

# The Status of the Teaching Profession 2009



The Center for the Future of Teaching and Learning

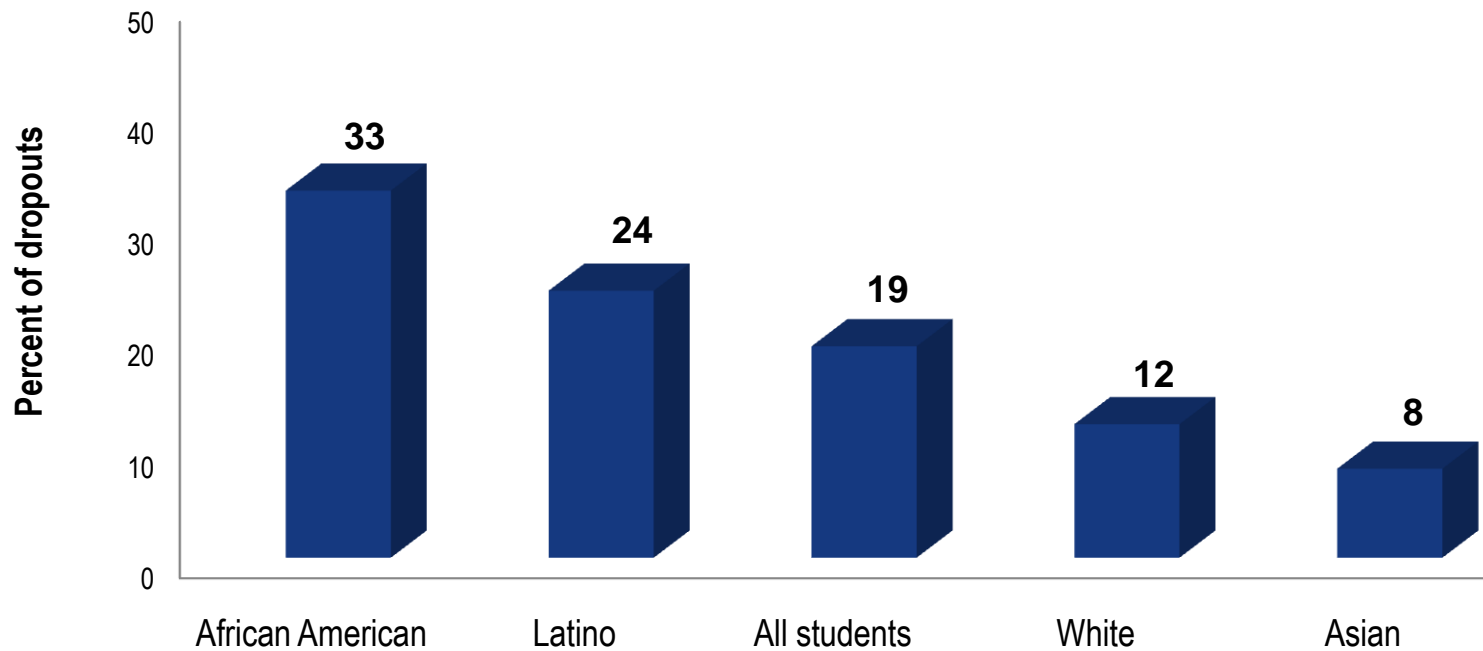
**Research conducted by SRI International**

California State University  
University of California, Office of the President

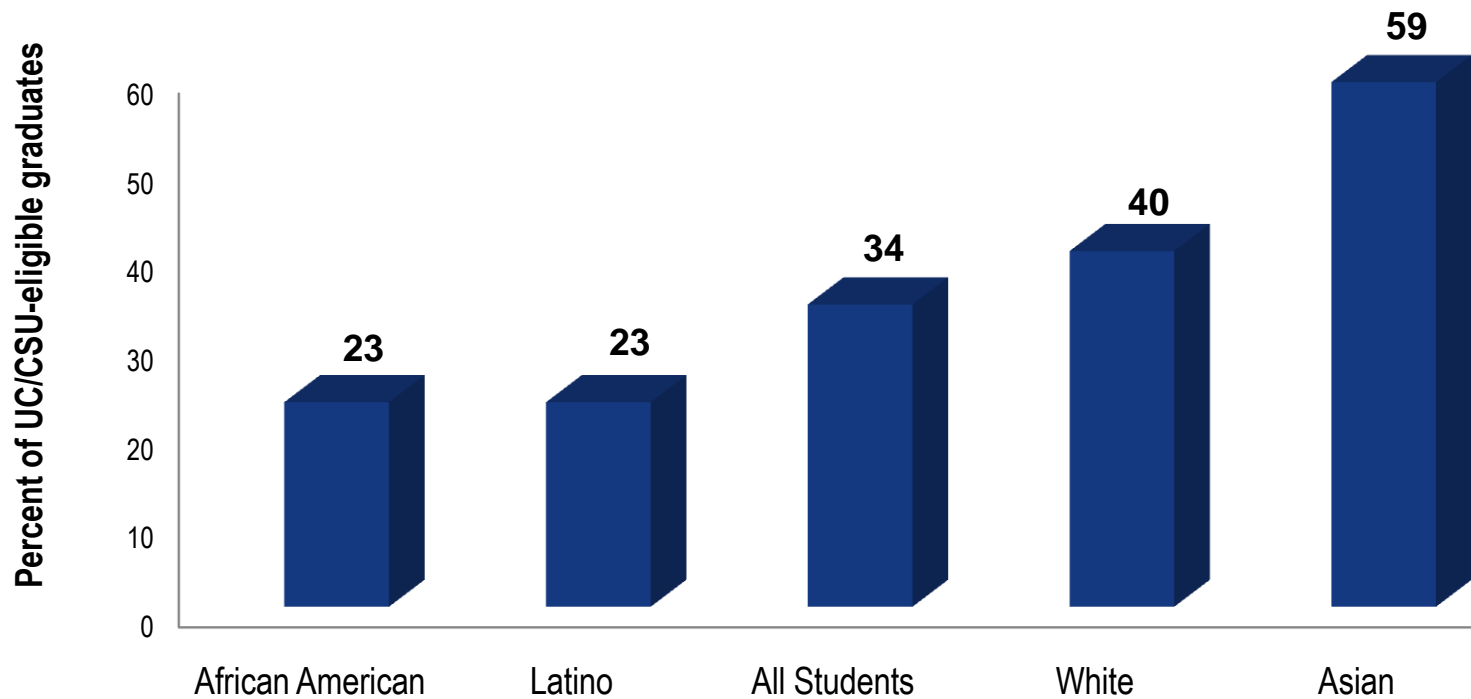
WestEd

Teaching and  
California's  
Future

## Percentage of High School Dropouts by Ethnicity, Class of 2008

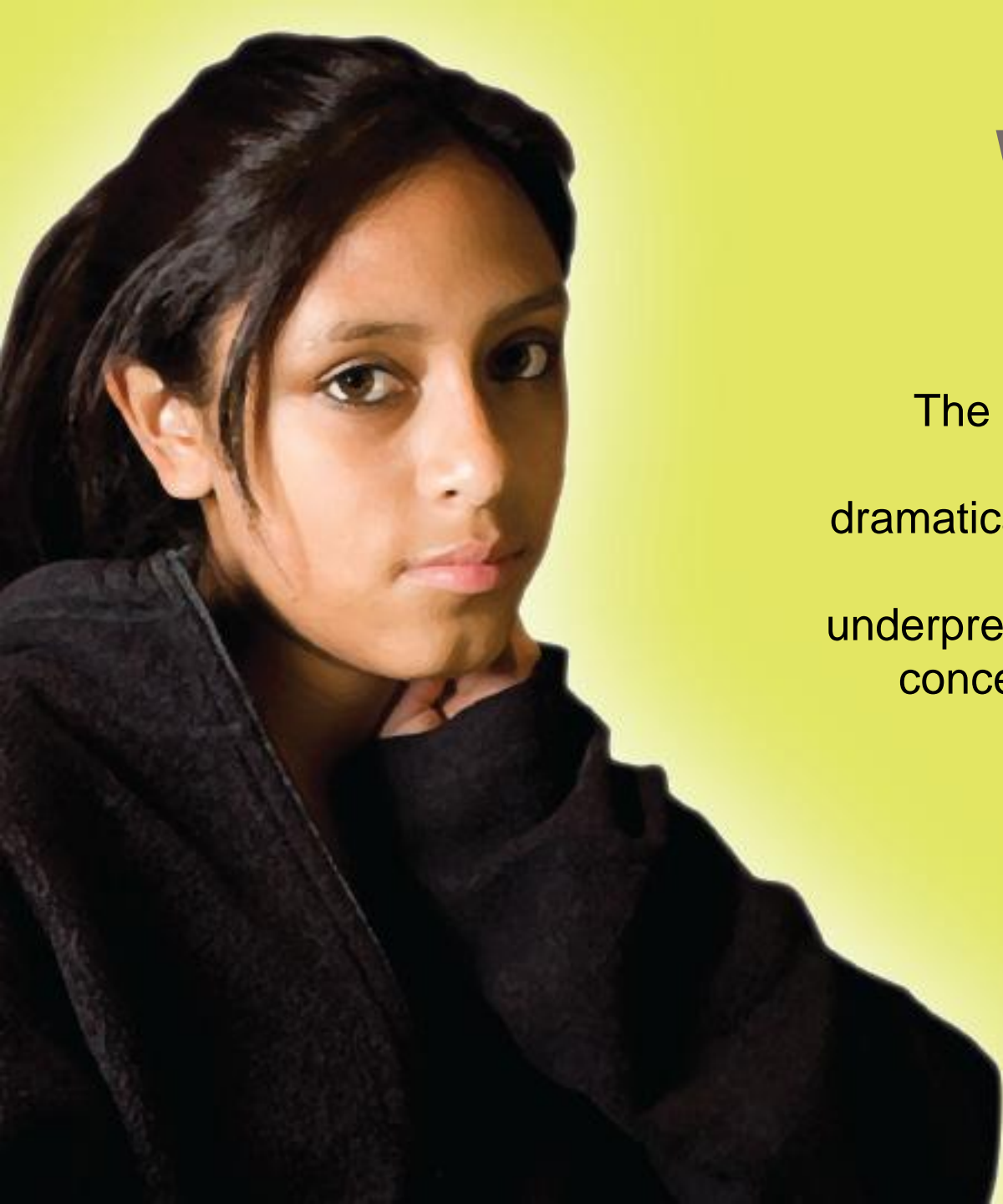


## Percentage of High School Graduates Completing A-G Requirements by Ethnicity, Class of 2008



## Primary Research Question

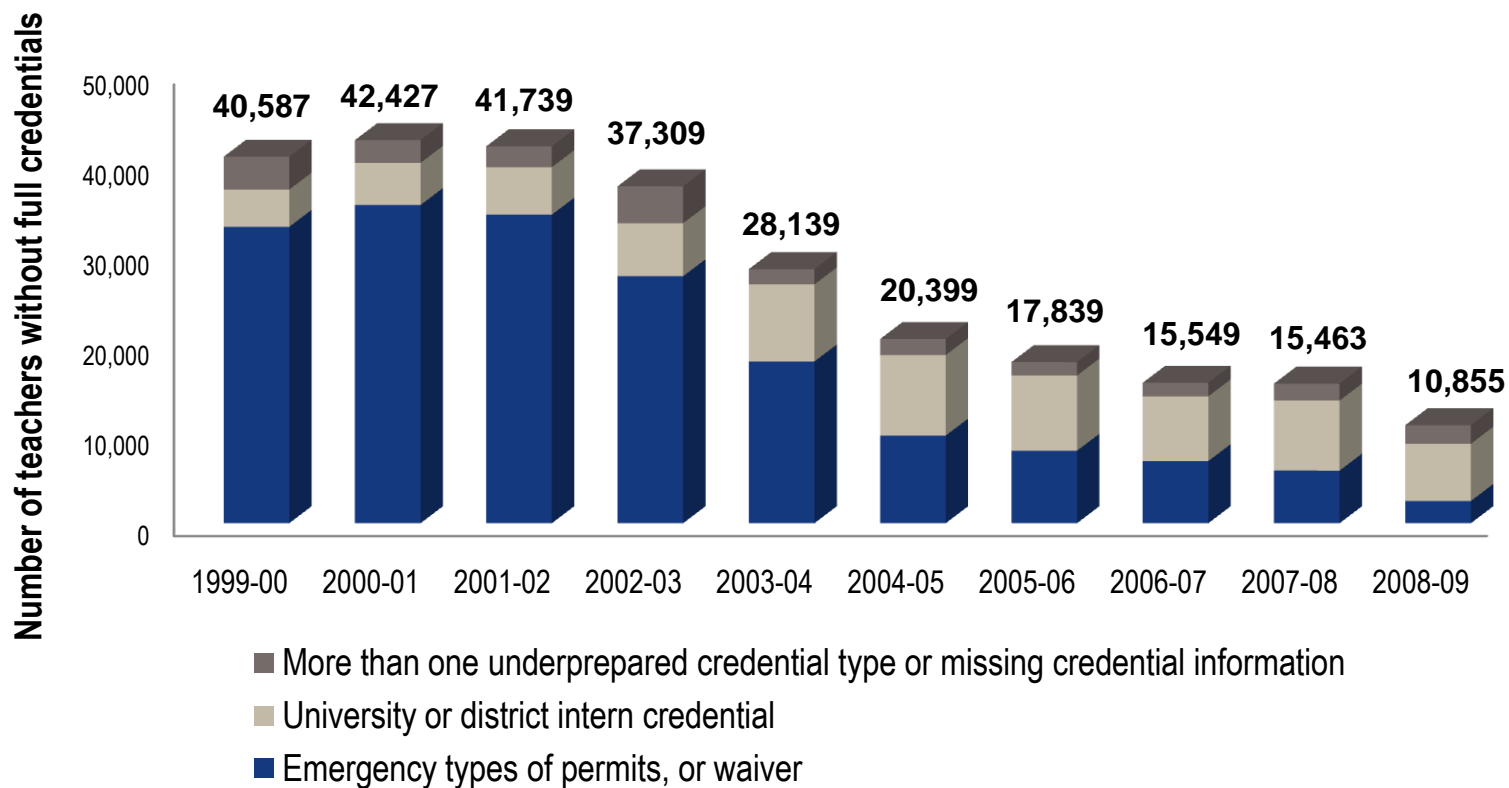
**To what extent are California high school teachers prepared for and supported to teach in the reforming California high school?**



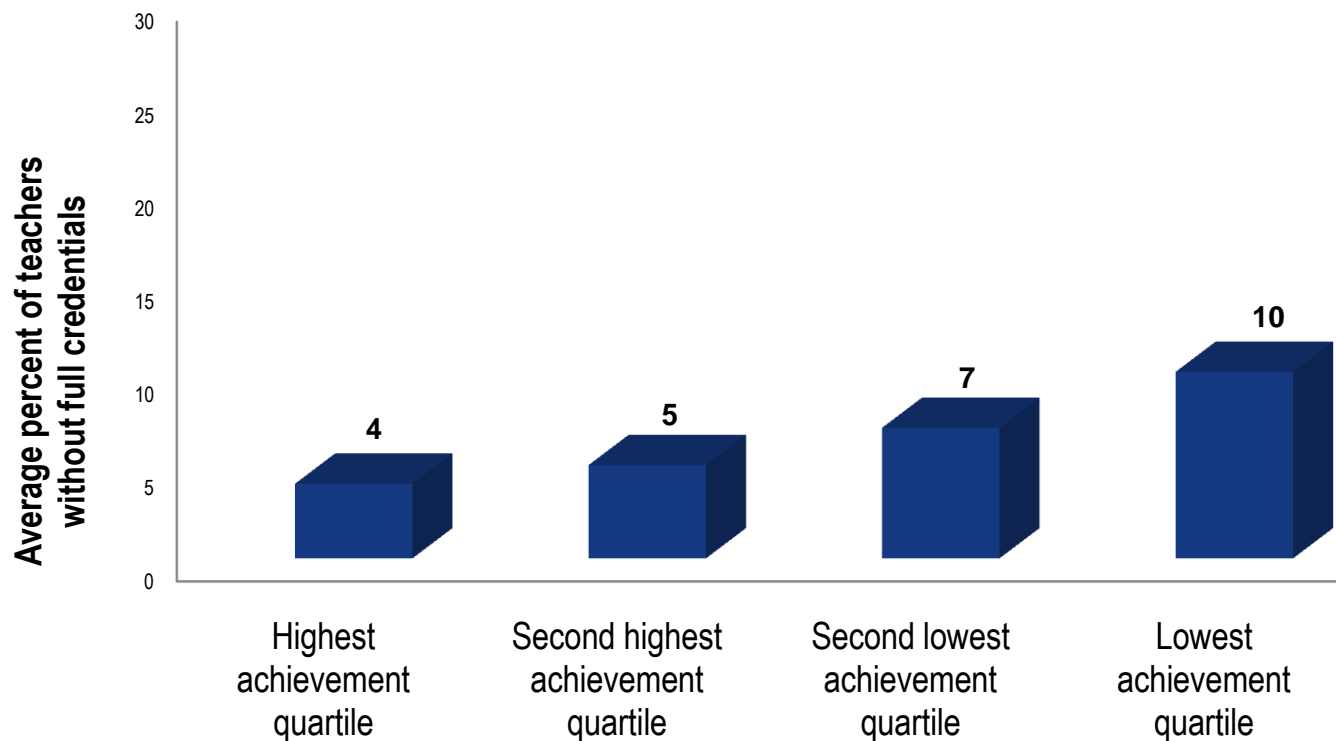
# THE TEACHER WORKFORCE IN CALIFORNIA

The number of underprepared teachers has decreased dramatically over the past decade, but the maldistribution of underprepared teachers remains a concern in high schools across the state.

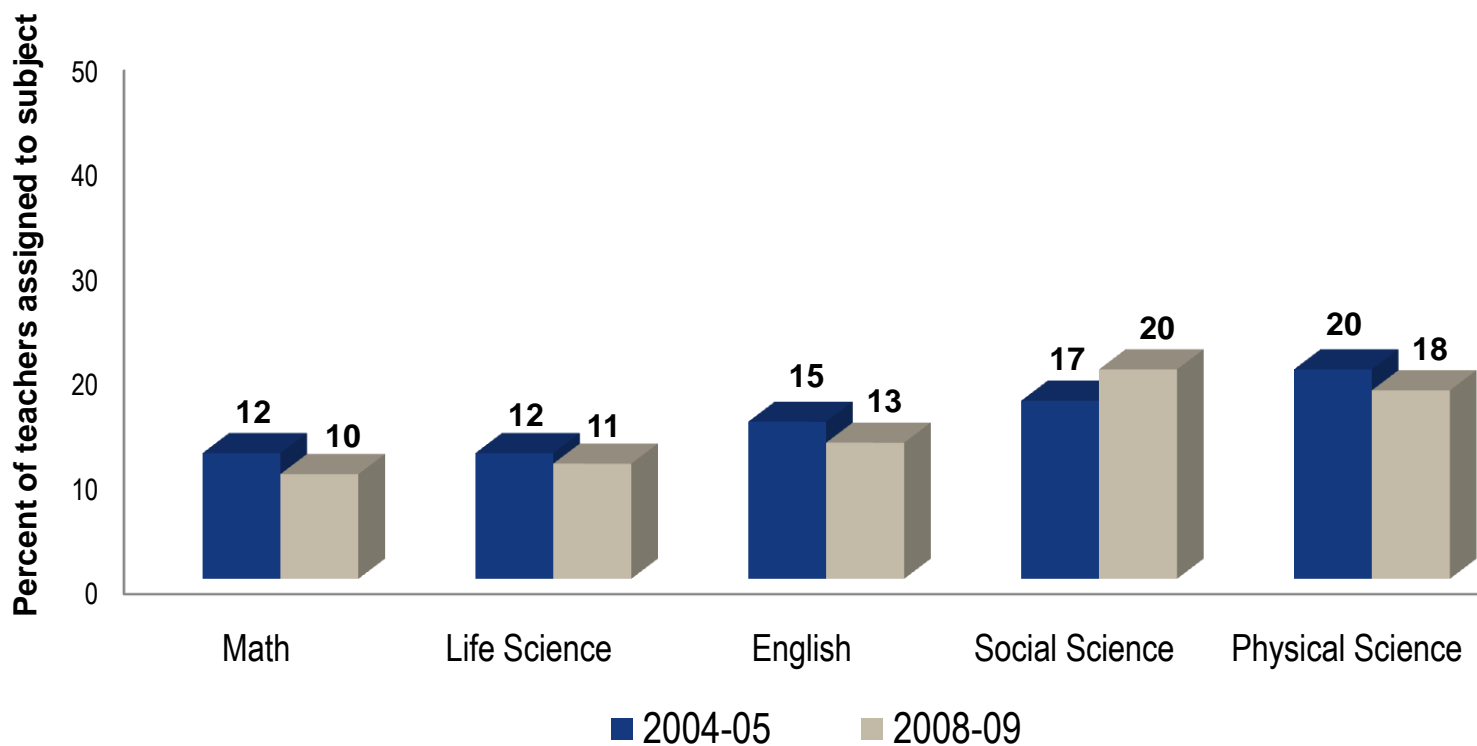
## Number of Underprepared Teachers by Credential Type, 1999-2000 to 2008-09



## Percentage of Underprepared High School Teachers by API Achievement Quartile, 2008–09



## Percentage of Out-of-Field High School Teachers in Core Subjects, 2004-05 and 2008-09





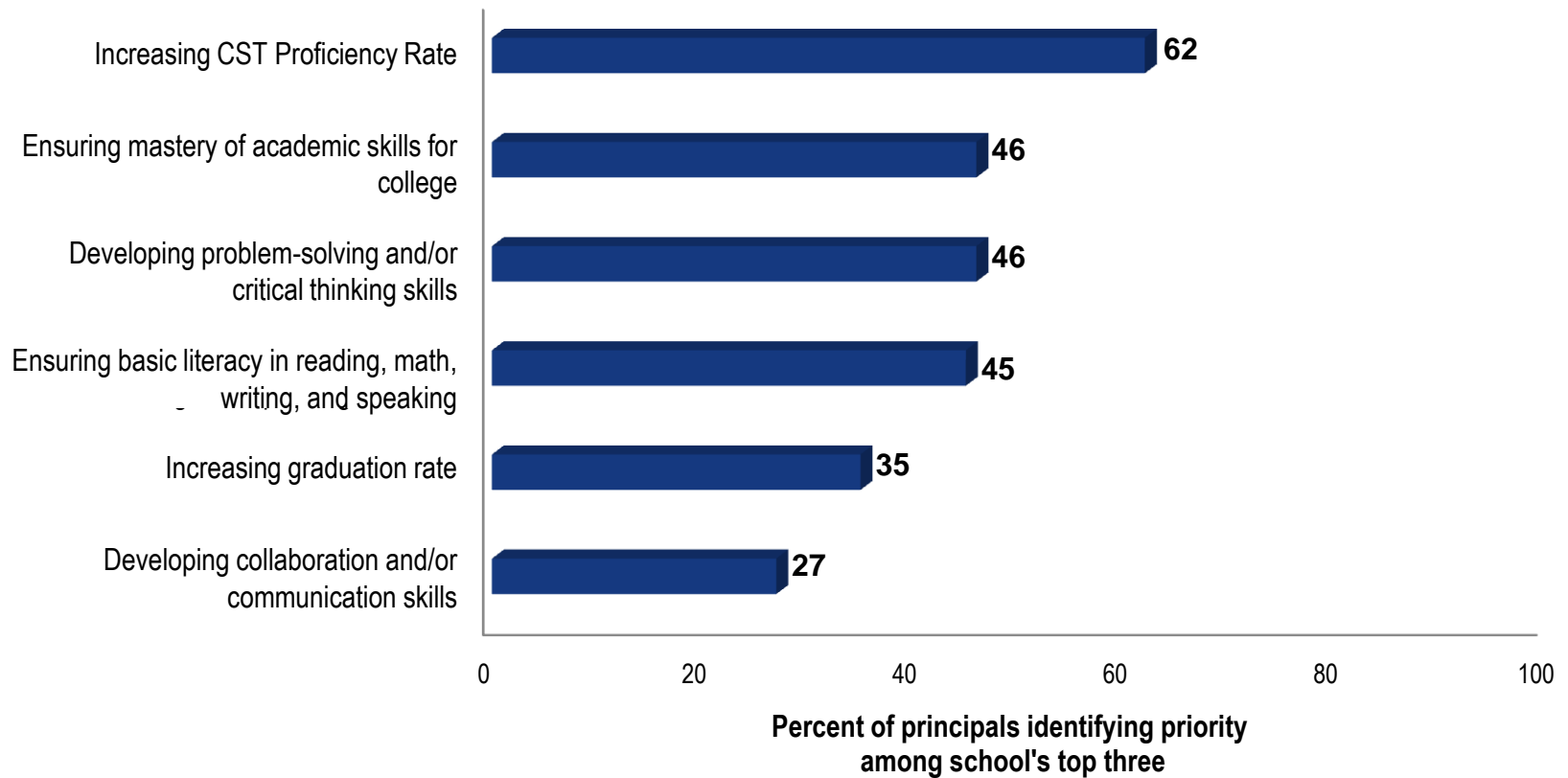
# REDESIGNING CALIFORNIA'S HIGH SCHOOLS FOR THE 21<sup>ST</sup> CENTURY

Across the state, educators are taking steps to address the challenge of underperformance with the goal of ensuring that all students are prepared for any postsecondary option they choose.

## Strategies to Redesign California High Schools

- **Raise academic rigor for students**
- **Make academic content more relevant and engage students more effectively in the learning process**
- **Foster better relationships between students and staff and among students**
- **Support efforts to prepare students for college and the workplace**

## California High Schools' Top Academic Priorities for Students





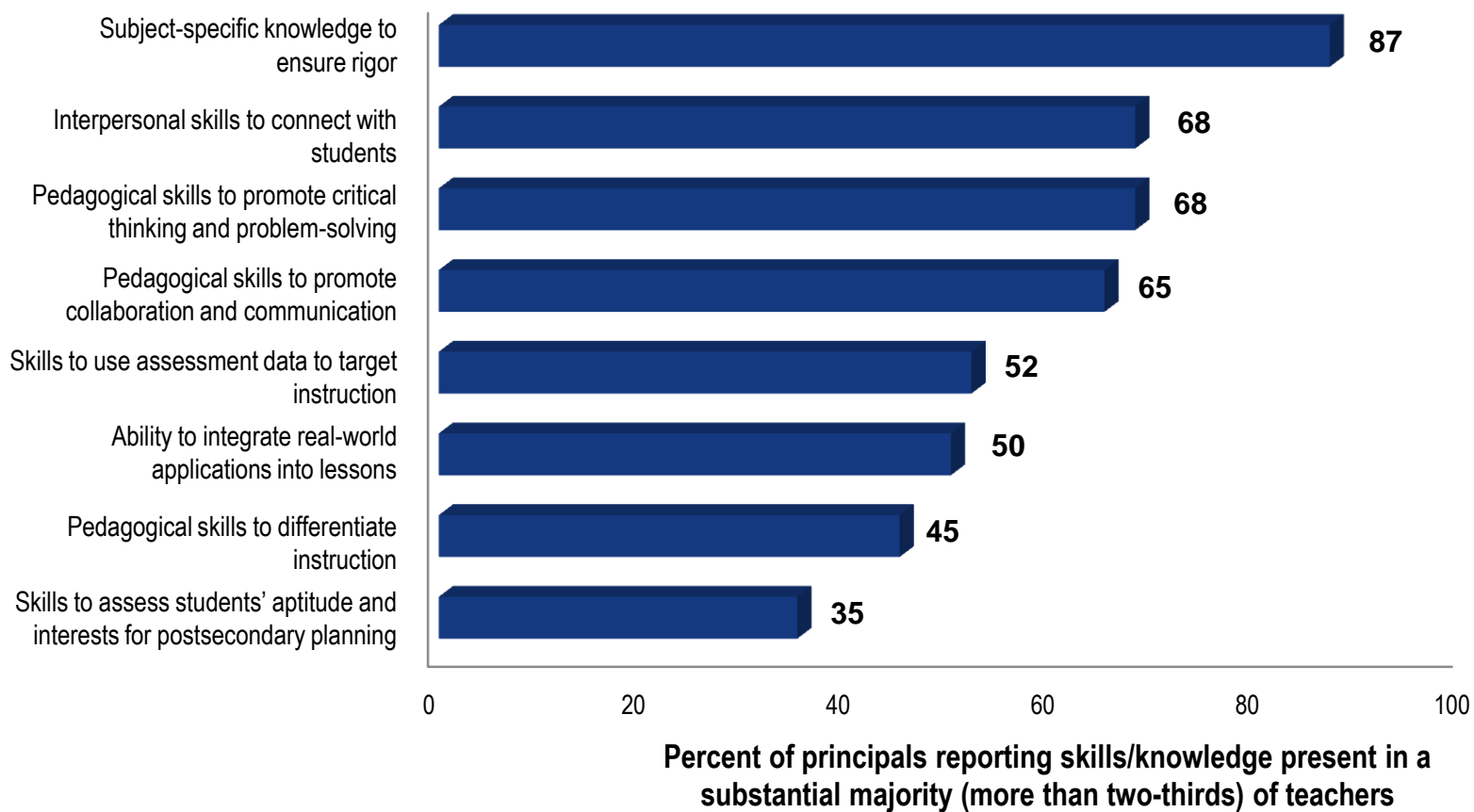
# KNOWLEDGE, SKILLS, AND UNDERSTANDINGS FOR TEACHING IN REDESIGNED HIGH SCHOOLS

Effective teaching – in redesigned or new high schools – requires much more of a teachers and principals than has been demanded in the past. Teachers in these schools need an increasingly complex set of skills.

## Requirements for Effective Teaching in Redesigned High Schools

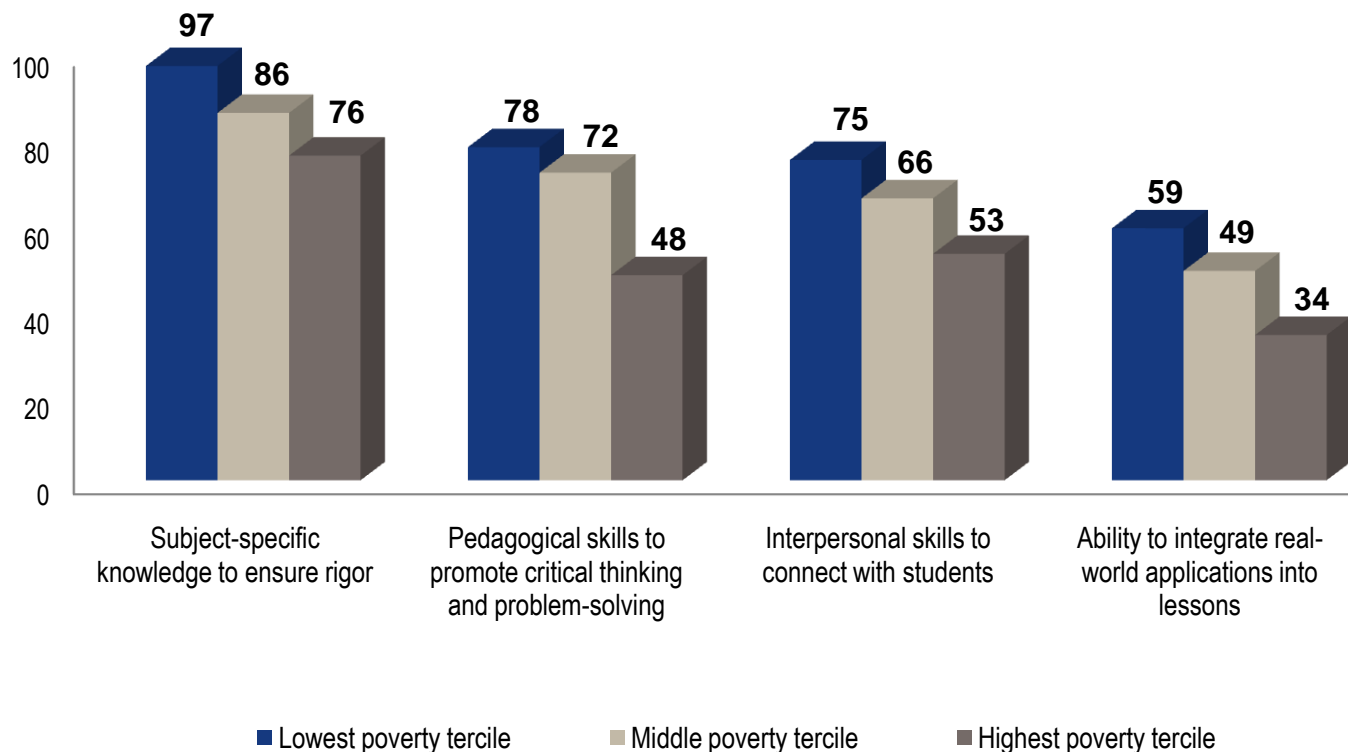
- **Understanding of the rationale for each of the school's reform strategies**
- **Strong knowledge of academic or technical subjects and the real-world applications of that content**
- **Specific pedagogical skills associated with the demands of each of the school's strategies**
- **Additional professional expertise in areas that transcend the classroom**

## Prevalence of Teaching Knowledge and Skills



## Prevalence of Teaching Knowledge and Skills by School-Level Poverty

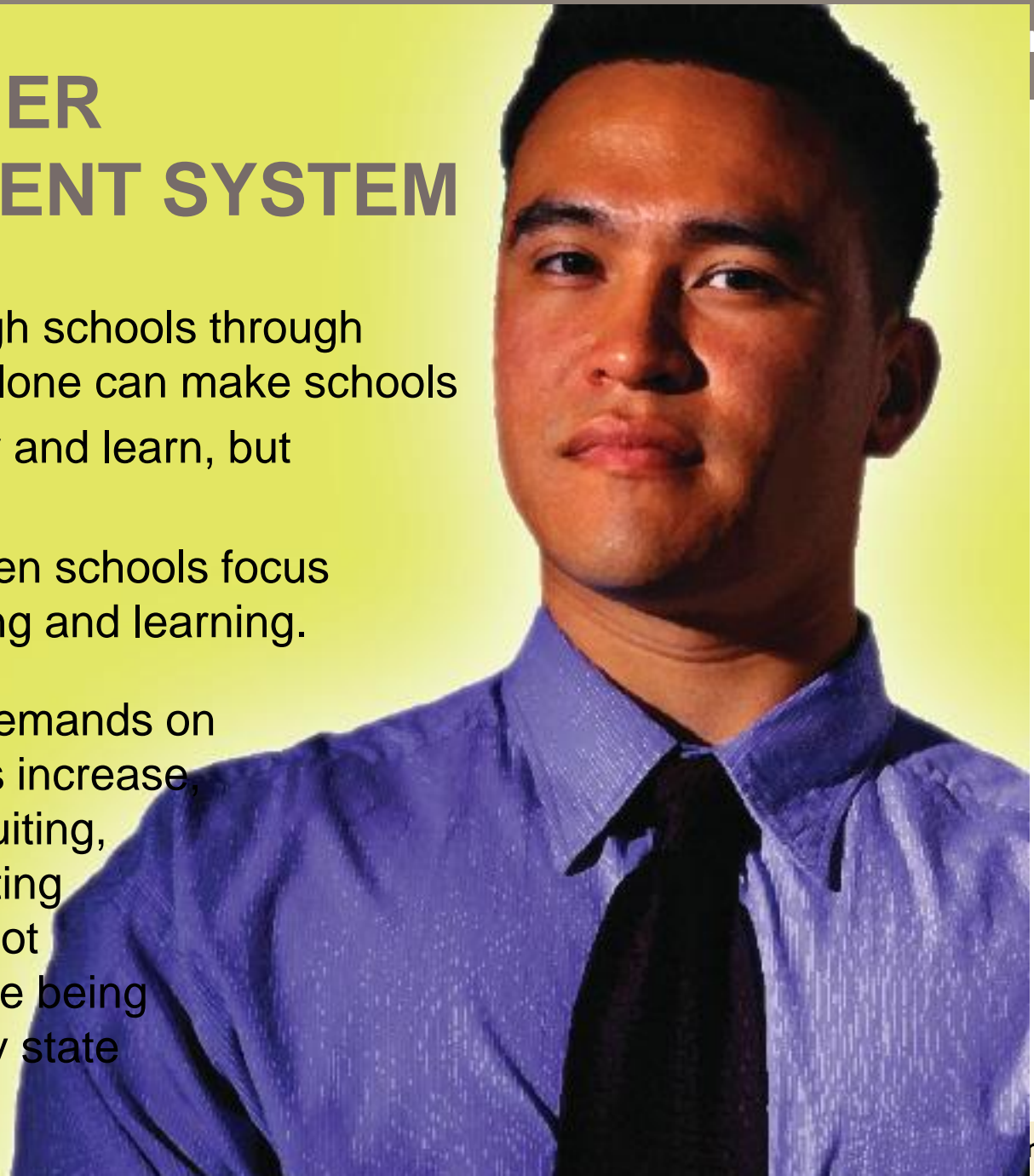
Percent of principals reporting skills/knowledge present in a substantial majority (more than two-thirds) of teachers



# THE TEACHER DEVELOPMENT SYSTEM

Efforts to remake high schools through structural changes alone can make schools nicer places to study and learn, but achievement gains are realized only when schools focus on improving teaching and learning.

Meanwhile, as the demands on high school teachers increase, the systems for recruiting, training, and supporting these teachers are not keeping pace and are being further threatened by state budget cuts.



## Key Finding

**The California teacher development system does not provide adequate support for teachers to develop the full range of understandings, knowledge, skills, and expertise needed to carry out their responsibilities in reforming high schools.**

## Local Efforts to Prepare Teachers for Demands of Reform-Oriented High Schools

**Lacking systemic supports, some California high schools are working strategically to develop systems to recruit and support teachers locally to ensure that their teachers are able to successfully implement improvement efforts.**

## Teacher Preparation, Recruitment, and Hiring

- **Collaboration with local IHEs to train and support novice teachers with aligned skills**
- **Strategic recruitment and hiring practices to identify candidates who fit with a school's vision**
- **Involvement of teachers in the hiring process to identify potential new hires with aligned skills**

## Teacher Professional Development and New Teacher Induction

- **Creating opportunities for staff collaboration and use of in-house specialists to support locally contextualized teacher learning**
- **Attendance at reform-specific conferences and visits to schools with like reform models to provide effective models for teachers to follow**
- **Targeted supports for new teachers through on-site induction programs**

## School Leadership

- **Principals and teacher leaders can play a key role in motivating teachers to support improvement efforts**
- **On-the-job support for school leaders can in turn help them to better support teachers to implement reforms**

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**The Center for the Future of Teaching and Learning**

*Working to improve education for all students by strengthening the teaching profession*

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