

**First Systemwide Evaluation of Teacher Education Programs
in
The California State University: Summary Report**



**Office of the Chancellor
The California State University
2002**

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The California State University: Summary Report**

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**Office of the Chancellor
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401 Golden Shore
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2002**

First Systemwide Evaluation of Teacher Education Programs in The California State University 2002

Overview of Purposes and Methods

Origins and Purposes of the Evaluation. For several years, 21 campuses of the California State University (CSU) made many improvements in teacher education programs to prepare larger numbers of well-qualified new teachers for public schools in California. In 1998 the CSU Board of Trustees embraced many of these efforts in a systemwide policy entitled *CSU's Commitment to Prepare High Quality Teachers*. Three years later, after making additional program changes, the 21 CSU Deans of Education decided to find out how well the programs were accomplishing the goals of productivity, excellence and equity in teacher preparation. The Deans asked, "How well are we meeting our goals of providing increased numbers of well-prepared new K-12 teachers who are ready to be equally effective in all of California's school communities?" To resolve this question the Deans initiated the first Systemwide Evaluation of Teacher Education Programs in the University's history.

From its inception, a central purpose of the evaluation was to provide information that the Deans and other campus leaders could *use* in making further improvements in teacher education programs. Ready and willing to respond to new accountability measures that may be introduced in California, the CSU Deans exercised leadership by initiating a systemwide accountability process in 2000-01. Rather than viewing evaluation as a one-time need to be realized in a given year, the Deans initiated an ongoing process that will provide new and updated evaluation data annually.

Evaluation Questions and Answers. The CSU Deans drafted questions about teacher education program quality and effectiveness that focused on how well CSU graduates are prepared to implement K-12 academic standards adopted by the State Board of Education. After drawing a stratified random sample of all graduates of credential programs in 1999-2000, CSU located those who were K-12 teachers in 2000-01. The Chancellor's Office received anonymous, confidential, candid answers from 1,408 teaching graduates or 50.3 percent of the teaching sample. CSU also invited the school-site supervisors (e.g. principals) of these teaching graduates to answer the evaluation questions. A total of 1,186 administrators answered the questions anonymously, confidentially and candidly, yielding a 45.3 percent response rate. Due to the sampling procedures and the response rates, the evaluation findings in this report accurately describe the preparation of the entire "class" of credential program graduates in 1999-00, consisting of 10,512 program completers.

The CSU analyzed the evaluation findings systemwide and for distinct groups of recent graduates, as shown in the following pages. CSU also compared its findings with those of a nationwide study of first-year teachers by the National Center for Education Statistics, also summarized in this report.

Overview of Evaluation Findings

Evaluation Conclusions. Candid reports by new CSU-prepared teachers and experienced school principals led to eleven conclusions about the quality and effectiveness of CSU teacher preparation.

- (1) Of the 10,512 university students who finished CSU teaching credential programs in 1999-2000, 96 percent served as K-12 teachers for one full year or more. The CSU was highly successful in recruiting and preparing large numbers of university students to become teachers in 2000-01.
- (2) Recent reforms in the preparation of K-8 teachers for reading-language arts and mathematics instruction were generally successful. Additional CSU changes are needed to achieve the goal of being effective in preparing 100 percent of all new K-8 teachers to teach these core subjects.
- (3) CSU's effectiveness in preparing K-8 teachers for science and history-social science instruction is nearly as great as for mathematics and reading-language arts. Campuses have given much less attention to these K-8 core subjects during the recent focus on reading and mathematics.
- (4) CSU graduates teaching in grades 9-12 are unusually well prepared to teach their major subjects in high school classes. They need stronger preparation in assessing and assisting individual students in content-focused classes, and in developing students' content-based reading skills.
- (5) CSU teacher preparation programs are generally successful in preparing new teachers to manage classrooms effectively for instruction. CSU is somewhat less effective in enabling them to manage student conduct and discipline, an important area for future program improvement.
- (6) CSU campuses have recently made progress in preparing new teachers to meet the instructional needs of a diverse student population. Some graduates and K-12 principals indicated that further improvements are needed to ensure that all K-12 students have excellent opportunities to learn.
- (7) CSU programs achieved very high levels of effectiveness in preparing new K-12 teachers to work collaboratively with experienced colleagues. It is important for prospective K-12 teachers in the CSU to be equally well-prepared to communicate and collaborate with parents.
- (8) The great majority of CSU graduates teach in inner-city and metropolitan schools that include most of California's low-performing and hard-to-staff schools. CSU preparation to teach in these schools is almost as effective as CSU preparation to teach in suburban and rural schools.
- (9) Increasingly, CSU graduates are assigned to teach K-12 students with rich language diversity. In classrooms with high concentrations of English language learners (ELL), CSU preparation is almost as effective as it is in classrooms with much smaller concentrations of ELL students.
- (10) Increasing numbers of prospective teachers are removed from supervised teaching and placed in classrooms as interns or emergency teachers. The evaluation showed that the preparation of CSU student teachers is substantially more effective than that of interns and emergency teachers.
- (11) CSU's teaching graduates report being better prepared than a nationwide sample of first-year teachers to implement new state curriculum standards in core subjects, and to address the instructional needs of culturally and linguistically diverse students in the nation's K-12 schools.

This report also outlines the steps that CSU campuses are taking to utilize the evaluation findings.

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First Systemwide Evaluation of Teacher Education Programs in The California State University 2002

In 2000, the Deans of Education in the California State University (CSU) initiated a comprehensive evaluation of accredited teacher education programs offered by the 21 campuses in the CSU System. This report summarizes the purposes, methods, findings and intended uses of the evaluation.¹

Purposes of the First Systemwide Evaluation of Teacher Education Programs

For several years, 21 campuses of the California State University (CSU) made extensive changes in teacher preparation programs to produce larger numbers of well-qualified new teachers for public schools in California. In 1998 the CSU Board of Trustees embraced many of these efforts in a systemwide policy entitled *CSU's Commitment to Prepare High Quality Teachers*. Three years later, after making additional program changes, the 21 CSU Deans of Education decided to find out how well the programs were accomplishing the goals of productivity, excellence and equity in teacher preparation. The Deans asked, "How well are we meeting our goals of providing increased numbers of well-prepared new K-12 teachers who are ready to be equally effective in all of California's school communities?" To resolve this question the Deans initiated the first Systemwide Evaluation of Teacher Education Programs in the University's history.

Primary Purpose: Provide Accurate New Information about Program Effectiveness. The primary purpose of the evaluation was to provide accurate new information to the Deans of Education and others about the effectiveness of teacher preparation programs in the CSU. Many recent program changes were designed to prepare new teachers to implement the K-12 curriculum reforms of the State Board of Education, especially the Board's academic standards for K-12 students (adopted in 1998-99). Recognizing these standards as challenging new criteria for student success in schools, CSU campuses began their comprehensive reform efforts by aligning the preparation of new teachers with the Board's *English-Language Arts Content Standards for California Public Schools (K-12)*. CSU teacher educators also worked hard to incorporate the Board's *Mathematics Content Standards for California Public Schools (K-12)*. In keeping with this standards-based strategy for improving teacher preparation programs, a major focus of the evaluation in 2001 was to assess the effectiveness of teacher preparation programs in relation to the California content standards of 1998-99.

¹ This report summarizes the evaluation in an abbreviated format. More specific information about the evaluation and its results can be obtained by calling the Office of the Chancellor, California State University, at (916) 278-4582 or (510) 763-3943, or by e-mail at dwright@calstate.edu.

Purpose: Evaluation to Support Further Improvements Based on Data Analysis. The new evaluation information gives the CSU Deans of Education a data-based capacity to make additional changes in teacher preparation programs, as indicated by the evaluation results. A purpose of the evaluation was to provide reliable data that the Deans and other campus leaders could use in making additional program improvements beginning in 2001-02.

Purpose: Leadership in Accountability. As the CSU Deans designed the evaluation, they embraced the prospect of increased public accountability for the outcomes of teacher education programs. Well-prepared teachers are the lynchpin of successful school reform. University-based programs for prospective teachers are vital elements in a comprehensive strategy to improve public education in any state. Ready and willing to respond to new accountability measures that may be introduced in California, the CSU Deans of Education exercised leadership by designing and implementing a systemwide accountability process beginning in 2000-01.

Purpose: A Prototype for Further Evaluations. Rather than viewing evaluation of teacher education as a one-time need to be realized in a given year, the Deans initiated an ongoing evaluation process that will provide data *annually* to local program leaders and campus decision-makers. Another purpose of the first evaluation was to serve as a “prototype” for subsequent systemwide evaluations of CSU programs for teachers. The Deans viewed the initial effort as a *pilot study* whose design, methods, questions, and analysis procedures could be modified based on the first-year experience.

How the CSU Conducted the First Systemwide Evaluation

The Deans of Education began their evaluation initiative by appointing the following committee to design and oversee the evaluation during 2000-01 and 2001-02.

Dean’s Committee on CSU Systemwide Evaluation 2000-2002

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California State Polytechnic University, Pomona
- ◆ *Dr. Stephen Lilly*, Dean of Education
California State University, San Marcos

Evaluation Questions and Response Groups. The Committee framed a series of *questions* about the quality and effectiveness of CSU teacher education programs, which were addressed to two groups:

- (1) K-12 teaching graduates of CSU programs of professional teacher preparation; and
- (2) the principals and other school-site supervisors of those particular CSU graduates.

Assumptions of the Evaluation Design. The evaluation design assumed that one full year of service in K-12 teaching provides an experiential basis for the graduates of teacher education programs and their K-12 administrators to judge the adequacy and effectiveness of each teacher's prior preparation. Another assumption was that the quality of a new teacher's preparation can be assessed validly by the beginning teacher and by the teacher's school-site supervisor. The evaluation design demonstrated that CSU leaders value the considered judgments of CSU graduates and their school supervisors.

Limitations of the Evaluation Design. The evaluation conclusions are based on the considered judgments of two groups of professional educators: (1) first-year teachers who had experienced CSU preparation programs first-hand, and (2) school principals and other site-based administrators who supervised the CSU graduates. The CSU Deans are preparing to expand the scope of the evaluation, subject to the availability of sufficient funding, to include direct observations of the teaching practices of CSU graduates and valid evidence of CSU impact on the academic achievements of K-12 students, but these data elements could not be included in the present study.

Parallel Studies by SRI and NCES. The CSU coordinated its evaluation with a comprehensive study of California teachers by SRI International.² The CSU evaluation and SRI study had several common elements, but the CSU evaluation focused solely on the productivity and effectiveness of professional teacher preparation programs offered by 21 CSU campuses. The CSU also examined the findings of a similar national survey conducted by the National Center for Education Statistics (see pp. 26-28).³

Random Sample of Program Graduates. At each CSU campus, the evaluation sample consisted of up to 150 former students who had finished programs of professional teacher preparation during the 1999-2000 academic year. Each campus drew its sample *randomly* from the entire population of graduates of programs for Multiple Subject Teaching Credentials (primarily used in grades K-8), Single Subject Teaching Credentials (usually used in grades 7-12), and Education Specialist Teaching Credentials (for special education). Across all campuses and programs, the population being sampled consisted of 10,512 graduates. On each CSU campus, each program graduate had an equal chance of being selected and invited to participate in the evaluation.

Report Describes the Population of CSU Teaching Graduates. At the 21 campuses, the numbers of program graduates varied from 125 to 1,005 in 1999-2000. The sampling procedure yielded a stratified random sample in which *campus attended* was the stratification factor. The graduates' responses were later weighted to compensate for the fact that graduates from large and small campuses were not sampled proportionately. The weighting adjustments are included in this report, which accurately describes the population of 10,512 graduates of CSU teaching credential programs in 1999-2000.

² *Teaching and California's Future: The Status of the Teaching Profession 2001*, The Center for the Future of Teaching and Learning and others. Research conducted by SRI International.

³ *Teacher Preparation and Professional Development: 2000*, National Center for Education Statistics, June 2001.

Alternative Ways to Answer Questions. The CSU sponsored two websites where CSU graduates and their principals could conveniently answer the evaluation questions anonymously in 10 minutes. Alternatively, graduates and principals were invited to answer the same questions confidentially in a traditional survey booklet taking approximately 15 minutes.

Questions Sent to Teaching Graduates. The teaching graduates in the randomly-selected sample were located by CSU campus staff members with valuable cooperation from the State Teachers Retirement System, the California Department of Education, eighteen large school districts⁴ and eight county offices of education.⁵ The evaluation questions about program effectiveness were mailed to the randomly-selected teaching graduates in May, 2001, when they were finishing their first year as certificated teachers in K-12 schools. Staff members at the 21 CSU campuses later called the teachers to encourage them to answer the questions and send their answers to the Chancellor's Office.

Questions Forwarded to Supervisors of Graduates. To solicit evaluation data from the graduates' supervisors, the evaluation questions were mailed to the principals of the K-12 schools where the CSU graduates were teaching. Each principal was asked to ensure that the evaluation questions were answered by the site-based administrator who *supervised* the CSU graduate (defined as the school administrator who had evaluated the graduate's performance for the employing school district). These participants in the evaluation were school district employees, not employees of the CSU. Each supervisor received the name of a CSU graduate whom s/he was supervising at the time. The supervisor was asked to assess that new teacher's preparation for teaching. Supervisors were not asked to report on the teacher's performance or teaching practice, or to evaluate new teachers in general; each supervisor's focus was on the CSU preparation of a specifically-named new teacher.

Results of the First Systemwide Evaluation of Teacher Education Programs

Summarized below are the results of the evaluation related to ten topics: evaluation participation rates; teaching participation rates; characteristics of CSU's teaching graduates of 1999-2000; characteristics of the participating principals; CSU preparation for teaching specific subjects in elementary and middle schools; CSU preparation for teaching high school classes; CSU preparation in teaching skills that are critical for all subjects and grades; CSU teacher education and the goal of educational equity in California schools; CSU preparation with varying levels of involvement by the University's K-12 partners; and CSU teacher preparation compared with preparation at institutions nationwide. The report ends with a set of summary conclusions and next steps for the California State University.

⁴ The following school districts provided valuable assistance to the University in completing the evaluation: Corona-Norco Unified School District, Fresno Unified School District, Garden Grove Unified School District, Glendale Unified School District, Long Beach Unified School District, Los Angeles Unified School District, Montebello Unified School District, Moreno Valley Unified School District, Oakland Unified School District, Pomona Unified School District, Riverside Unified School District, Sacramento Unified School District, San Bernardino Unified School District, San Diego Unified School District, San Francisco Unified School District, San Jose Unified School District, San Juan Unified School District and Stockton Unified School District. The CSU is grateful for their cooperation and assistance.

⁵ The following county offices provided valuable assistance to the University in completing the evaluation: Alameda County Office of Education, Butte County Office of Education, Kern County Office of Education, Orange County Office of Education, Placer County Office of Education, San Diego County Office of Education, San Luis Obispo County Office of Education and Tehama County Office of Education. The CSU is grateful for their cooperation and assistance.

Evaluation Participation Rates

Invited to participate in the evaluation were the 2,795 CSU teaching graduates who were randomly selected and whose K-12 schools could be identified. A total of 1,408 graduates or 50.3 percent of the sampled teachers answered the evaluation questions. Sixteen percent of the participating CSU graduates answered the questions electronically on the World Wide Web. The other participants (84%) responded anonymously to the printed questionnaire. Participation by over 1,400 randomly-selected graduates yielded a robust response that reliably describes CSU preparation of the overall population of 10,512 graduates who completed CSU programs during the 1999-2000 academic year.

Also invited to participate were the school-site supervisors of the 2,626 graduates who had classroom teaching assignments (supervisors of substitute teachers were not included). Of these administrators, 1,186 answered the Deans' questions for a 45.3 percent supervisor participation rate. Twelve percent of the participating supervisors used the CSU-sponsored website to answer the evaluation questions confidentially. The others (88%) used post-paid envelopes to mail their written answers to the CSU Chancellor's Office. Program evaluation data from more than 1,100 school-site administrators who supervised CSU teaching graduates is a second source of reliable, important information about the effectiveness of CSU teacher preparation programs.

Teaching Participation Rates

The California State University is committed to providing professional preparation to university students who *use* that preparation by subsequently serving as K-12 teachers. One way to measure the CSU's productivity for K-12 schools is to track the volume of students who complete programs and earn state credentials. The CSU can also be assessed by the number of graduates who *teach* in K-12 schools after completing CSU programs and earning credentials. No matter how successful the University's graduates might be in satisfying the requirements for state credentials, the institution is no more productive than the rate at which its graduates actually serve as K-12 classroom teachers.

On the following page, Figure 1 portrays the population of 10,512 program graduates who completed CSU programs of professional teacher preparation in 1999-2000. A total of 10,092 or 96 percent of them served as K-12 teachers for one full year or more following their preparation in the California State University. An additional 105 members of the 1999-2000 cohort (one percent) served as K-12 teachers during the early months of 2000-01 but did not remain in their teaching positions all year. The remaining 215 members of this cohort (three percent) did not serve as K-12 teachers during the initial year after they finished accredited programs of professional preparation in the CSU.

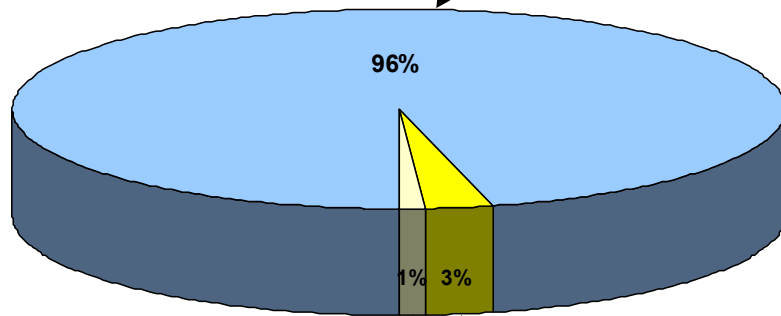
The evaluation findings in Figure 1 indicate that the CSU and its graduates achieved a very high rate of participation in teaching during the period of 1999-2000 and 2000-2001. The Chancellor's staff has requested comparable data from institutions and agencies in California and other states; teaching participation rates higher than 70 percent have not been found at individual campuses or statewide systems of institutions. Although the CSU's 96 percent participation rate needs to be replicated in subsequent studies, this finding calls into question the frequent claim that many university graduates do not accept teaching positions. This evaluation indicated that the CSU was highly productive in recruiting and preparing large numbers of university students who became K-12 teachers in 2000-01. The effectiveness of their preparation is the primary subject of this report.

Figure 1: Participation in Teaching by CSU Graduates

Teaching Credential Programs
California State University
Graduating Class of 1999-2000

10,512 Graduates Completed Professional Teacher Preparation Programs on 21 CSU Campuses During 1999-2000.

10,092 Graduates Served as K-12 Teachers One Full Year or More After Completing CSU Professional Preparation Programs.



105 Graduates Served as K-12 Teachers Less than One Full Year After Completing CSU Professional Preparation Programs.

215 Graduates Did Not Serve as K-12 Teachers During the First Year After Completing CSU Professional Preparation Programs.

CSU Teaching Graduates of 1999-2000: Group Characteristics

As a prelude to the findings about program effectiveness, this section describes the CSU graduates of 1999-2000 including the conditions in which they experienced teacher preparation, and in which they subsequently used their preparation in K-12 schools. The effectiveness findings begin on page 9.

Professional Preparation Has Been Accelerated. CSU campuses have sought ways to expedite the preparation of prospective teachers because of the acute shortage of teachers in California schools. Two-thirds (67%) of CSU's teaching graduates were full-time students when they enrolled in CSU's professional teacher preparation programs in 1999-2000.⁶ The largest number of new teachers needed 12 months to complete the entire program of professional teacher preparation. Half were able to finish the program in 15 months or less. These findings indicate that CSU campuses have addressed teacher shortages by substantially accelerated university-based preparation for teaching.

Graduates Earned Different Credentials in Alternate Ways. Overall, 69 percent of CSU's teaching graduates earned California Multiple Subject Credentials for teaching in self-contained classrooms (typically in grades K-5) or core classrooms (often in grades 6-8). Another 27 percent earned Single Subject Credentials for teaching specified subjects (usually in grades 7-12). The remaining five percent earned Education Specialist Credentials for teaching learners with exceptional needs in special programs. To earn these credentials, 58 percent of the graduates met subject-matter standards for teachers by completing accredited subject-matter programs, usually on CSU campuses. The other 42 percent met the same standards by passing state examinations in the subjects of their credentials.

⁶ Data about CSU's teaching graduates were provided by the graduates themselves. In the case of enrollment data, the graduates may or may not have adhered to the CSU's definition of "full-time enrollment."

Preparation With Varying Levels of Support. When they earned teaching credentials in CSU programs, 55 percent of the graduates had worked as *student teachers* in schools where their teaching practices were supervised and coached each week by veteran teachers and university supervisors. Another 18 percent met this requirement by serving in K-12 classrooms as full-time *intern teachers* with less supervision and coaching. Another 27 percent also worked full-time in classrooms while holding *emergency permits*. These teachers-in-training had the least supervision and needed extra time to meet California's subject-matter standards. The CSU is concerned about the growing numbers of districts hiring non-interns and placing them in classrooms, often without adequate supervision.

Limited Participation in BTSA Programs After CSU Graduation. New teachers can utilize their preparation effectively only if they work in supportive school environments where planned, intensive induction experiences occur on a regular basis. Fortunately, California has expanded the Beginning Teacher Support and Assessment (BTSA) Program to guide and assist all newly-certified teachers. In 2000-2001, 88 percent of the CSU's teaching graduates were in schools where beginning teachers participated in the BTSA Program. But according to the principals in this study, only 62 percent of the CSU graduates actually participated in local BTSA Programs during 2000-01, their first year after CSU graduation. A voluntary program, BTSA's effectiveness has been demonstrated repeatedly. Participation in BTSA is likely to enhance the utilization and effectiveness of a new teacher's prior preparation. The CSU is concerned about BTSA's spotty participation rate, and hopes that all teaching graduates will be able to benefit from intensive induction programs in the near future.

CSU Graduates Teach in Diverse School Communities. Following their completion of CSU programs in 1999-00, the largest number of CSU graduates (37%) taught in K-12 schools that their principals described as "urban and inner-city schools serving students who are predominantly from lower-income families." The next-largest numbers of graduates were teaching in "rural schools or small-town schools that are not part of a large metropolitan area" (23%) *or* in "metropolitan schools that serve mixed populations of middle-income and lower-income families" (22%), according to their principals. The smallest percent of CSU graduates (19%) were teaching in schools that their principals described as "suburban schools serving students who are predominantly from middle/upper income families." These findings demonstrate conclusively that CSU teaching graduates serve in K-12 schools that are most in need of their up-to-date preparation and newly-formed teaching skills.

CSU Graduates Teach Linguistically-Diverse Students. CSU campuses have recently expanded their CLAD-BCLAD Programs that specifically prepare teachers for California's growing population of English language learners. In 1999-2000, 78 percent of all CSU credential program graduates earned California credentials that recognized their specific CLAD-BCLAD preparation. In K-12 schools, 93 percent of CSU's teaching graduates were assigned to classes that included one or more English language learners (ELL). Half taught classes in which 25 percent of the students were ELL pupils. Another fourth of CSU's graduates taught classes that were 70 percent ELL students. Increasingly, CSU teacher preparation is designed to meet the instructional needs of ELL students. Nearly all CSU graduates subsequently *use* that preparation by teaching ELL students in California's K-12 schools.

CSU Graduates Had a Variety of Teaching Assignments. During the first year following their CSU graduation (2000-01), 58 percent of CSU's teaching graduates served in self-contained classrooms where they were responsible for teaching all subjects of the curriculum, most often in grades K-5. The next largest group (23%) worked in "departmentalized" assignments where each one taught a major subject of the curriculum, typically in grades 7-12. Other graduates served in core classrooms

(9%) where they taught two “core” subjects to successive groups of students in middle schools (6-8). The smallest group of graduates taught in special education programs (4%) at multiple grade levels.

Some Teaching Assignments Did Not Match CSU Preparation. The CSU asked its teaching graduates to assist in the evaluation of their own preparation, on the assumption that their teaching experiences would be a valid basis for their evaluative judgments. Of all the participating graduates, 87 percent had teaching jobs for which they were prepared at CSU campuses. For these new teachers, the evaluation was based on a valid assumption. The remaining 13 percent of the participating graduates had teaching jobs very different from those for which they were CSU-prepared. Of these, the largest number were prepared by CSU to teach specific “single subjects,” but their districts assigned them to teach more than one class in other subjects. Teaching assignments that substantially differ from the scope and content of CSU’s preparation were not consistent with a basic assumption of the evaluation. Accordingly, the findings in this report are based on reports by the graduates (87 percent) whose teaching assignments matched the jobs for which they prepared.

This section has described the circumstances in which CSU graduates completed their professional preparation, as well as the credentials they earned and the teaching assignments they were given. In 1999-2000, most of the prospective teachers learned to teach in typical circumstances, and were later given standard teaching assignments in K-12 schools. In a subsequent section, the effectiveness of their preparation will be examined in relation to their teaching assignments and status as candidates.

School Supervisors of CSU Teaching Graduates: Group Characteristics

Most Participating Supervisors Were School Principals. The CSU mailed its evaluation questions to the principal of the K-12 school where each CSU graduate was teaching. The graduate’s name was included in the packet along with a request that the packet be given to the specific administrator who supervised that new teacher. Principals were invited to answer the questions if they were responsible for evaluating the new teacher’s performance for the school district. In fact, 83 percent of the participating supervisors were serving as K-12 school principals in 2000-01 when they answered the CSU questions. Almost all others were vice-principals or assistant principals.⁷ Of the participating supervisors, 64 percent were serving in elementary schools; the others were managing high schools (20%) or middle schools (14%).

Participating Principals Were Highly Experienced. Prior to the study, the CSU Deans of Education wondered whether or not the preparation of their graduates would be evaluated by experienced principals. Of the participating school administrators, 83 percent had supervised new teachers more than three years. Another 14 percent had supervised beginning teachers from one to three years. Only four percent were new principals in 2000-01. As a group, the principals were veteran teacher-supervisors.

Principals Were Familiar with CSU Graduates’ Teaching Practices. The Deans were also interested to know the principals’ familiarity with the actual teaching practices of the specific CSU graduates whose preparation the principals were asked to assess. Of the participating principals, 95 percent had supervised their specific, designated CSU graduates more than six months prior to answering the CSU evaluation questions. Almost all others had done so from three to six months before evaluating the CSU graduates’ preparation. But how acquainted were the principals with the graduates’ actual teaching practices and effectiveness? The largest number (39%) had observed their graduates during

⁷ The remainder of this report uses “principal” to describe all of the administrators who participated in the evaluation.

extended periods of classroom instruction more than ten times. Another 31 percent had observed extended periods of the particular graduate's classroom teaching six to ten times. Less than three percent had observed the graduate teaching one or two times. Less than one percent had not observed the graduate's classroom. In nearly all cases, the preparation of CSU graduates was evaluated by principals who were well-acquainted with the graduates' actual classroom teaching practices.

Principals Were Familiar with CSU Graduates' Understanding of Teaching Principles. In addition to direct observations of classroom practice, school supervisors also learn about the preparation of new teachers in substantive conferences with those teachers. In extended conferences, the largest number of principals (50%) had discussed teaching practices and problems with the graduates from three to five times prior to answering the CSU evaluation questions. Another 26 percent had done so six to ten times, and 16 percent had done so more than 10 times. The smallest groups of principals had discussed teaching practices with their CSU graduates only 1-2 times (7%) or not at all (1%). Almost all of the participating principals were well-acquainted with each CSU graduate's actual understanding of the principles and methods of professional teaching practice.

Principals Were Familiar with the Subject-Specific Preparation of CSU Graduates. Some of the CSU evaluation questions pertained to the effectiveness of teacher preparation in academic subjects such as reading, mathematics, science and history-social science. Most of the participating principals had observed and/or conferenced with their CSU teaching graduates in *all* of the subjects about which they answered evaluation questions. Some principals had done so in *most* of these subjects, but a few had not done so in any subjects. In this report, findings that are specific to a particular subject are based on the judgments of principals who observed or conferenced with the designated CSU graduate at least once in that subject. Findings that are not specific to a particular subject (e.g. classroom management) are based on the judgments of principals who observed or conferenced with the designated CSU graduate at least once in any subject area. Nearly all principals satisfied these conditions, so the findings in the report are based on the judgments of many well-informed principals.

CSU Preparation to Teach Core Academic Subjects in Elementary and Middle Schools

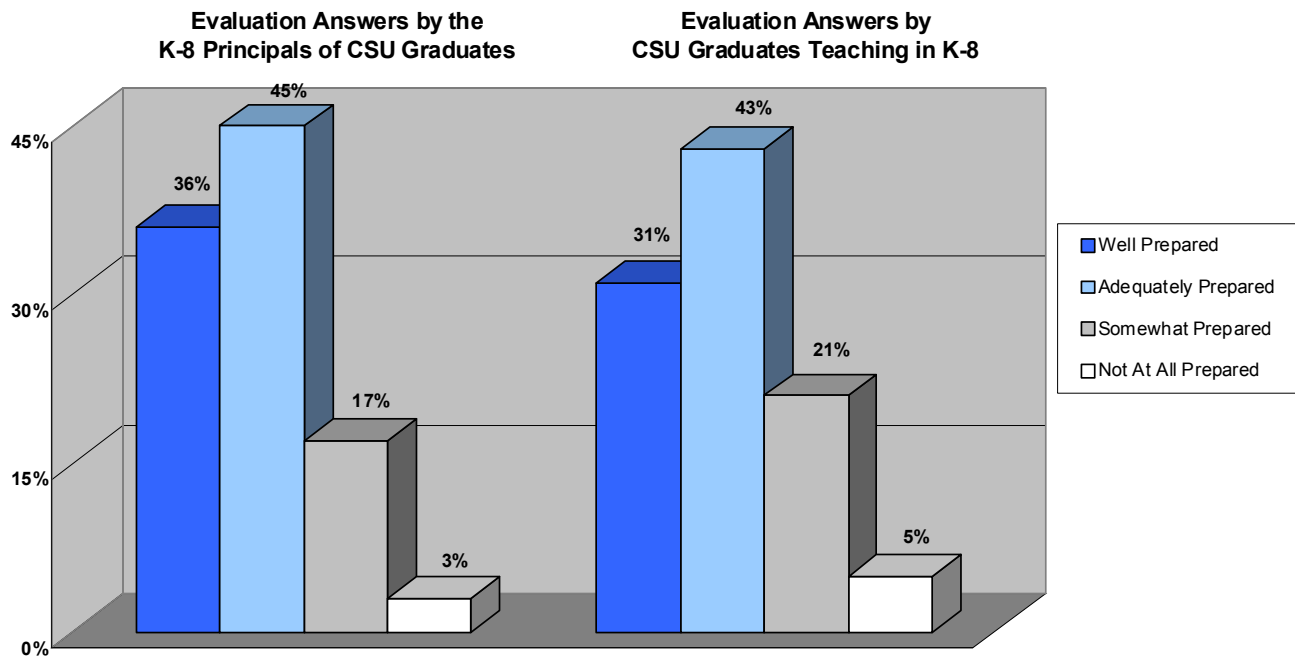
In 1998-99, the California State Board of Education adopted specific standards in English-language arts (including reading), mathematics, science, and history-social science for each grade level. To achieve greater alignment between teacher education programs and these standards, the Deans of Education asked specific evaluation questions about the preparation of CSU graduates to implement the state content standards. This section summarizes the findings pertaining to elementary and middle schools (grades K-8). At this level, CSU prepares its graduates to teach the four subject areas according to the K-8 standards that were adopted in 1998-99.⁸ The CSU evaluation questions specifically focused on the preparation of graduates to (1) plan standards-based instruction, (2) use instructional materials that are aligned with the standards, (3) assess student progress and (4) assist individual students who are struggling to meet the standards.⁹ CSU graduates and their K-8 principals were asked to answer the same questions, with only slight differences in language.

⁸ Alignment of teacher preparation programs with the Board's recently-adopted Content Standards in the Visual and Performing Arts will be added to the CSU Systemwide Evaluation in the future, after the CSU campuses have had time to incorporate the new standards into local teacher preparation curricula.

⁹ This *Summary Report* provides an overview of the evaluation findings. Additional data about the effectiveness of CSU preparation to teach core subjects in elementary and middle schools can be obtained from sources cited in Footnote 1.

Preparation to Teach Reading in Grades K-8. Figure 2 indicates how the CSU graduates and K-8 principals evaluated the graduates' preparation for standards-based reading-language arts instruction in grades K-8. The left side of Figure 2 shows evaluation information provided by the *principals* of CSU graduates (K-8); the right side summarizes answers given by the *graduates* teaching in grades K-8. In elementary and middle schools, 81 percent of the principals reported that new teachers from CSU are well prepared or adequately prepared "to begin to use instructional materials and to teach reading-language arts according to grade-level State Content Standards."¹⁰ Among the graduates, 74 percent independently gave the same answers to this question. Figure 2 shows that the experienced principals evaluated CSU preparation for K-8 reading instruction to be more effective than did the CSU graduates. Based on the principals' direct observations of reading-language arts instruction by the CSU graduates, and based on their extended conferences on reading-language arts methods with the CSU graduates, the experienced school principals indicated that many of California's K-8 students are now being taught reading and other language-related skills by recent CSU graduates whose university preparation was effective because it was based on and aligned with the *English-Language Arts Content Standards for California Public Schools (K-8)*. But 20 percent of the school supervisors and 26 percent of the graduates reported that the graduates' preparation was less than adequate for standards-based K-8 reading-language arts instruction. The CSU urgently needs to make substantial additional progress toward excellence in preparing all elementary and middle school teachers to be effective teachers of standards-based reading-language arts.

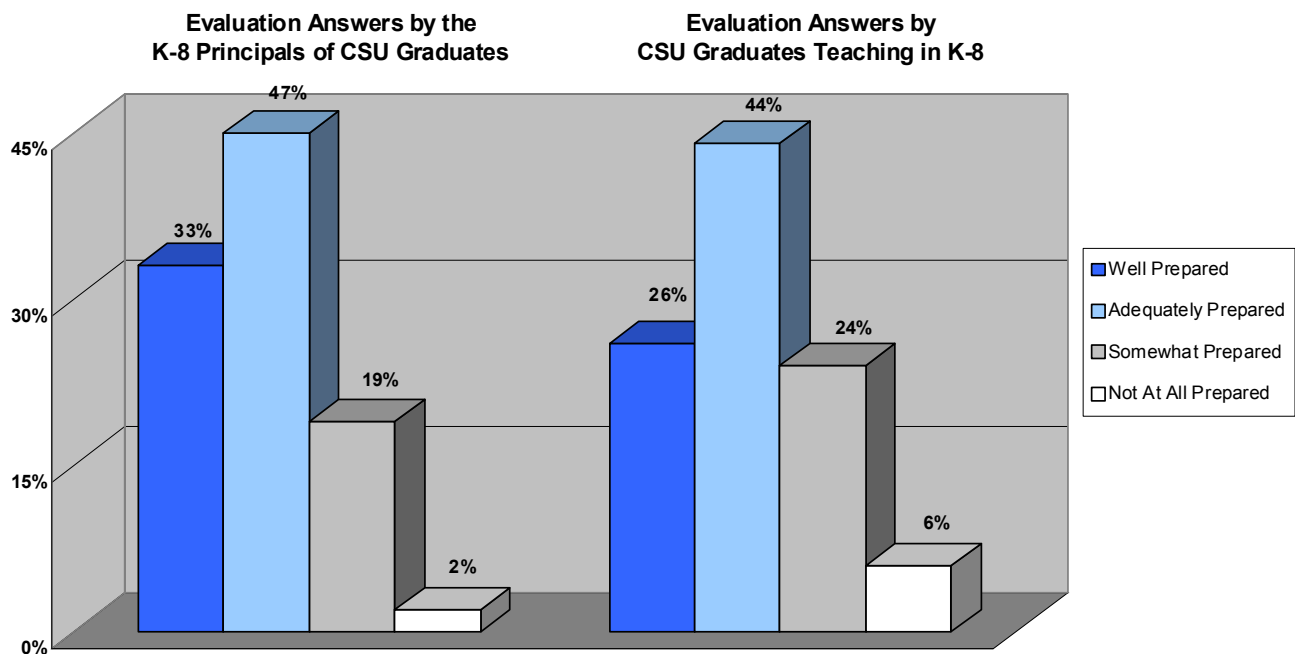
**Figure 2:
How Well Prepared Are CSU Teaching Graduates to
Teach Reading-Language Arts According to State Standards for Grades K-8?**



¹⁰ In the figures, percentages may not sum to 100 percent because fractional findings were rounded to nearest integers.

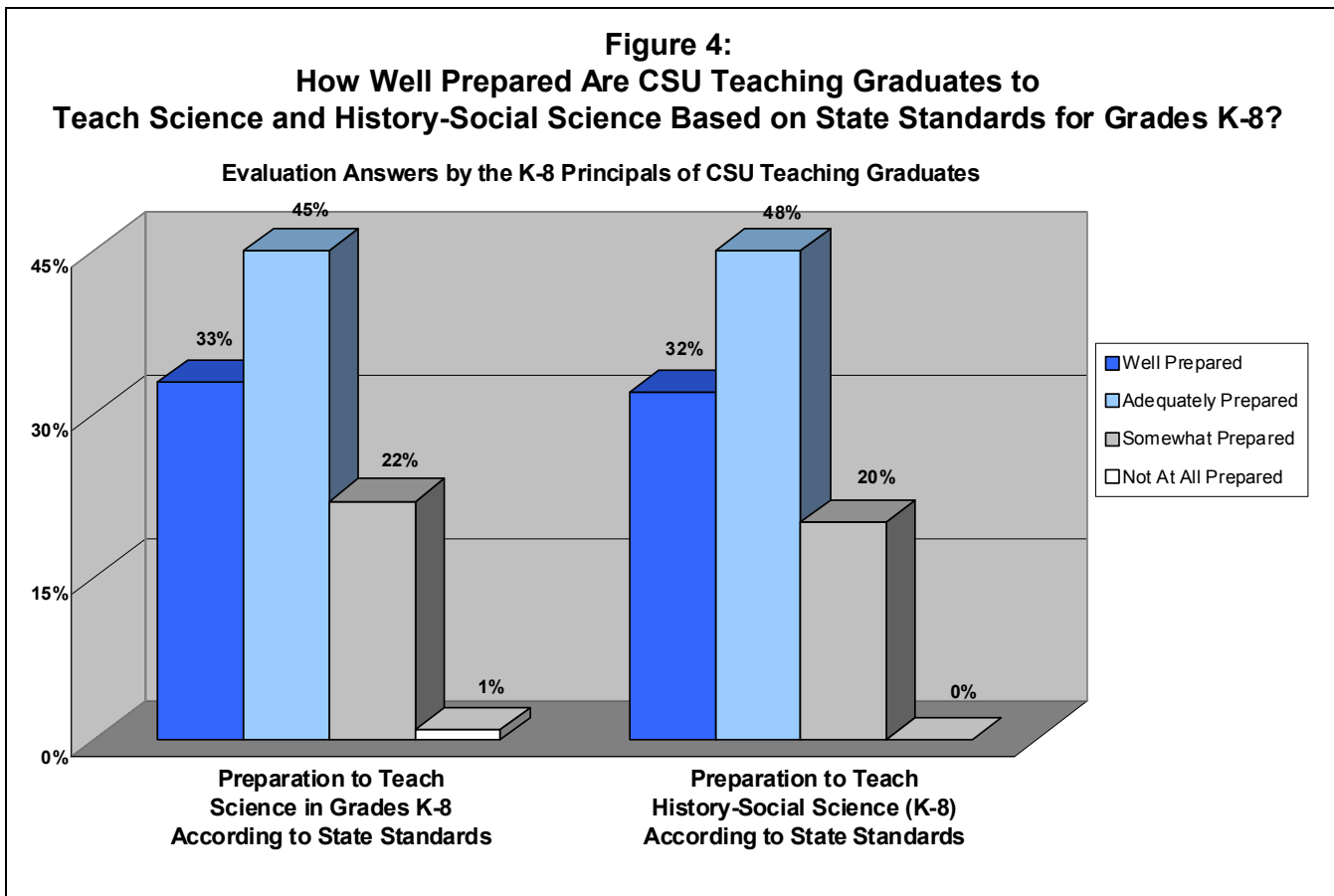
Preparation to Teach Mathematics in Grades K-8. Figure 3 shows how the same groups of graduates and principals evaluated CSU preparation for standards-based instruction in mathematics (K-8). Among the experienced K-8 principals (left side), 80 percent reported that first-year teachers from the CSU are well prepared or adequately prepared “to begin to use instructional materials and to teach mathematics according to State Content Standards for her/his grade(s).”¹¹ Similarly, 70 percent of the CSU graduates (right side) independently gave the same reports about their CSU preparation. Both K-8 principals and CSU graduates assessed CSU preparation to provide standards-based mathematics instruction (K-8) to be strong. The strongest evaluations were by the experienced school principals. These findings indicate that in 1999-2000 alone, the CSU produced many thousands of K-8 teachers who were well prepared to teach mathematics according to the *Mathematics Content Standards for California Public Schools (K-8)*. The recent efforts by CSU campuses to align teacher preparation programs with the state mathematics standards are having the intended effect. It is critical that the campuses continue toward this goal in coming years because 21 percent of the school principals and 30 percent of the CSU graduates reported that the graduates’ preparation to teach mathematics according to state standards was less than adequate for service in California’s elementary and middle schools.

**Figure 3:
How Well Prepared Are CSU Teaching Graduates to
Teach Mathematics According to State Standards for Grades K-8?**



¹¹ The findings about K-8 mathematics preparation were reported by K-8 principals who had observed or conferenced with the specified CSU graduates *in mathematics* at least once during the year following the completion of CSU teaching credential programs, when the evaluation took place.

Preparation to Teach Other Core Subjects in Grades K-8. In addition to academic content standards in English-language arts and mathematics, the State Board of Education adopted grade-specific standards for students in science and history-social science. The effectiveness of CSU preparation to provide standards-based instruction in these subjects, as reported by school principals in grades K-8, is summarized in Figure 4. Similar to the evaluation data for reading-language arts and mathematics, 78 percent of the experienced principals reported that specified CSU graduates were well prepared or adequately prepared to teach science according to the *Science Content Standards for California Public Schools (K-8)*. At the same time, 80 percent of the principals gave the same reports about the preparation of CSU graduates to teach history-social science according to the state’s K-8 standards.¹² Figure 4 demonstrates that CSU preparation of K-8 teachers for science and history-social science instruction is somewhat less effective than preparation to teach reading or mathematics, however. One possible explanation for the somewhat lower effectiveness of CSU preparation for science and history instruction is the recent focus of CSU teacher educators on standards-based changes in reading and mathematics preparation, which reflected state-level priorities. Based on the evaluation findings, it is important for CSU campuses to strengthen teacher preparation for K-8 science and history-social science instruction without reducing the effectiveness of preparing the same teachers to teach reading-language arts or mathematics in California’s elementary schools and middle schools.

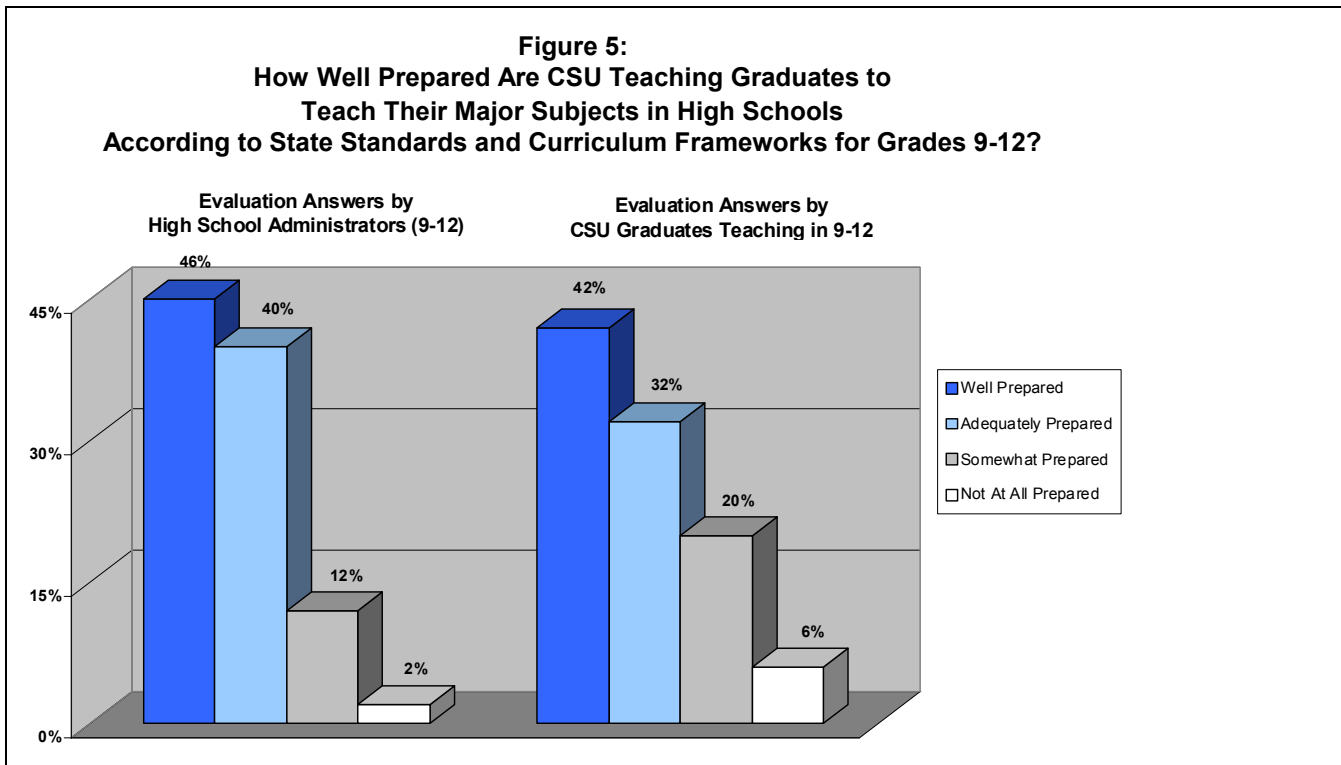


¹² The findings about K-8 science preparation (left side of Figure 4) were reported by K-8 principals who had observed and/or conferenced with the specified CSU graduates *in science* at least once prior to answering the CSU evaluation questions. The findings about K-8 history-social science preparation (right) were provided by principals whose observations and conferences included history-social science instruction.

CSU Preparation to Teach Core Academic Subjects in High Schools

While evaluating CSU’s preparation of teachers for elementary schools and middle schools (above), the Deans of Education were also concerned about the alignment of high school teacher preparation with the state’s academic standards for grades 9 through 12. To teach in high schools, most CSU graduates earn Single Subject Teaching Credentials in particular fields of instruction. The Deans invited their graduates who were teaching in high schools during 2000-01 to answer several evaluation questions about CSU programs for prospective high school teachers.¹³ With minor changes in language, the same questions were also addressed to the supervisors of CSU’s teaching graduates, including principals, vice-principals and department chairs in grades 9-12.

Preparation to Teach the Graduates’ Major Subjects in Grades 9-12. Figure 5 summarizes the evaluation reports by veteran school principals and CSU graduates in grades 9-12 regarding the effectiveness of CSU preparation to teach their major subjects. Unlike the prior diagrams, Figure 5 shows that the largest numbers of principals (46%) and graduates (42%) reported that the graduates were well prepared “to begin to teach my subject area according to the State Curriculum Framework and Content Standards for my grade level(s).” Overall, 86 percent of the high school administrators reported that CSU graduates under their direct supervision were well prepared or adequately prepared to teach their major subjects according to California State Curriculum Frameworks and Content Standards for those subjects. The same evaluations were independently reported by 74 percent of the CSU teaching graduates in high schools. In the critical content areas of the state’s academic curriculum, then, CSU preparation for high school teaching is generally more effective than is CSU preparation to teach in elementary and middle schools. Efforts by CSU campuses to align CSU teacher preparation programs with state standards are beginning to yield strong dividends, particularly for high school students.

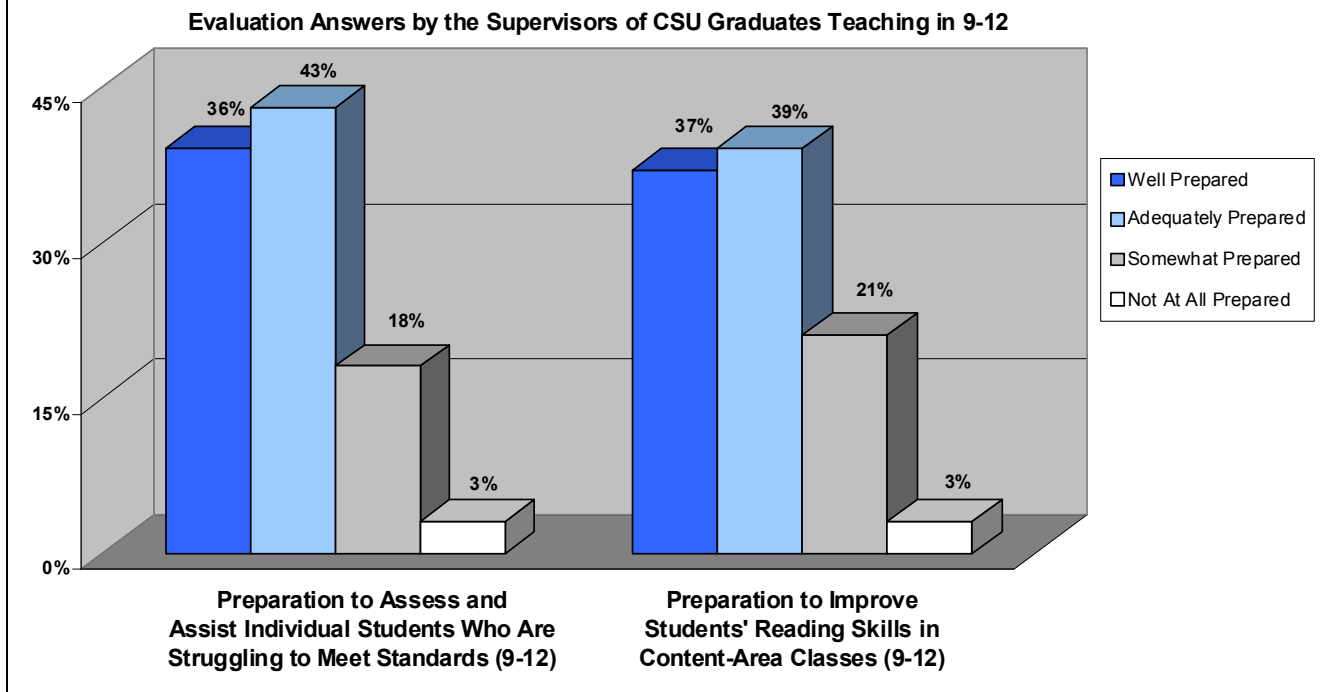


¹³ This *Summary Report* provides abbreviated data about CSU preparation to teach in grades 9-12. Additional data about CSU preparation to teach specific subjects are available from sources noted in Footnote 1.

Preparation to Assess and Assist Individual Students in Grades 9-12. The data in Figure 5 (above) describe the preparation of CSU graduates to teach their major subjects to entire classes of students in high schools. The CSU Deans of Education were also concerned about the preparation of secondary school teachers to work with individual students who may be struggling to achieve state standards. To address this concern, the principals of CSU graduates in high schools were asked to evaluate the graduates' preparation "to assess and assist individual students so they can meet the State Content Standards in the subject area." On the next page, the left side of Figure 6 summarizes the principals' responses and shows that 79 percent of the teaching graduates were well prepared or adequately prepared in the critical skills of assessing and assisting individual students in content-based classes. Another 18 percent of the graduates teaching in grades 9-12 were somewhat prepared in these skills, which are increasingly important in a school system that holds individual students accountable for assessed achievement. These evaluation findings show the need for additional improvements in CSU programs for prospective high school teachers, particularly in the areas of assessing and assisting individual students. Already, the CSU is preparing large numbers of high school teachers who are skilled in (1) working with test scores and assessment results, and (2) providing effective assistance to students who need to "catch up" to the state's academic standards. More effectiveness in this area is urgent, however, so all students can be eligible for high school graduation and CSU admission.

Preparation to Improve Reading Skills in Content-Area Classes in High Schools. Throughout the CSU, each prospective teacher of grades 9-12 is required to complete a course in ways to improve students' reading skills in content classes such as science, history or mathematics classes. On each CSU campus, this course includes fieldwork exercises in which prospective teachers observe and practice ways to develop students' content-based reading skills in high schools. Extensive improvements in these courses and field experiences have been pursued at CSU campuses in recent years. To assess the effectiveness of the courses and field experiences, the Deans asked high school principals about the preparation of each first-year CSU graduate "to begin to contribute effectively to her/his students' reading skills in the subject." The right side of Figure 6 (following page) shows that 76 percent of CSU's graduates in grades 9-12 were well prepared or adequately prepared to contribute to students' reading skills in content-based classes. Another 21 percent were somewhat prepared to do so. Being concerned about the essential reading skills of all students, the CSU urgently needs to further strengthen courses and fieldwork exercises so all of CSU's graduates who teach in high schools will be effective in developing reading skills throughout the curriculum.

**Figure 6:
How Well Prepared Are CSU Teaching Graduates to
Assess and Assist Individual Students and to
Improve Students' Reading Skills in Grades 9-12?**



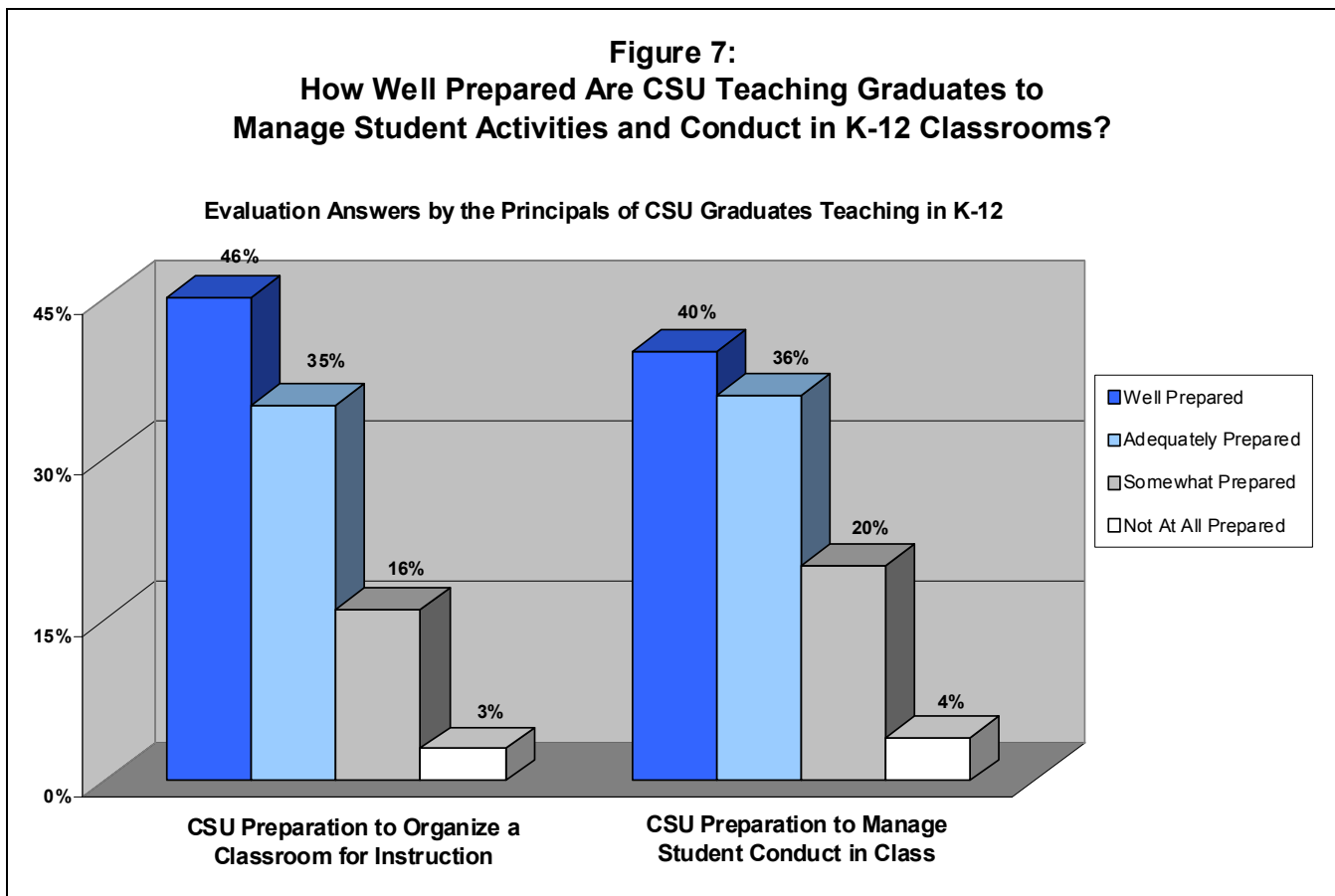
CSU Preparation in Essential Skills for Teaching All Subjects and Grades

The First Systemwide Evaluation of CSU Teacher Education Programs focused primarily on the quality and effectiveness of CSU programs that prepare new teachers to understand and teach the subjects of the school curriculum according to the state’s academic standards in each grade level. The evaluation also asked important questions about aspects of competent teaching that apply broadly to all grade levels and subject areas. These aspects of pedagogy included classroom and student management skills, teaching to student diversity, and the skills of communication and collaboration. CSU teaching graduates and their principals were given the same response options as before. Their answers to some of these questions are reviewed in this section.¹⁴

¹⁴ Additional data about CSU preparation in general teaching skills are available from sources cited in Footnote 1.

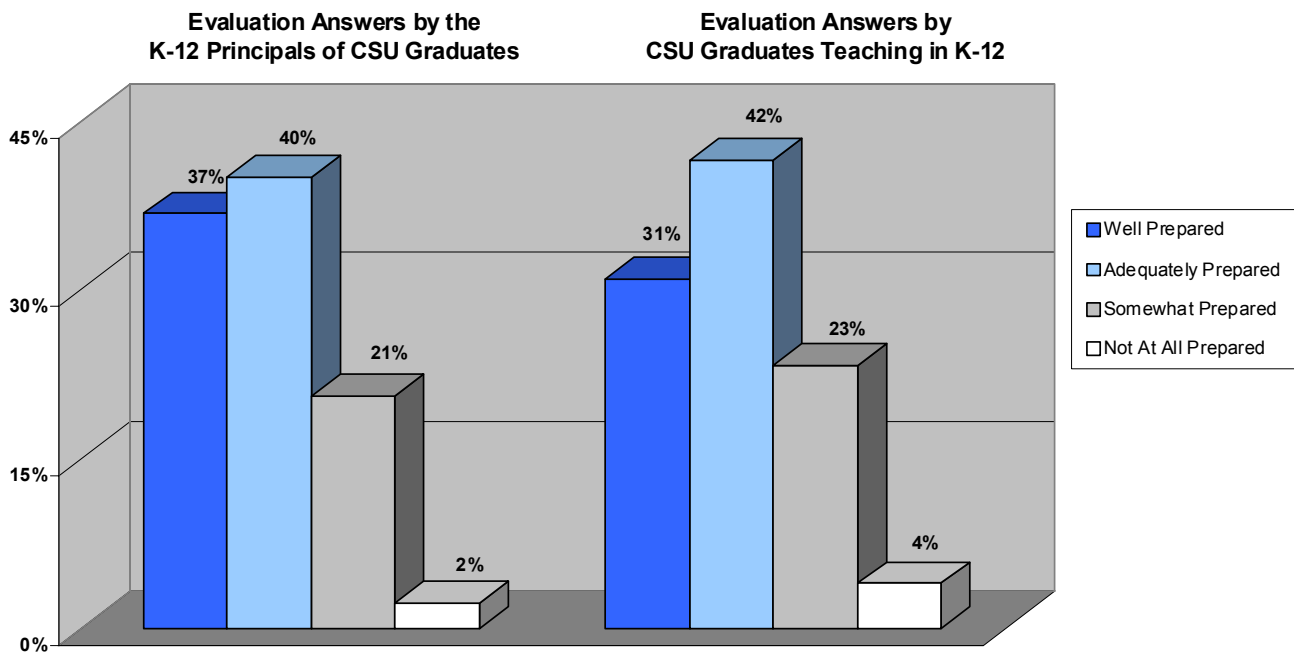
Preparation to Manage Class Activities and Student Behavior. Managing classroom activities and the conduct of individual students are aspects of teaching in which many new teachers encounter problems. Historically, K-12 educators have often alleged that university-based programs for future teachers lack practical, effective training in management skills. CSU campuses have given increased attention to these aspects of teaching in recent years, and the Deans of Education asked two questions to see how well campus-based programs are doing. Figure 7 summarizes the principals' evaluations of CSU preparation of teachers to organize students for instruction and to manage student behavior in classrooms at all grade levels. Among K-12 school principals who had observed or conferenced with the designated CSU graduate at least once, 81 percent reported that CSU graduates are well prepared or adequately prepared "to begin to organize and manage a classroom for instruction" (left side). A smaller group of the principals (76 percent) indicated that CSU's K-12 teaching graduates are well prepared or adequately prepared "to begin to organize and manage pupil behavior and discipline" (right side). In responding to these two questions, the largest numbers of principals reported that recent CSU graduates are well prepared in classroom management (46%) and well prepared in managing student behavior and discipline (40%). These findings show that CSU teacher preparation programs are generally effective in preparing K-12 teachers to use classroom management skills that are needed to teach a challenging curriculum so all California students meet state standards. Among these management skills, however, preparing K-12 teachers to organize and manage student conduct and discipline particularly needs further improvements in CSU teaching credential programs.

**Figure 7:
How Well Prepared Are CSU Teaching Graduates to
Manage Student Activities and Conduct in K-12 Classrooms?**



Preparation to Meet the Instructional Needs of Diverse Students. Realizing that California’s K-12 students are increasingly diverse, knowing that student diversity contributes to the quality of education at all levels, and wanting increased numbers of diverse high school graduates to be admitted into the CSU, the Deans of Education were also concerned about the preparation of CSU’s graduates “to begin to meet the instructional needs of a diverse student population including English language learners, students from diverse cultural backgrounds, and students with special learning needs.” CSU campuses recently upgraded their efforts to foster cross-cultural understanding and skill as well as effective strategies for teaching English learners and students with special learning needs. Figure 8 shows how K-12 principals and CSU graduates assessed the CSU’s preparation of teachers in this critical area. Overall, 77 percent of the principals and 73 percent of the graduates reported that the graduates were well prepared or adequately prepared “to meet the instructional needs of a diverse student population.” Conversely, 23 percent of the principals and 27 percent of the graduates said the graduates were less than adequately prepared for student diversity. It is critical that CSU programs of professional teacher preparation continue making further substantive improvements in this important area until all prospective teachers are well prepared to meet the instructional needs of California’s diverse students in K-12 schools.

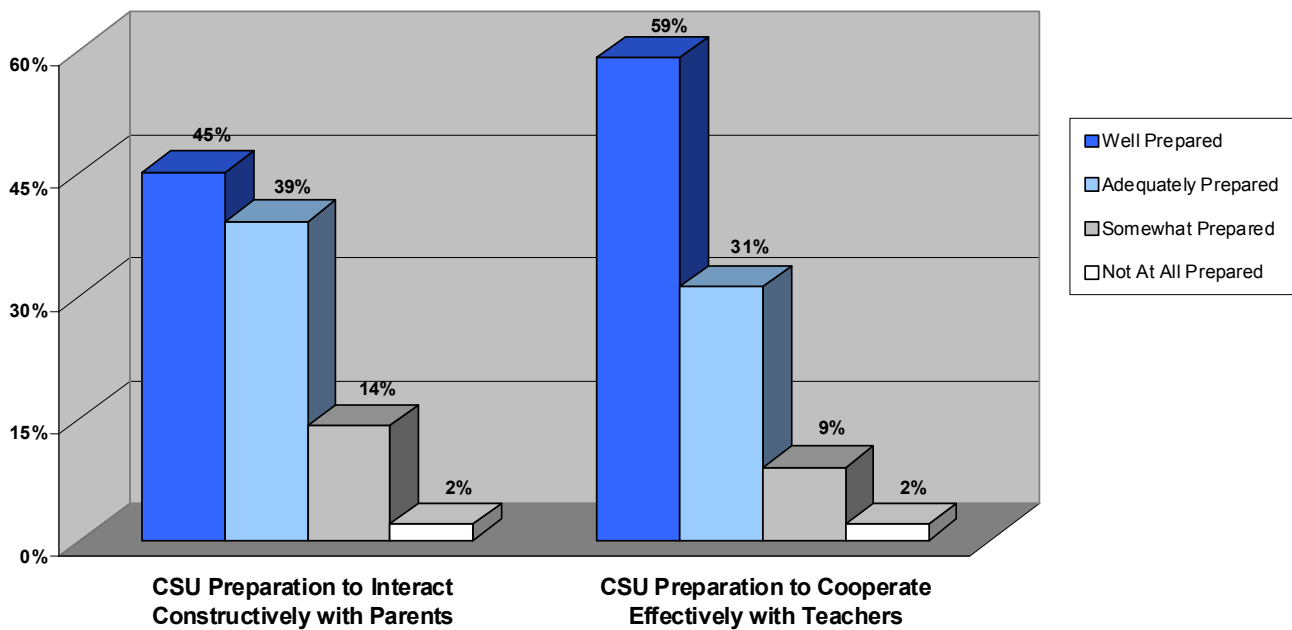
**Figure 8:
How Well Prepared are CSU Teaching Graduates to
Meet the Instructional Needs of Diverse Student Populations in K-12?**



Preparation to Communicate with Parents and Collaborate with Other Teachers. Related to teaching K-12 students, new teachers have important responsibilities to communicate effectively with parents and to cooperate professionally with other teachers. Preparing teachers to work closely with parents is the subject of recent state legislation and strengthened standards for professional accreditation. The critical role of teacher collaboration is underscored by recent expansion of the Beginning Teacher Support and Assessment Program in which first-year and second-year teachers learn to apply their professional knowledge through intensive collaboration with experienced mentor teachers. When asked about the preparation of CSU’s teaching graduates “to begin to be confident, responsive and supportive in communicating with . . . parents,” 84 percent of the school principals (K-12) reported that their CSU graduates were well prepared or adequately prepared for this responsibility, as is seen in the left side of Figure 9. The principals were even more positive about the preparation of CSU’s teaching graduates “to begin to work collaboratively with other teachers in the school.” The right side of Figure 9 shows that 90 percent of CSU’s recent graduates are well prepared or adequately prepared for teacher collaboration, according to experienced school principals who supervised the graduates. This finding is promising because effective collaboration between novice and experienced teachers contributes to new teachers’ expertise in all aspects of their work, including content-focused instruction.

**Figure 9:
How Well Prepared Are CSU Teaching Graduates to
Work Effectively With Parents and Teachers in K-12 Schools?**

Evaluation Answers by the Principals of CSU Graduates Teaching in K-12



CSU Teacher Preparation and the Goal of Educational Equity in California Schools

Distinct populations of children and youth have not had equal educational opportunities in elementary and secondary schools. Whether the preparation of K-12 teachers on CSU campuses exacerbates or ameliorates the inequalities of K-12 education is an important issue to be addressed in this section.

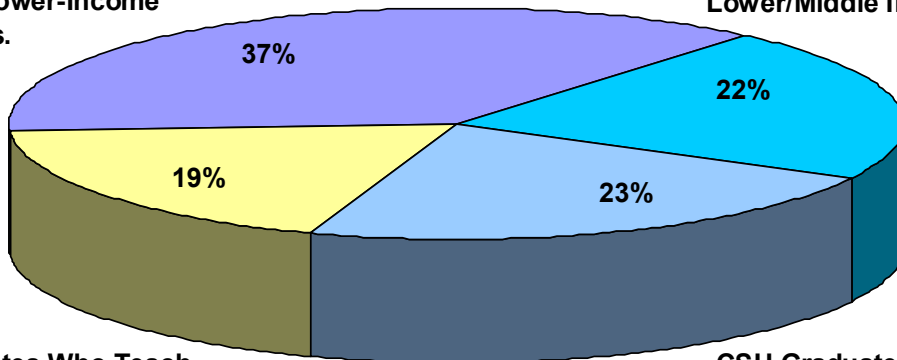
Distribution of CSU Graduates in Economically-Diverse School Communities. How many new teachers does the CSU produce for economically-distressed communities where many K-12 schools perform poorly and are hard-to-staff? How effective is CSU preparation when the University's graduates teach outside of suburban schools that serve middle- and upper-income families? The CSU Deans asked K-12 principals to describe the school communities where the first-year graduates were teaching. Figure 10 shows that CSU teaching graduates do not primarily serve in "suburban schools serving students who are predominantly from middle/upper income families." In fact, the smallest numbers of CSU graduates seek and find positions in these schools: 19 percent or 1,997 teachers in 2000-01. More CSU graduates teach in "metropolitan schools that serve mixed populations of middle-income and lower-income families" (22 percent or 2,313 teachers in one year) and in "rural schools or small-town schools that are not part of a large metropolitan area" (23 percent or 2,418 teachers in 2000-01). The largest numbers of CSU graduates teach in "urban and inner-city schools serving students who are predominantly from lower-income families" (37 percent or 3,889 teachers in 2000-01). More than any other group of new teachers, graduates of CSU teacher education programs seek and fill vacant teaching positions in schools that are most likely to benefit substantially from their content expertise, teaching skills and personal vitality.

**Figure 10:
CSU Graduates Teach in Four Groups of School Communities**

Teaching Credential Programs
California State University
Graduating Class of 1999-2000

CSU Graduates Who Teach
in Urban Schools and
Inner-City Schools that
Serve Lower-Income
Families.

CSU Graduates Who Teach
in Metropolitan Schools that
Serve Mixed Populations of
Lower/Middle Income Families.

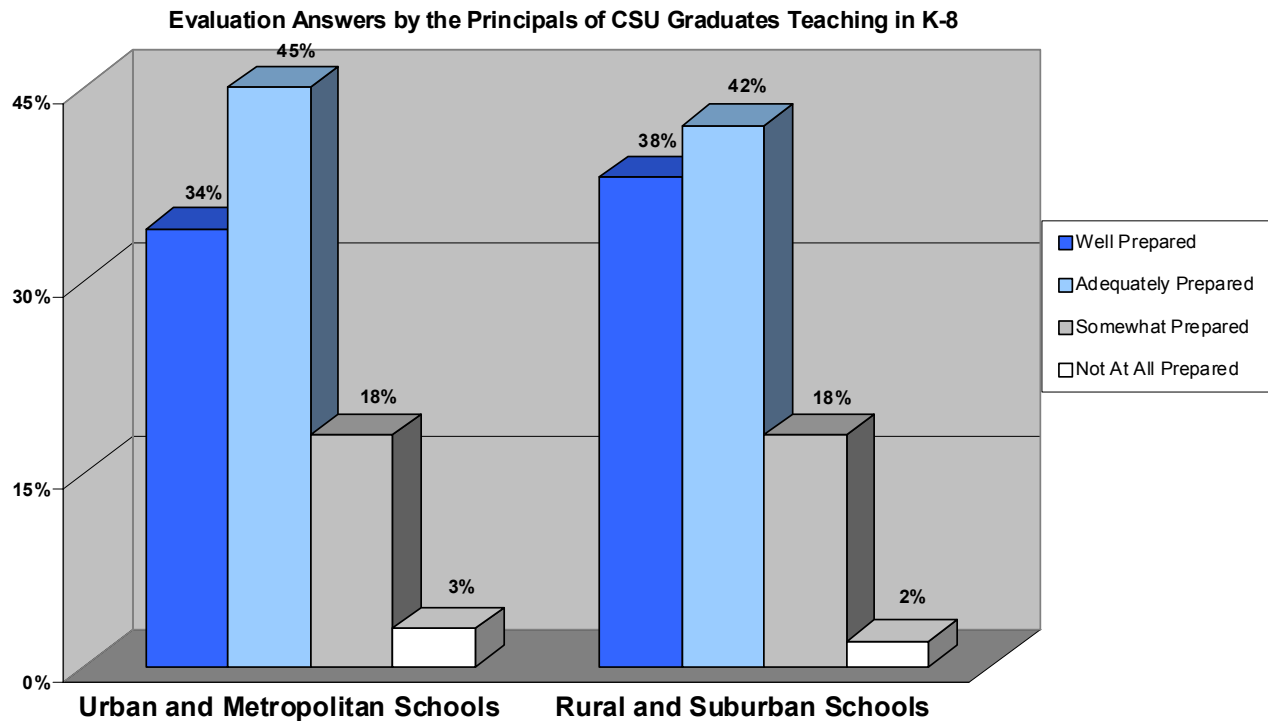


CSU Graduates Who Teach
in Suburban Schools that Serve
Middle and Upper Income Families.

CSU Graduates Who Teach
in Rural Schools and Small-
Town Schools that are Not in
Large Metropolitan Areas.

Effectiveness of CSU Preparation to Teach in Economically-Diverse School Communities. Given the record of inequality in elementary and secondary education, substantial differences in the effectiveness of CSU preparation might be expected between groups of first-year graduates who teach in high- and low-income school communities. In recent years, however, CSU campuses have made extraordinary efforts to address these inequalities in their teacher preparation programs. These efforts have been most pronounced in urban and metropolitan areas, where the majority of hard-to-staff, low-performing K-12 schools are located. CSU programs focus on teaching practices that are effective in underserved communities. They also place large numbers of student teachers with exemplary experienced teachers in urban and metropolitan classrooms. These efforts reflect the CSU goal of reducing inequality in K-12 education through the preparation of new teachers. The effects of CSU's efforts can be seen in Figure 11, which analyzes principals' evaluations of CSU preparation to teach reading-language arts according to state academic standards for grades K-8. (Figure 11 is a further analysis of data that were summarized in Figure 2.) Figure 11 shows the principals' descriptions of school communities in two categories: (1) urban and metropolitan low-income schools on the left and (2) rural and suburban schools on the right. According to evaluations by these principals who observed and conferenced with the CSU graduates, CSU teacher preparation is almost as effective in urban and metropolitan schools as it is in rural and suburban schools. This finding underscores the growing effectiveness of CSU campuses at *equitably* meeting the educational needs of California's diverse school communities. The fact that CSU programs are somewhat less effective in urban and metropolitan schools indicates that the campuses must make additional strides toward the goal of preparing teachers *equitably* for all of California's children and families.

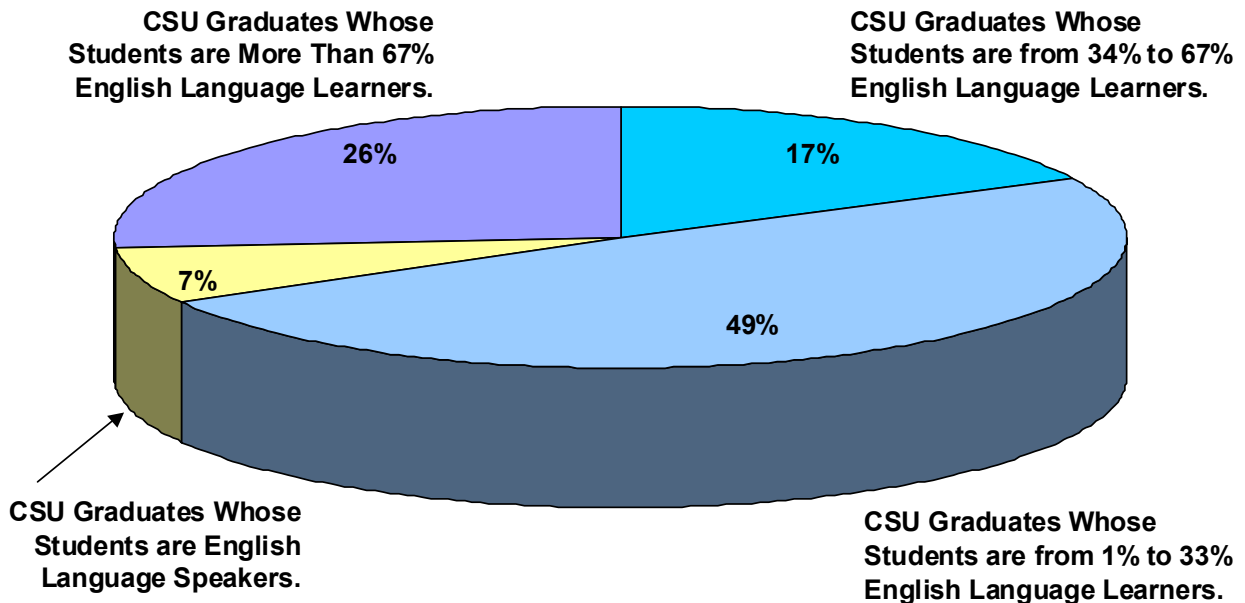
Figure 11:
How Well Prepared are CSU Teaching Graduates to
Teach Standards-Based Reading-Language Arts (K-8) in Two Categories of School Communities?



Distribution of CSU Graduates in Linguistically-Diverse School Communities. California schools have growing numbers of classrooms with high concentrations of English language learners (ELL). Classrooms consisting entirely of English-speaking students are diminishing in number. In many schools, ELL students have not historically been taught as effectively as English-speaking students. How many new teachers does the CSU produce for classrooms with high concentrations of ELL students? And how effective are CSU's teaching graduates in classes with different concentrations of these California children? Figure 12 shows CSU's class of 1999-2000 teaching four different proportions of students who are English language learners. More than one-quarter of CSU graduates taught classrooms in which more than 67 percent were ELL students. Another 17 percent of the graduates served students who were from 34 percent to 67 percent ELL students. Nearly half taught students who were from 1 percent to 33 percent ELL students. Only 7 percent of CSU's teaching graduates had no ELL students in their classes, according to their own reports. Given these teaching assignments, it is fortunate that CSU campuses recently strengthened and expanded their programs for prospective teachers of ELL students. Due to these efforts, 73 percent of the 1999-2000 graduates completed specialized CLAD and BCLAD preparation and earned specialized credentials for teaching K-12 classes that include ELL students. Overall, Figure 12 shows that large numbers of CSU graduates are serving high- and middle-concentrations of ELL students in California's linguistically-rich elementary and secondary schools.

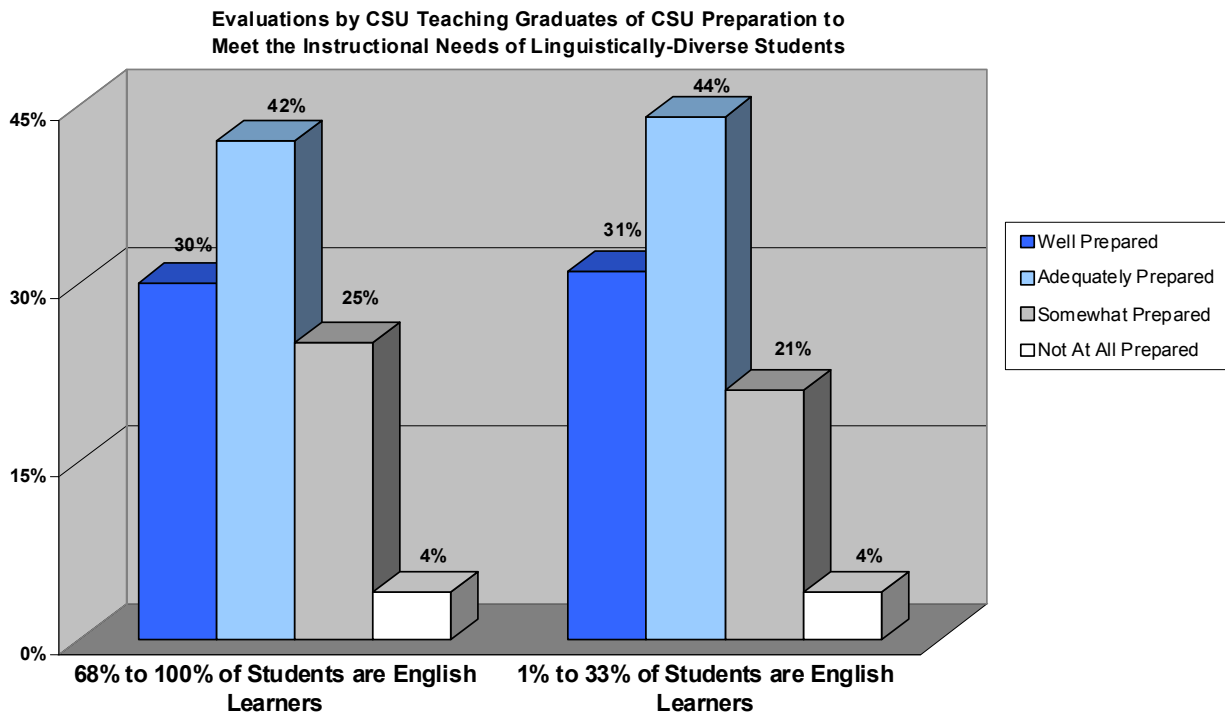
**Figure 12:
CSU Graduates Teach Four Concentrations of
English Language Learners in K-12 Classrooms**

Teaching Credential Programs
California State University
Graduating Class of 1999-2000



Effectiveness of CSU Preparation to Teach in Linguistically-Diverse School Communities. To alleviate the historic inequities in the education of English language learners (ELL) and other underserved populations, CSU’s goal is to prepare new teachers to be effective in meeting the instructional needs of all students. In terms of the *outcomes* of CSU programs, what have been the actual effects of initiatives by CSU campuses to expand and strengthen their CLAD and BCLAD programs for prospective teachers? Figure 13 summarizes the evaluation reports of CSU’s first-year teaching graduates regarding their preparation to meet the instructional needs of diverse students, including linguistically-diverse students in elementary and secondary schools. In Figure 13, the responses by CSU graduates are in two groups: those whose students were more than 67 percent English language learners, and those whose students were less than 34 percent English language learners. According to these reports by new teachers who had experienced CSU preparation programs first-hand one year earlier, CSU campuses prepare teachers who are almost as effective teaching high concentrations of ELL students as they are teaching smaller concentrations of these California students. As a result of recent reforms in CSU teacher preparation programs, including the expansion of CLAD and BCLAD training, CSU campuses are contributing to strategies by K-12 educators to close the learning gaps between linguistically-diverse populations in California schools. Figure 13 shows that campuses need to continue addressing the teacher-preparation gap, which has not been erased entirely, but the benefits of new CSU program initiatives are beginning to materialize for California’s multilingual population of children and youth (K-12).

**Figure 13:
How Well Prepared Are CSU Teaching Graduates to
Teach Linguistically-Diverse Student Populations in K-12 Schools?**

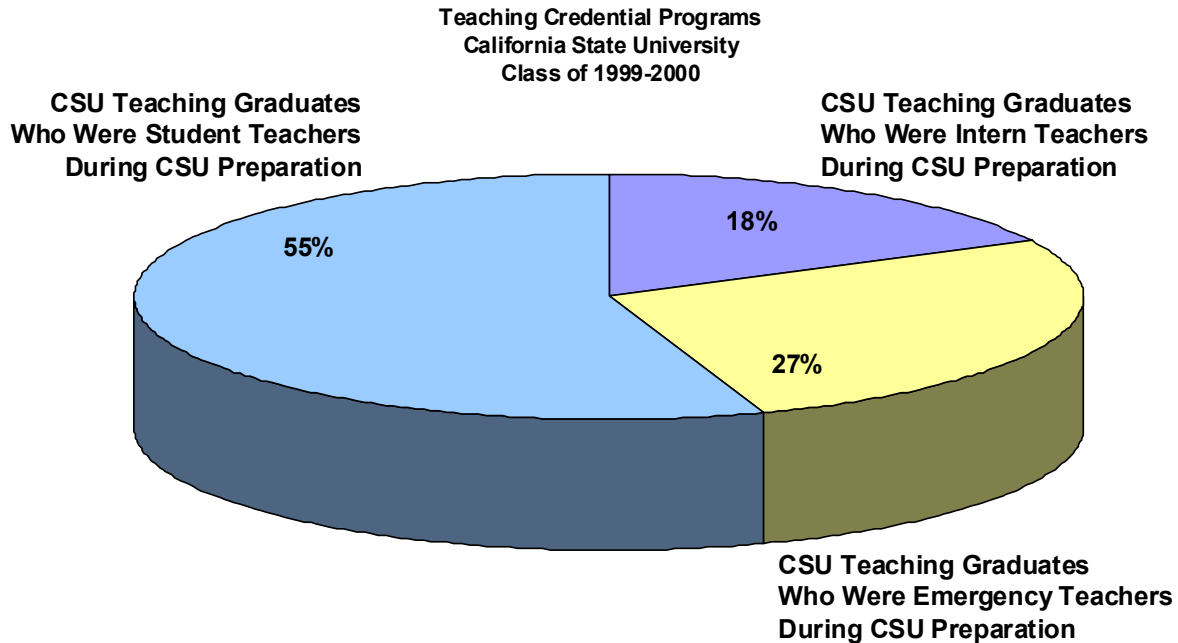


CSU Preparation With Varying Levels of Involvement by the University's K-12 Partners

Professional preparation programs for prospective teachers need to be educational partnerships so credential candidates can learn (1) principles and methods of effective pedagogy and (2) how to apply those principles and methods in K-12 classrooms. It is not enough for programs to impart research-based strategies that enable children and adolescents to learn a challenging academic curriculum in the schools. Teacher education programs must also include intensive “field experiences” that call for increasingly effective *application* of these research-based strategies. For the dual elements of learning and application to be successful, programs must be close partnerships between university faculties and K-12 teachers and principals. In each community and region, the partners share responsibility for preparing teachers through expert instruction, demonstration, supervision, support, assessment, feedback and the eventual determination of candidate competence. In recent years, California has allowed and encouraged the growth of “non-traditional routes” into teaching, which offer varying *levels* of the supervision, support, assessment, feedback and competence verifications that are integral to effective teacher preparation. The CSU evaluation yielded new data about the status and effectiveness of these program alternatives, which are summarized next.

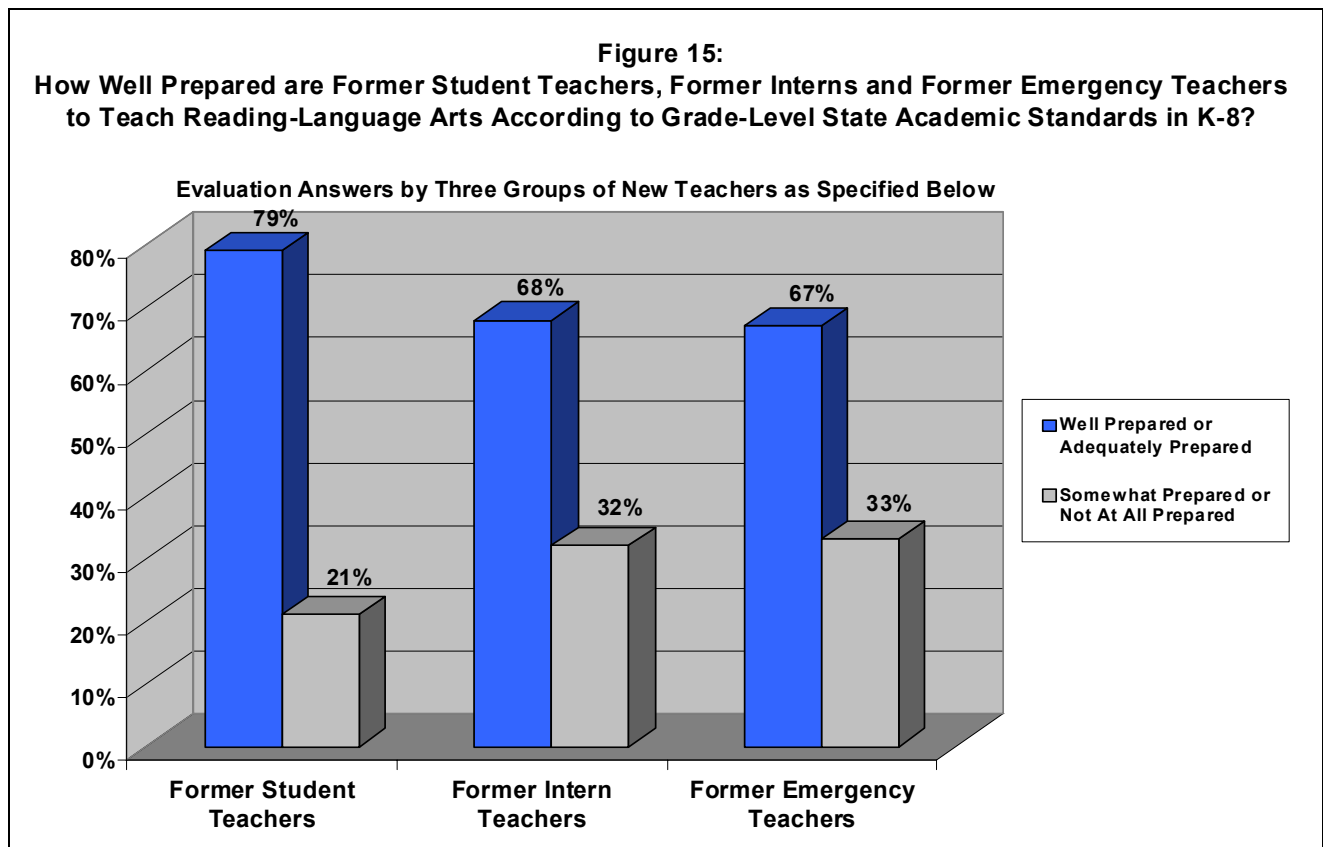
CSU Graduates of Programs with Varying Levels of Involvement by Experienced Teachers. All of the CSU graduates who participated in the evaluation held valid California teaching credentials when they answered the CSU's questions. Although they were not student teachers, intern teachers or emergency teachers when they participated, they had previously been so during their enrollment in CSU programs of teacher preparation. In the study, the graduates indicated which status they had been in during most or all of their enrollment in CSU teacher preparation programs. Figure 14 shows how many had been student teachers, intern teachers and emergency teachers while they earned their state credentials. Figure 14 shows that 55 percent or 5,782 of CSU's graduates of 1999-2000 had primarily been student teachers in CSU programs. At the same time, 18 percent or 1,892 other members of this CSU cohort had completed their preparation as intern teachers in accredited internship programs. Finally, 27 percent or 2,838 CSU graduates were emergency teachers during most of all of their professional preparation in the CSU.

Figure 14: CSU Teaching Graduates Who Had Three Levels of Site-Based Support and Supervision by Experienced Teachers During CSU Preparation



All of the evaluation participants had completed CSU programs that were professionally accredited. To be accredited, the programs must meet demanding standards of quality and effectiveness. Consistent with these standards, the three groups of prospective teachers in Figure 14 completed the same professional coursework with the same academic standards. They also had the same level of support, supervision, assessment, feedback and competence verification on the part of *university supervisors*, which is also required by professional accreditation standards. A widespread difference in the preparation of the three groups pertains to the *site-based support and supervision* they receive. Student teachers do “practice teaching” in classrooms staffed by experienced, certificated teachers who are selected for this training function by CSU campuses. These “supervising teachers” are members of K-12 school faculties who continue to serve as “instructors of record” in the classrooms where the student teachers learn to apply effective strategies. The experienced mentors guide, observe, assist, coach, and advise the student teachers, often on a daily basis with the student teachers and regularly in consultation with the university-based supervisors. Intern teachers and emergency teacher do not do “practice teaching” and do not have “supervising teachers” in their classrooms. These groups of trainees *are* instructors of record who complete professional coursework and are guided and assisted by university supervisors. Many interns also have the benefit of conferring with site-based supervisors, but these educators have other full-time responsibilities as teachers or administrators. Some emergency teachers are also linked with such supervisors, but many districts provide less assistance to emergency teachers than to interns. State funds for internships and pre-internships help to secure some of the support and supervision that interns and pre-interns need from site-based colleagues, but these services usually do not match (in intensity or duration) the assistance and feedback that student teachers receive from in-class supervisors.

Effectiveness of Preparation with Varying Levels of Involvement by Site-Based Supervisors. On page 10, Figure 2 showed how well prepared CSU graduates were to teach K-8 reading-language arts based on the state’s grade-level academic standards. Figure 15 extends this analysis by comparing the preparation of former student teachers, former intern teachers and former emergency teachers. The figure summarizes evaluation responses that CSU graduates provided on the basis of two experiences: (1) completing a program of professional preparation in one of the three conditions specified at the bottom of Figure 15, and then (2) teaching for one year in their own classrooms while holding California teaching credentials. Because Figure 15 summarizes the preparation of three distinct groups, their evaluation responses are shown at two levels: (a) well-prepared and adequately-prepared new teachers are combined with each other, and (b) somewhat-prepared and not-at-all prepared teachers are also combined. It might be expected that preparation of the three groups would be uniformly effective because they completed the same university courses and had the services of the same university-based supervisors. If their preparation differs in effectiveness, it could primarily be attributed to differences in the intensity of site-based support and supervision by experienced colleagues who are assigned to guide and assist the three groups during their pre-credential preparation. Most former student teachers received better support than the former intern teachers, most of whom had better assistance than the former emergency interns. Figure 15 indicates that the former student teachers had substantially more effective preparation for K-8 reading instruction than the former interns, who had somewhat more effective preparation than the former emergency teachers. A similar pattern occurred in the graduates’ evaluations of their preparation in several other areas including mathematics teaching. The CSU will not be satisfied with its evaluation results until all CSU graduates are well prepared to teach K-8 reading. Across the board, however, future improvements in teacher preparation will require greater cooperation from teachers and administrators in elementary and secondary schools, particularly in the preparation of interns and emergency teachers.



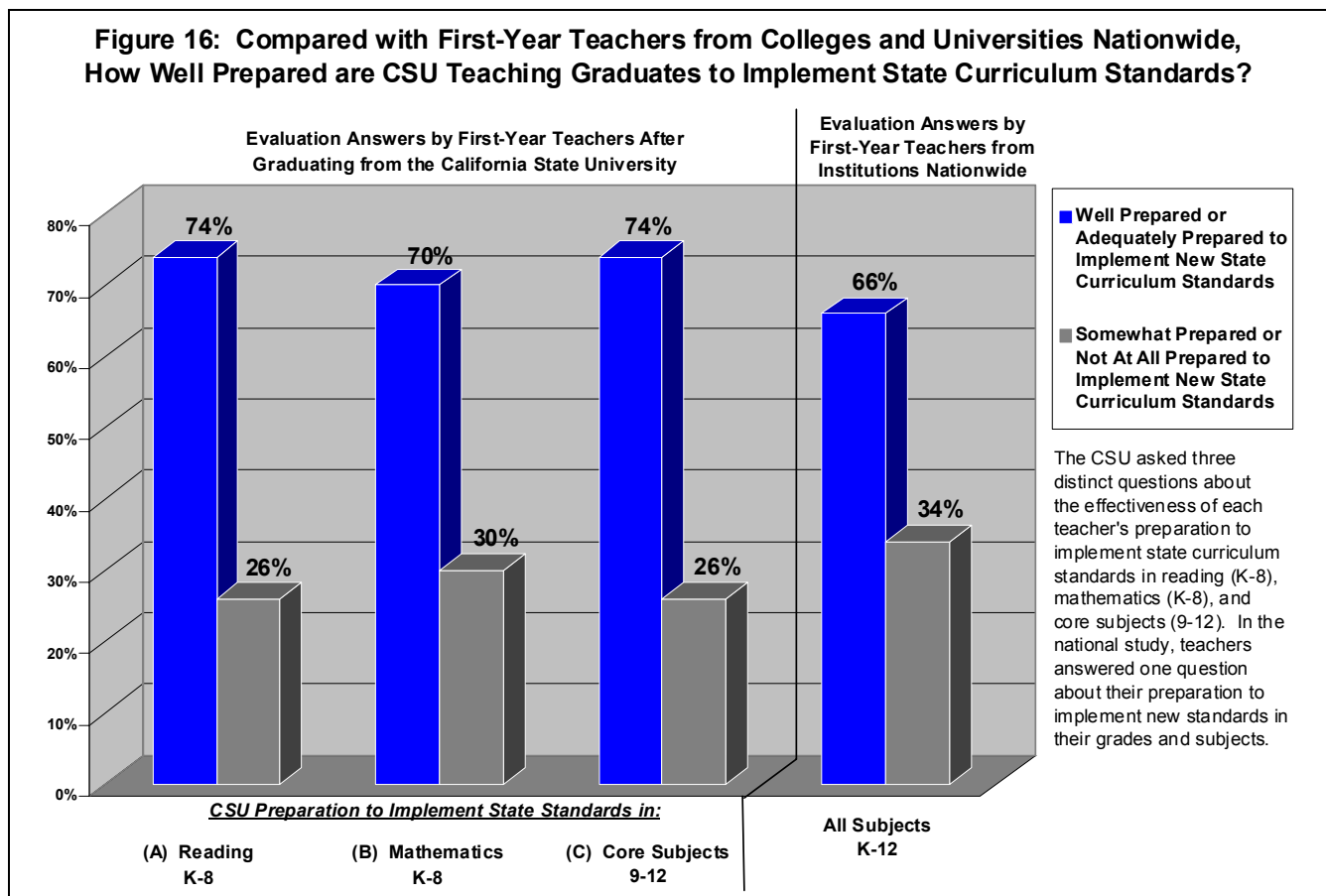
CSU Teacher Preparation Compared with Preparation at Institutions Nationwide

In 2000 the National Center for Education Statistics surveyed the nation's teachers "to provide a national profile on . . . teacher preparation and qualifications" (NCES, *Teacher Preparation and Professional Development: 2000*, Washington D.C.). Questionnaires were mailed to a nationally representative sample of 5,253 public school teachers in the 50 states and the District of Columbia. The effectiveness of each teacher's preparation for several aspects of classroom teaching were among the topics examined. While NCES did not ask teachers to name the institutions that provided their initial professional preparation, the federal agency maintained that the randomly-selected sample yielded national estimates of the effectiveness of teacher preparation. In a secondary analysis of these data requested by the CSU, NCES examined the survey results among *first-year teachers* who had responded to NCES' original questions (Bernard Greene, NCES, personal communication, 2001).

The CSU's purpose in reviewing the nationwide findings among first-year teachers was to establish a benchmark for judging its own level of effectiveness as reported by CSU teaching graduates. CSU focused on the portion of the national survey in which teachers were asked: "How well prepared do you feel to do the following activities in the classroom?" Of the nine classroom activities in the NCES survey, five were similar but not identical to questions that CSU had asked its own graduates who were also first-year teachers. NCES' response options ("very well prepared," "moderately well prepared," "somewhat well prepared" and "not at all prepared") were similar but not identical to those used by CSU ("well prepared," "adequately prepared," "somewhat prepared" and "not at all prepared"). The two sets of evaluation findings are contrasted below.

Preparation to Implement New State Curriculum Standards: CSU-National Comparison. NCES asked each teacher about the effectiveness of her/his preparation to "implement state or district curriculum and performance standards" in the subjects taught by that teacher. CSU asked its first-year teaching graduates about the effectiveness of their preparation to "teach (a named subject) according to California State Content Standards for my grade(s)." As a result, beginning teachers in grades K-8 evaluated their preparation to implement California's standards in reading-language arts (see page 10) and mathematics (page 11). CSU also asked first-year teachers in grades 9-12 about the effectiveness of their preparation to "teach my subject area according to the State Curriculum Framework and Content Standards for my grade level(s)." The similarities between the NCES questions and the CSU questions were sufficient for the nationwide findings to serve as benchmarks to assess the standards-based preparation of new teachers in the CSU. On the following page, Figure 16 shows the results of this comparison. For standards-based reading instruction in K-8, for teaching standards-based mathematics in K-8, *and* for teaching core subjects according to standards in grades 9-12, larger proportions of first-year CSU graduates were "well prepared" or "adequately prepared" than were first-year teachers in NCES' national sample who described their preparation to implement state standards without specifying their grades/subject areas. These differences were strong in the preparation of first-year teachers for K-8 mathematics instruction (a four percent difference), but were much stronger in preparing teachers for K-8 reading and for 9-12 core subjects (each with an eight percent difference). The CSU evaluation has revealed several areas in which CSU preparation must continue to improve in behalf of K-12 school effectiveness in California. The national results indicate that recent CSU improvements have already placed this University's teacher preparation programs at the forefront of nationwide changes in the preparation of teachers.

Figure 16: Compared with First-Year Teachers from Colleges and Universities Nationwide, How Well Prepared are CSU Teaching Graduates to Implement State Curriculum Standards?

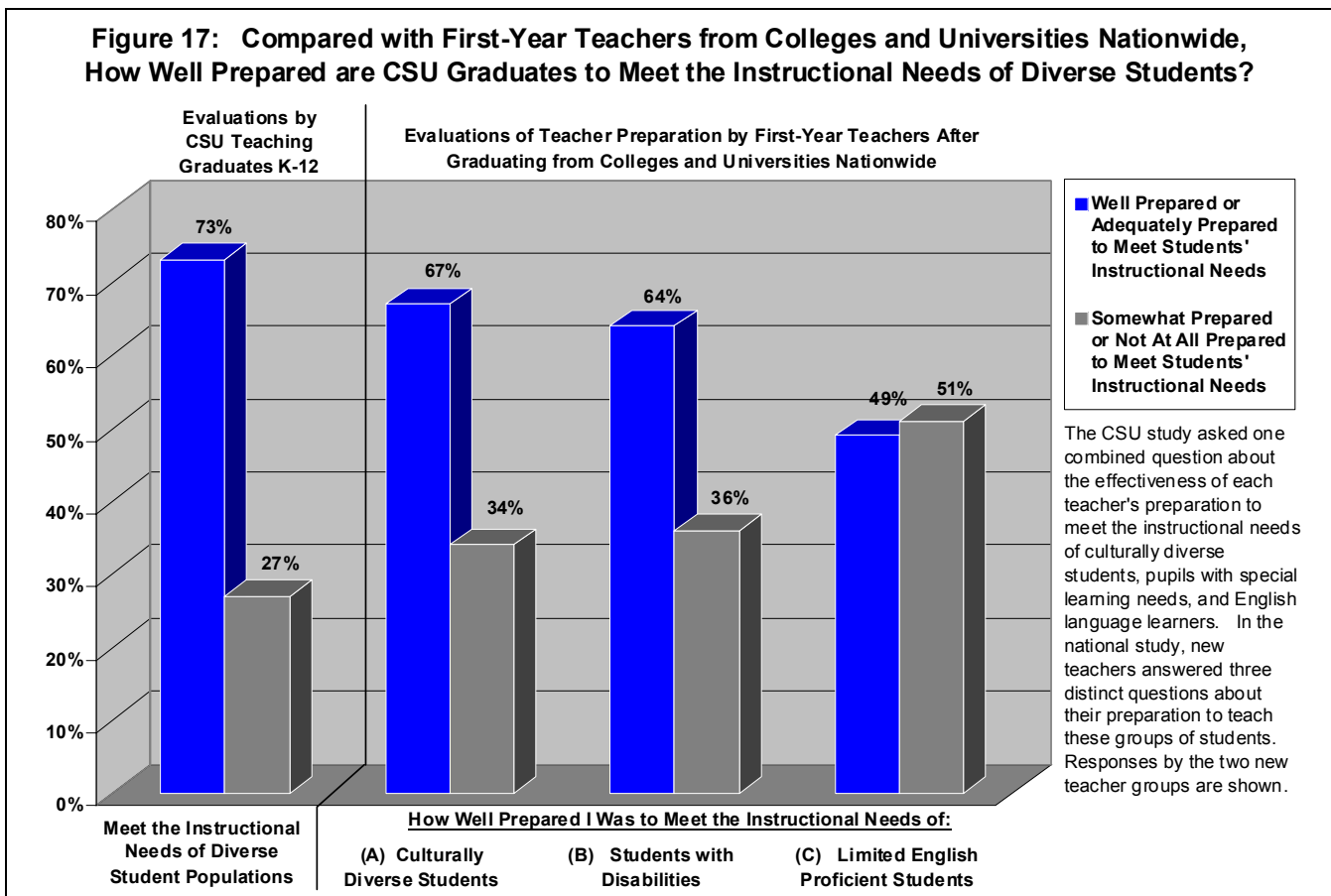


In a question related to (but not portrayed in) Figure 16, NCES asked teachers nationwide how well prepared they were to “use student performance assessment (e.g. method of testing, applying results to modify instruction).” Similarly, CSU asked its first-year teacher-graduates how well prepared they were to “use basic techniques for assessing and assisting my students in reading and math so they can meet State Standards.” Whereas 69 percent of the national sample of first-year teachers felt “very well prepared” or “moderately well prepared” in these critical teaching skills, the comparable proportions for CSU’s teaching graduates were 68 percent among first-year teachers in grades K-8 and 64 percent among first-year teachers in grades 9-12. To support student achievement of state standards, CSU preparation for standards-based *instruction* exceeds the national benchmark (see Figure 16) but CSU preparation for *assessing and assisting individual students* so they can meet curriculum standards falls somewhat below the national benchmark, especially in the preparation of teachers for grades 9-12.

Preparation to Meet the Needs of Diverse Students: CSU-National Comparison. The National Center for Education Statistics asked three distinct questions about teaching to student diversity. Nationwide, teachers evaluated their preparation to (1) “address the needs of students from diverse cultural backgrounds,” (2) “address the needs of students with limited English proficiency,” and (3) “address the needs of students with disabilities.” CSU used a combined question in which graduates evaluated their CSU preparation to “meet the instructional needs of a diverse student population

including English language learners, students from diverse cultural backgrounds, and students with special learning needs.” (See page 17 for an initial analysis of responses to this question.) Together with the similarities in response options (see page 26), the two sets of questions were sufficiently alike for the NCES results to serve as bases for appraising the CSU findings. Such an appraisal can be seen in Figure 17. As was the case in Figure 16, this analysis is limited to first-year teachers in NCES’ national sample. New teachers who graduated from institutions throughout the United States reported being substantially better prepared to “address the needs of students from diverse cultural backgrounds” than to “address the needs of students with disabilities,” while being much less prepared to “address the needs of students with limited English proficiency.” Reports of being “very well prepared” or “moderately well prepared” to address the needs of these three student groups were provided by 67 percent, 64 percent and 49 percent of the first-year teachers, respectively. Among the CSU graduates who were also first-year teachers, a larger proportion (73 percent) reported being “well prepared” or “adequately prepared” to address the multiple needs of the three student groups who were described in a combined question. If we assume the CSU graduates were assessing their overall preparation for addressing the needs of the three student groups described in the question, their reports indicate the CSU is providing this preparation more effectively than are institutions throughout the nation. This finding does not erase the conclusion (see page 17) that CSU campuses must continue to make substantive improvements in preparing teachers for student diversity. It does suggest, however, that these campuses are somewhat ahead of national improvements as a result of reforms recently initiated by the California State University.

Figure 17: Compared with First-Year Teachers from Colleges and Universities Nationwide, How Well Prepared are CSU Graduates to Meet the Instructional Needs of Diverse Students?



Summary Conclusions of the First Systemwide Evaluation of CSU Teacher Education Programs

New CSU-prepared teachers and experienced K-12 administrators who supervised their teaching participated voluntarily, anonymously and confidentially in a Systemwide Evaluation of Teacher Education Programs in the California State University (CSU). Their candid testimony leads to eleven conclusions about the quality and effectiveness of teacher preparation in the CSU System.

- (1) Of the 10,512 university students who finished CSU teaching credential programs in 1999-2000, 96 percent served as K-12 teachers for one full year or more. The CSU was highly successful in recruiting and preparing large numbers of university students to become teachers in 2000-01.
- (2) Recent reforms in the preparation of K-8 teachers for reading-language arts and mathematics instruction were generally successful. Additional changes are needed to achieve the goal of being effective in preparing 100 percent of all new K-8 teachers to teach these core subjects.
- (3) CSU's effectiveness in preparing K-8 teachers for science and history-social science instruction is nearly as great as for mathematics and reading-language arts. Campuses have given much less attention to these K-8 core subjects during the recent focus on reading and mathematics.
- (4) CSU graduates teaching in grades 9-12 are unusually well prepared to teach their major subjects in high school classes. They need stronger preparation in assessing and assisting individual students in content-focused classes, and in developing students' content-based reading skills.
- (5) CSU teacher preparation programs are generally successful in preparing new teachers to manage classrooms effectively for instruction. CSU is somewhat less effective in enabling them to manage student conduct and discipline, an important area for future program improvement.
- (6) CSU campuses have recently made progress in preparing new teachers to meet the instructional needs of diverse student populations. Some graduates and K-12 principals indicated that further improvements are needed to ensure that all K-12 students have excellent opportunities to learn.
- (7) CSU programs achieved very high levels of effectiveness in preparing new K-12 teachers to work collaboratively with experienced colleagues. It is important for prospective K-12 teachers in the CSU to be equally well-prepared to communicate and collaborate with parents.
- (8) The great majority of CSU graduates teach in inner-city and metropolitan schools that include most of California's low-performing and hard-to-staff schools. CSU preparation to teach in these schools is almost as effective as CSU preparation to teach in suburban and rural schools.
- (9) Increasingly, CSU graduates are assigned to teach K-12 students with rich language diversity. In classrooms with high concentrations of English language learners (ELL), CSU preparation is almost as effective as it is in classrooms with much smaller concentrations of ELL students.

- (10) Increasing numbers of prospective teachers are removed from supervised teaching and placed in classes as interns or emergency teachers. The evaluation showed that the preparation of CSU student teachers is substantially more effective than that of interns and emergency teachers.
- (11) CSU's teaching graduates report being better prepared than a nationwide sample of first-year teachers to implement new state curriculum standards in core subjects, and to address the instructional needs of culturally and linguistically diverse students in the nation's K-12 schools.

In general, the First Systemwide Evaluation of CSU Teacher Education Programs indicates that the California State University is beginning to achieve its commitments to productivity, excellence and equity in preparing many new teachers for California's elementary and secondary schools. Areas of additional improvements are identified, particularly in learning to teach K-8 science, assess and assist individual students, improve content-based reading skills, maintain student conduct and discipline, and meet the instructional needs of diverse student populations.

Next Steps for the California State University

The First Systemwide Evaluation of Teacher Education Programs in the California State University is leading to the following actions by the University.

- (1) The results of the evaluation are being used by the CSU campuses as a basis for making further improvements in their programs of professional teacher preparation. The specific findings as outlined in this report will be the basis for focused program changes as determined by the CSU Deans of Education and other academic leaders and faculties.
- (2) Beginning in 2002, further CSU evaluations of teacher education programs will enable campus leaders and systemwide policymakers to track the System's continued progress toward *CSU's Commitment to Prepare High Quality Teachers* as adopted by the Board of Trustees in 1998.
- (3) The CSU will expand the scope of the evaluations to give more attention to the subject-matter preparation of teachers in the subjects of the K-12 curriculum. The current evaluation focused on preparation to *teach* specific subjects such as reading-language arts and mathematics. Further evaluations will provide additional data about content-based preparation outside the CSU's schools, colleges and departments of education.
- (4) Future CSU evaluations will also expand to examine the actual performances of CSU's teaching graduates in K-12 classrooms, subject to the availability of sufficient funding. Aspects of K-12 student achievement that can validly be attributed to CSU preparation programs will also be investigated when adequate funds are secured.
- (5) As the California State University continues and expands its evaluations of teacher education program effectiveness, the Office of the Chancellor will continue to report the findings and conclusions of the evaluations to the Board of Trustees, the Presidents of CSU campuses, the Deans of Education, California state policymakers and the general public.

For further information about results of the Systemwide Evaluation of Teacher Preparation, contact the Office of the CSU Chancellor at (916) 278-4582 or dwright@calstate.edu or (510) 763-3943.