indian/ Alaska Native, non-Hispanic	1.33	1.21
Asian, non-Hispanic	3.57	1.41
Native Hawaiian or other Pacific Islander, non-Hispanic	0.37	0.28
Average Compensation		
All teachers		
Experience	\$	\$
1 to 2 years	35,489.17	37,212.46
6 to 10 years	41,196.08	45,658.20
21 to 30 years	46,177.63	56,714.23
BA only		
Experience	\$	\$
1 to 2 years	33,898.81	36,050.76
6 to 10 years	38,574.47	41,313.22
21 to 30 years	43,197.80	50,780.00
MA only		
Experience	\$	\$
1 to 2 years	39,632.71	41,418.02
6 to 10 years	46,951.88	49,658.53
21 to 30 years	49,658.53	60,740.21
Additional Salary Incentives	%	%
Excellence in teaching	20.52	5.31
Fields with shortages	11.13	17.50
National Board Certification	17.90	27.67
Location incentive	6.28	5.35

Source: National Center for Education Statistics, Schools and Staffing Survey, 2007-08.

deal classroom with students.” Another principal explained, “So during the second interview we’ll let them know that there’s a possibility that we’ll be calling them back, that we’d like to see them in action. If they’re already in a position—maybe a long-term subbing position or if they’re in an internship at the time—then I’ll go and watch them at their site.”

Although sample lessons are uncommon in traditional public school hiring, most of the charter school teachers appreciated the opportunity to teach a sample lesson. As one teacher said, “I had to come back and teach a model lesson, which in my opinion is a great thing. A lot of times, most schools, you don’t get a chance to do that. But here, they actually want to see what do you have to offer. They let you know you’ll be teaching a 45-minute lesson in this class[at] this grade level. ‘Be prepared. Come in with everything you need.’ This gives you a chance to kind of let them know: ‘okay, this is what I’m able to do.’ And then they get a chance to look and ask, will this person actually fit in to what we have designed here at the school?”

Personal interactions between the candidate and teachers, students and administrators, allow schools to take stock of a candidate’s personality and rapport with the school community. Classroom teaching demonstrations give schools a glimpse of the skills that candidates bring to the job, skills that are hard to capture in structured interviews. Together, these activities create a rich exchange of information between the school and the candidate so both can assess matters of quality and fit. Consider the amount of contact and interaction included in this principal’s summary of her school’s application process after an initial paper screen: “First, we do an initial interview... If that goes well, then I usually check references... If that goes well, we have

them come in and do a sample lesson where they’re in the classroom. After the sample lesson, they spend some time with their team teacher, so whatever team we’re hiring them in, the team teachers have a chance to spend time with the candidate. And then there’s a final interview with me.”

The rich hiring experience also builds the confidence of teachers being hired. As one teacher said, “[The selection process] was really inspiring to me. It made me have a lot more faith in the school and also I had more faith than I ever had in any interview that, if they chose me, they were choosing me for the right reasons and if they rejected me they were rejecting me for the right reasons...in other interviews it’s so artificial.”

Don’t Just Hire a Teacher. Build a Team.

It is difficult to find everything a school needs in just one candidate. The most thoughtful schools understand this challenge, and so when they make a hiring decision they don’t just hire a teacher, they hire a member of a team. Ideally, school faculties include a healthy mix of skills, knowledge and ability; they include a range of experience (to avoid both the constant turnover that can happen with only young teachers and the resistance to change and innovation that can happen when everyone stays too long). A leader of a technology-focused charter school, for example, said she looks for a mix of candidates with traditional backgrounds and candidates who were “engineers and then decided that they wanted to go into teaching... they can bring that professional industry experience into the classroom... I think that [mix] is healthy for the school.”

It is not enough, however, to simply bring varied backgrounds together. Schools need to consider how a candidate

A hiring process that matches your schools needs means approaching teacher selection in ways that are seldom seen in traditional public schools.



will complement the rest of its faculty members. Does a candidate offer a unique set of experiences that the staff does not already have? Does a candidate have skills or training that would be of use to others on the faculty? And, because small, young schools are constantly shifting their organization and work as they mature, will a candidate be flexible and able to fill different and changing roles in the school?

Principals in the most strategic schools deliberately build a diverse teaching staff. Nowhere is such a staff more apparent than at YLCS. YLCS is a high school serving primarily low-income Latino students. The school's leader said that he needed teachers who could closely relate to the experiences of his students—ideally individuals from the community—but also expose them to the outside world and use state-of-the-art teaching practices and curricula. Knowing the difficulty of finding one individual who could fulfill all of these needs, he strategically matched new teachers who had recently graduated from a top training program with teachers from the neighborhood who were smart and energetic, but who had less formal training. In the following extended quote he explains his staffing approach in the English department: “The English department here is the absolute perfect blend of skills that this school needs. The department chair is actually an intern teacher. He’s going through an intern program right now and it’s not a very good intern program...But he’s a wonderful human being who cares deeply about the kids and who has a presence about him that is remarkable....[the students] love him and they love being in his class. He certainly has tremendous innate skills in teaching, but he doesn’t have a whole huge body of knowledge about how to teach. We hired two young, first-year teachers...to teach English this year.

They both come from the program that trains young teachers, the best in the country,...they come really equipped with a whole bag full of wonderful ideas and wonderful methods...their bag of pedagogical tricks, blended with [the intern teacher’s] persona—the three of them are all becoming better teachers because of that dynamic.”

By creating a team that includes both strong connections to students with strong connections to teaching and curricula, the school made the most of teacher selection. Now it has the teachers it wants and needs, developing and growing together.

Conclusion

Like other schools, charter schools recognize that teachers are at the center of the performance challenge in public education. Getting the right teacher isn’t something that can be done in a vacuum—a teacher can be more or less ‘right’ depending on the school’s mission and work culture, current student population and talent or skills already on staff.

Schools that hire teachers for fit tailor their approach to the kind of teacher they want and need. Schools interested in young teachers, for example, can build pipelines to teacher training programs. Schools interested in teachers with a community connection can recruit in local community organizations. Schools interested in a specific instructional philosophy can design interview instruments that assess candidates’ approach to teaching, learning and student-teacher interaction. The first step in designing a hiring approach is deciding what your needs are and the kind of teachers who will fill them.

A hiring process that matches your school’s needs means approaching teacher selection in ways that are seldom seen in traditional public schools. For

example, the schools in this study took a more proactive and ongoing approach to recruitment, rather than posting advertisements and waiting to see who applies; the most successful schools constantly searched through formal and informal networks for candidates and had their radar up for opportunities to connect with potential candidates. To help identify high quality and well-matched candidates, the schools created many opportunities for candidates to interact with the school community—not just administrators but also teachers, students and parents. They also went beyond structured interviews and asked teachers to perform sample lessons and often to spend an entire day at the school, interacting with everyone from students to the custodial staff.

Getting the right teachers will help your school keep its teachers too. When teachers have strong skills and a passion for the school's mission, they fight through the inevitable days of frustration and bouts of burnout to stay with the school. As one principal said, "[Teachers in this school] really need to be motivated by the mission; people don't last very long here if they're not really motivated by the mission. If they're just purely interested in 'I want to be in a small school,' or 'I want to really work on the craft of teaching,' that's not enough. It's a great value-add but it's not enough." As this last quote suggests, perhaps the most critical step in *getting* the teachers a school wants and needs is having a clear picture of *what* types of teachers and leaders it needs and *why* those qualities are the best choice for the students and mission it has set for itself.





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Chapter Three

Institutional and Program Approval and Change of Status

Introduction

This chapter describes the processes by which an institution gains initial institutional approval from the Commission, which allows the institution to propose specific credential preparation programs for approval by the COA. This chapter also provides information about the status options for programs: approved, inactive, discontinued, or withdrawn.

I. Initial Institutional Approval

According to the *Accreditation Framework* (Section 1-C-1), the Commission is responsible for determining the eligibility of a postsecondary education institution, local education agency (LEA), or other entity that is not currently approved to prepare educators for California's public schools. These institutions must submit an application to the Commission for initial institutional approval to submit programs.

The Initial Institutional Approval process has been organized into three sequential requirements

- I) Completion of the prerequisites;
- II) Successful completion of all eligibility requirements; and
- III) Alignment to the applicable standards and preconditions.

Commission action after completion of the first two stages determines if an institution is eligible to continue with Part III of the Initial Institutional Approval process.

STAGE I – Prerequisites

Prerequisite 1: Regional Accreditation and Academic Credit

Institutions interested in seeking Initial Institutional Approval must identify which of the following applies to their institution.

- The institution is accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations. A copy of a letter from the accrediting association must be hyperlinked as verification.
- The institution is a public school, school district, or county office of education and has received approval of sponsorship from the agency's governing board. Verification must be submitted in the form of a letter or board minutes signed by the superintendent or CEO of the agency.
- The institution is neither of the above and is preparing to offer STEM (Science, Technology, Engineering and Math) programs pursuant to SBX5 1 (Chap. 2, Stats. of 2010). Additional requirements are necessary for institutions applying under this category (See <http://www.ctc.ca.gov/educator-prep/SBX5-1.html>)

Prerequisite 2: Accreditation 101 - Expectations and Responsibilities for Commission Approved Institutions

Prior to accepting an application for Initial Institutional Approval, the Commission requires that the institution send a team to *Accreditation 101 - Expectations and Responsibilities for Commission Approved Institutions*, a professional training that provides information regarding eligibility, and outlines the expectations and responsibilities of Commission-approved program sponsors including reporting requirements, applicable program standards, annual accreditation fees, credential recommendation and student record responsibilities, and other expectations for Commission approved institutions that sponsor educator preparation in California.

Required attendees include:

- Unit Head
- Fiscal Officer or designee
- Directors of Proposed Program(s)
- Partner Employing Organization or Educational Entity
- Other participants deemed necessary by the institution

All travel expenses for attending Accreditation 101 are borne by the institution.

Following completion of the Prerequisites, an institution is required to submit a formal application and may move forward to Stage II – Eligibility Requirements. Institutions moving forward to Stage II by submitting the Eligibility Requirements will be listed on the Commission website for Initial Institution Approval.

STAGE II – Eligibility Requirements

Eligibility Requirements include twelve criteria to which prospective program sponsors must respond. Specific evidence and factors to consider for each of the eligibility requirements will be listed on the Commission’s Initial Institutional Approval website. Once submitted, an institution’s responses to the twelve criteria are reviewed. Responses to criteria 1 through 9 will be reviewed by Commission staff who will then make a recommendation to the Commission. Staff will not make a recommendation to the Commission regarding criteria 10, 11 and 12 but will summarize the information provided by the institution for the Commission. The Commission will make a determination on all criteria and grant an institution one of the following: 1) Eligibility; 2) Eligibility with specific topics to be addressed in Stage III; 3) Resubmission with additional information, or 4) Deny eligibility. A determination of either 1) Eligibility or 2) Eligibility with specific topics to be addressed in Stage III, allows an institution to move forward to Stage III of the Initial Institutional Approval process.

Criterion 1: Responsibility and Authority

The institution clearly identifies the lines of authority and responsibility for any and all educator preparation programs within the institution and provides assurance that only those person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.

Criterion 2: Lawful Practices

A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding employment, retention or promotion of employees without unlawful discrimination. The entity must make all decisions regarding the admission, retention and graduation of students without unlawful discrimination.

Criterion 3: Commission Assurances and Compliance

The institution assures all of the following:

- a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (General preconditions, initial program preconditions and program-specific preconditions for proposed programs must accompany this document).
- b) That all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission-approved entity for all educator preparation programs being offered including extension divisions.
- c) That it will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.
- d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.
- e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor offer the approved program, meeting the adopted standards, until the candidates:
 - i. Completes the program;
 - ii. Withdraws from the program;
 - iii. Is dropped from the program;
 - iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Criterion 4: Requests for Data

The institution must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:

- a) program enrollments
- b) program completers
- c) examination results
- d) state and federal reporting
- e) candidate competence
- f) organizational effectiveness data
- g) other data as indicated by the Commission

Criterion 5: Grievance Process

The institution has a clearly identified grievance process for handling all candidate grievances in a fair and timely manner. The grievance process is readily accessible for all applicants and candidates and is shared with candidates early in their enrollment in the program.

Criterion 6: Communication and Information

The institution must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that:

- a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs and requirements as listed in (b).
- b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs. Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

Criterion 7: Student Records Management, Access, and Security

The institution must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that:

- a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

Criterion 8: Disclosure

Institutions must disclose information regarding:

- a) The proposed delivery model (online, in person, hybrid, etc.)
- b) All locations of the proposed educator preparation programs including satellite campuses.
- c) Any outside organizations (those individuals not formally employed by the institution seeking Initial Institutional Approval) that will be providing any direct educational services, and what those services will be, as all or part of the proposed programs.

Criterion 9: Veracity in all Claims and Documentation Submitted

The institution and its personnel demonstrate veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation.

Criterion 10: Mission and Vision

- a) An institution’s mission and vision for educator preparation is consistent with California’s approach to educator preparation.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Institutions seeking Initial Institutional Approval must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience. Commission staff will research available information about the institution relevant to the application for initial institutional approval. Institutions must submit:

- a) Proof of third party notification enlisting comments to be sent to Input@ctc.ca.gov.

Criterion 12: Capacity and Resources

An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

STAGE III – Alignment with all Applicable Standards and Preconditions

Once an institution seeking Initial Institutional Approval receives Commission approval for eligibility following Stage II, Eligibility Requirements, the institution may continue in the Initial Institutional Approval process by submitting the following:

- 1) Common Standards - Common Standards reflect aspects of program quality that are common across all educator preparation programs, regardless of type of program. The program sponsor must respond to each Common Standard by providing information and supporting documentation that is inclusive of all credential programs to be offered by the institution. An institution’s responses are reviewed by Commission staff and must be aligned to the Common Standards before Initial Institutional Approval can be brought before the Commission for consideration.
- 2) All General Preconditions, Initial Program Preconditions and Program Specific Preconditions – Preconditions are statements of Commission policy or state statute. An institution’s responses are reviewed and must be in compliance with the general and program specific preconditions before the initial Institutional Approval can be brought before the Commission for consideration.
- 3) Program Standards Document – A document addressing the specific credential program standards for programs which the institution seeks to initially offer must be submitted before the institution’s application for Initial Institutional Approval is brought to the Commission for consideration.

Commission Approval

Once an institution has satisfied Stages I, II, and III of the Initial Institutional Approval process, the institution's application will again be brought before the Commission for its consideration and determination regarding Provisional Approval. If the Commission determines that the institution is provisionally approved, the program(s) the institution wishes to offer during Provisional Approval must then be approved by the Committee on Accreditation.

Provisional Approval

If the Commission approves the new institution, it would be allowed to operate under *Provisional Approval*. The provisional timeframe will be determined by the Commission and will span two to three years, in accordance with the program's design. At a minimum of two years, this timeframe will be adequate for at least an initial group of candidates to complete the program thereby allowing for data to be collected to determine the institution's effectiveness in educator preparation. No additional programs will be approved during this period.

Full Approval

Full Approval will be determined by the Commission based on the following information:

1. Analysis of data collected during the 2-3 year provisional time period.
2. Recommendation of the accreditation site team as a result of a focused site visit conducted at the conclusion of the Provisional Approval. Any expenses incurred during the focused site visit are the responsibility of the institution seeking full approval.

Once granted full approval, the institution will then be required to meet the continuing accreditation procedures adopted by the COA.

II. Initial Approval of Programs

According to the *Accreditation Framework* (Section 2-A-2), the COA is responsible for granting initial approval to new programs of educator preparation. If the COA determines that a program meets all applicable standards, the COA grants initial approval to the program. New credential program proposals by Commission-approved institutions must adhere to all applicable Preconditions. They must also fulfill the Common Standards and one of the program standards options listed in Section Three of the *Framework*: Option One, California Program Standards; Option Two, National or Professional Program Standards; or Option Three, Experimental Program Standards.

Section 4-C of the *Framework* contains the policies for Initial Program Approval. Prior to being presented to the COA for action, new programs proposed by Commission-approved institutions must go through Initial Program Review (IPR). During IPR, new program proposals are reviewed by panels of external experts, and as appropriate, by Commission staff with expertise in the credential area. During IPR, new programs are reviewed in relation to the Preconditions, Common Standards or Common Standards Addendum and the selected program standards. The COA considers recommendations by the external review panels and Commission staff when deciding on the approval of each proposed program.

An institution that selects National or Professional Program Standards (Option Two) should consult the chapter on National or Professional Standards for appropriate procedures. The acceptability of the standards must be approved before the institution prepares a program proposal. An institution may choose to submit a program that meets the Experimental Program Standards (Option Three). See Section Three of the *Framework* for additional information.

Program Submission and Implementation: Basic Steps in the Accreditation of New Programs-Initial Program Review (IPR)

There are specific steps that an approved institution must follow when submitting a program proposal.

- For **subject matter program** document submissions, institutions must follow the process included on the [New Subject Matter Program](#) webpage.
- For **educator preparation program** document submissions, institutions must follow the related process included on the [New Educator Preparation Program](#) webpage.

There are several steps that must be followed by the Commission, its staff, and the COA during the process of reviewing proposals from institutions and agencies wishing to sponsor educator preparation programs.

- 1. Review of Preconditions.** Preconditions are requirements necessary to operate an educator preparation program leading to a credential in California. Preconditions are grounded in Education Code, regulations, and Commission policy. An institution's response to the preconditions is reviewed by the Commission's professional staff. If staff determines that the program complies with the requirements of state laws, administrative regulations, and Commission policy, the program is eligible for a further review of the standards by staff or a review panel. If the program does not comply with the preconditions, the proposal is returned to the institution with specific information about the lack of compliance. The institution may resubmit preconditions once the compliance issues have been resolved.
- 2. Review of Common and Program Standards** Unlike the preconditions, the Common Standards and program standards address issues of program quality and effectiveness. The institution's response to the Common Standards (full narrative or Common Standards Addendum as appropriate) and program standards are reviewed by a panel of experts in the field of preparation or by Commission staff. During the Initial Program Review process, there is opportunity for institutional representatives to confer with staff consultants to answer questions or clarify issues that may arise.

Because the review process depends entirely on the participation of experts from the field, the review process can be quite lengthy, especially for lower incidence programs. The Commission asks that each institution identify a minimum of one faculty member for

each program it intends to offer that will be available to be trained and participate in Initial Program Review. This ensures that the review process occurs as quickly as possible. It is highly recommended that institutions volunteer to review documents prior to submission of their own proposal in order to gain the most in-depth understanding of the entire IPR process.

- 3. COA Action** If it is determined that a proposed program aligns to the standards, the program is recommended for initial approval by the COA at one of its regularly scheduled meetings. Action by the COA is communicated to the institution in writing.

If it is determined that the program does not meet the standards, the proposal is returned to the institution with an explanation of the findings. Specific reasons for the decision are communicated to the institution. After changes have been made in the program, the proposal may be submitted for re-consideration. During this process, representatives of the institution can obtain information and assistance from Commission staff.

Appeal of an Adverse Decision

There are two levels of appeal of an adverse decision. The first appeal is directed to the COA and is an appeal of a decision by Commission staff, or its review panel that the preconditions or relevant program standards were not satisfied and therefore the proposal should not be forwarded to the COA for action.

If a program is not recommended for approval by the COA, the institution may submit a formal request at least 30 days prior to the COA's next regularly scheduled meeting to the Administrator of Accreditation, who will place that program on the agenda of the COA for consideration. Included in the request, the institution must provide the following information:

- The original program proposal and the rationale for the adverse decision provided by the Commission's staff or review panel.
- Copies of any responses by the institution to requests for additional information from Commission's staff or review panel, including a copy of any resubmitted proposal (if it was resubmitted).
- A rationale for the institution's request.

The COA will review the information and do one of the following:

- Grant initial approval to the program.
- Request a new review of the institution's program proposal by a different Commission staff member or a different review panel.
- Deny initial approval to the program.

The second is an appeal of an adverse decision by the COA. This appeal is directed to the Executive Director of the Commission.

Appeals to the Executive Director will only be considered on the grounds that the decision of the COA was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the COA. The appeal must be submitted within twenty (20) business days of the COA’s decision to deny initial approval with appropriate evidence of such. Information related to the quality of the program that was not previously presented to the Commission's staff or the review panel may not be considered by the Commission. The Executive Director will determine whether the evidence submitted by the institution responds to the criteria for appeal. If it does, the Executive Director will forward the appeal to the Commission. If it does not, the institution will be notified of the decision and provided with information describing why the information does not adequately meet the criteria. The institution will be given ten business days to re-submit the appeal to the Executive Director.

The appeal, if forwarded to the Commission by the Executive Director, will be heard before the Educator Preparation Committee during a regularly scheduled Commission meeting. The Educator Preparation Committee will consider the written evidence provided by the institution and a written response from the COA. In resolving the appeal, the Commission will take one of the following actions:

- Sustain the decision of the COA to deny initial approval to the program.
- Overturn the decision of the COA and grant initial approval to the program.

The Executive Director communicates the Commission's decision to the COA and the institution.

III. Program Status for Approved Programs

Once a program has been accredited by the COA, it will be considered an approved program. As conditions change, however, it is sometimes necessary for programs to be granted either inactive status or to be withdrawn by the institution. Institutions are responsible for initiating either a status change from ‘approved-active’ to ‘approved-inactive’ or ‘withdrawn.’

The chart below illustrates the operational differences in the three possible status options followed by more specific information on each.

Institution/Program Sponsor	Program Approval Status		
	Active	Inactive	Withdrawn
May Accept New Candidates	Yes	No	No
May Recommend Candidates for a Credential	Yes	Only those already in the program	No
Participates in Data Reporting Requirements	Yes	Yes (if candidates)	No

Institution/Program Sponsor	Program Approval Status		
	Active	Inactive	Withdrawn
		enrolled during reporting period)	
Participates in Program Review	Yes	Modified	No
Participates in Site Visit	Yes	Modified	No
How to Request Reinstatement	NA	Letter to the COA Requesting Re-activation*	New Program Document Submitted and reviewed by BIR members

**See a description of the re-activation process below. If the Commission adopted revised program standards or if new regulations were enacted while the program is in inactive status, a new program document will be required to re-activate a program that reflects new standards and/or regulations.*

Active Programs

Approved Program Sponsors Authorized to Offer California Credentials

Approved programs participate in all activities in the accreditation cycle in accordance with their assigned cohort. The seven-year accreditation cycle requires activities that are essential for on-going accreditation of all approved programs. The cycle of activities is consistent with the premise that credential preparation programs engage in annual data collection and analyses to guide program improvement.

- All approved programs will participate in the Commission’s accreditation system, in the assigned cohort.
- Annual data collection, analysis, and submission is required.
- In the first and fourth year of the accreditation cycle, programs will submit responses to Preconditions.
- In the fifth year of the accreditation cycle, programs will submit their Program Review Documents and responses to Common Standards
- In the sixth year of the accreditation cycle, programs will participate in the Site Visit activities.
- In the seventh year of the accreditation cycle, programs will participate in the 7th Year Follow-up activities as determined by the COA.

An approved educator preparation program will be identified as such on the Commission’s web page and may be identified as ‘Approved’ on the sponsor’s web page, if applicable.

Newly Approved Program Sponsors Authorized to Offer California Credentials

Once an institution and its programs have gained initial approval, the institution will be assigned to an accreditation cohort. Depending upon the results of the focused site visit during provisional approval, the Administrator of Accreditation will determine where in the cycle is the most appropriate placement and once placed, will be expected to participate in all accreditation activities. New programs at institutions with existing Commission approved programs are expected to participate in accreditation activities in conjunction with their already assigned cohort within the accreditation cycle.

Inactive Programs

An institution or program sponsor may decide to declare a program that has been previously approved by the Commission as 'inactive.' The following procedures must be followed:

- The program must have 15 or fewer candidates when it requests inactive status
- The institution or program sponsor notifies the Administrator of Accreditation of its intention to declare the program inactive. The program can be deemed inactive when it no longer accepts new candidates; it is then recognized only for current candidates to complete the program.
- The notification to the Administrator must include the anticipated date that the inactive status will begin (i.e. the date from which candidates will no longer be admitted to the program). This date must be no more than six months from the date of notification.
- Candidates already admitted to the program are notified in writing by the institution or program sponsor that the program is being declared inactive.
- The institution assists enrolled candidates in planning for the completion of their program. A plan regarding how current candidates will complete the program must accompany the inactive request.
- The institution determines the date, by which all enrolled candidates will finish the program, not to exceed a maximum of one year after the anticipated inactive date.
- Following the date after which all current candidates will be able to complete the program, as determined by the institution, the program may no longer operate and the institution may no longer recommend candidates for the credential until such a time as the program is re-activated. The program will not be listed on the Commission's public web page for approved programs. The program will appear as inactive in the Credential Information Guide (CIG).
- An inactive program will be included in accreditation activities in a modified manner as determined by the Administrator of Accreditation.
- An inactive program may be reactivated only when the institution submits a request to the COA and the COA has taken action to reactivate the program. If the program standards under which the program was approved have been modified, or if new regulations have been added, the institution or program sponsor must address the updated standards before the program may be re-activated.

An inactive program may remain in inactive status for no longer than 5 years; after which, the program sponsor must determine whether the program should be withdrawn permanently or reactivated. If the institution does not request reactivation or withdrawal within the 5-year limit, the COA will withdraw the program at its next scheduled meeting. Commission staff will notify the program sponsor at least six months prior to the automatic withdrawal date.

Reactivating an Approved Inactive Educator Preparation Program

An Inactive program cannot be re-activated until the Committee on Accreditation takes action at a regularly scheduled meeting. The program seeking re-activation must adhere to the following procedures:

- Submit a letter requesting reactivation to the COA indicating the requested date of reactivation, why reactivation is being requested and if changes have been made to the program
- Submit all necessary supporting documentation. The type of documentation will vary depending on a number of factors including, but not limited to, the length of time the program has been inactive, personnel changes and curricular changes. The institution will need to contact the Administrator of Accreditation to determine what documentation will be necessary.

Once all requested documentation has been reviewed and approved by Commission staff, the request for re-activation is placed on the COA agenda for final approval at its next regularly scheduled meeting. If approved, the re-activated educator preparation program may, according to their approved activation date:

- Accept candidates to the credential program
- Begin operating the credential program
- Recommend completers for the appropriate credential

Withdrawal of Credential Programs

An institution may decide to withdraw a program that has been previously approved by the Commission. The withdrawal of a program formalizes that it is no longer part of the institution's accredited program offerings and, from the Commission's perspective, no longer part of the accreditation system. Once a program is withdrawn, it must wait one year after the date of withdrawal before applying to become reaccredited. In order to withdraw a program, the following procedures must be followed:

- The program must have taught out all candidates by the effective date of program withdrawal.
- The institution notifies the Administrator of Accreditation of its intention to withdraw the program at a date when the current candidates have completed the program.
- All Candidates admitted or enrolled in the program are notified in writing by the institution that the program is being withdrawn. The institution determines a date by

which all enrolled candidates will be able to finish the program. The institution assists enrolled candidates in planning for the completion of their program. The institution files the list of candidates and date of their program completion with the Commission.

- Once withdrawn, the program may no longer operate and the institution may no longer recommend candidates for the credential.

Reaccrediting Programs that have been Withdrawn

A withdrawn program may be reaccredited only when the institution submits a new proposal for initial program review (IPR) and is approved by the COA. Institutions must wait at least one year after the program has been formally withdrawn by the COA before requesting reaccreditation of the program. Under extenuating circumstances an institution may petition the COA to waive this requirement.

Discontinuation (or Closure) of Credential Programs by the COA

When an institution is required by the COA to discontinue a credential program, the following procedures must be followed:

- Within 60 days of action by the COA the institution must submit the institution's plan for program discontinuation for approval by the Administrator of Accreditation.
- Candidates are no longer admitted to the program once the institution is required to discontinue the program.
- Candidates already admitted to the program are notified in writing by the institution that the program is being discontinued. The plan submitted to the Administrator of Accreditation includes a date by which all enrolled candidates will finish the program. The institution helps candidates plan for completion of their program by helping them complete their program at the institution where they are currently enrolled or assisting them with transferring to another institution. The institution files the list of candidates and dates of program completion with the Commission.

A discontinued program may be reaccredited only when the institution submits a new proposal for initial program review (IPR) The institution must wait at least two years after all candidates have completed the program before requesting reaccreditation.

Institutional Closure due to Closure of Programs

When an institution withdraws its last program, it loses approval as an accredited institution. It must wait two years from the date of closure and must then complete all aspects of the Initial Institutional Approval process. In specific instances, and at the request of the institution, the Committee on Accreditation may take action to determine that an institution may remain as an approved program sponsor for a specified amount of time as defined by the COA. As an approved program sponsor, annual accreditation fees would apply.