

Systemwide Evaluation of Teacher Education Programs in The California State University 2002 (Second Year)

Executive Summary

Origins and Purposes of the Evaluation. 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 all public schools in California. In 1998 the CSU Board of Trustees embraced 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 progressing toward the CSU goals of productivity, excellence and equity in teacher preparation. In 2001 the Deans initiated the first Systemwide Evaluation of Teacher Education Programs in the University's history. In 2002 they repeated the study to see whether the programs were growing more or less effective over time.

Each year, the main purpose of the evaluation was to provide information that the Deans and other CSU leaders could *use* in making further improvements in teacher education programs. Rather than viewing evaluation as a one-time activity, the Deans plan to compile and use new and updated evaluation data each year in the future.

Evaluation Samples & Response Rates. In 2000-01 and 2001-02, CSU located over 90% of the K-12 teachers who had graduated from CSU credential programs one year earlier. In two evaluations, the Chancellor's Office drew stratified random samples of these graduates and asked them to answer questions about the quality and effectiveness of their CSU preparation. CSU also invited the school-site principals of these teachers to evaluate the teachers' preparation. Both sets of questions focused on how well the graduates were prepared to teach the K-12 academic standards of the State Board of Education. The Chancellor received anonymous, confidential, candid answers from 1,408 (50% in 2001) and 2,442 (55% in 2002) of the sampled graduates, and from 1,186 (45%) and 2,002 (50%) of the supervising principals. Based on these sampling procedures and response rates, the evaluation findings reliably describe the preparation of all 20,969 CSU graduates of 1999-00 and 2000-01.

Evaluation Findings: CSU Productivity in Preparing K-12 Teachers

- (1) Of the 20,969 university students who finished CSU teaching credential programs from 1999 to 2001, ninety-five percent (95%) served as teachers in K-12 schools for one full school year or more. The CSU is highly productive and successful in preparing large numbers of classroom teachers for California schools. Very few CSU graduates "stay away" from K-12 classrooms. Moreover, half of the teachers finished the entire CSU program of accelerated preparation for new professional teachers in 15 months or less.
- (2) The largest portion of the 20,969 graduates (31%) taught in "urban and inner-city schools serving lower-income families," according to the principals. Large percentages taught in "rural or small-town schools" (24%) and in "metropolitan schools with mixed populations of middle- and lower-income families" (23%). The smallest portion of CSU graduates taught in "suburban schools" (22%). The data show that CSU graduates teach in school communities that most urgently need their newly-acquired expertise and skills.

Evaluation Findings: CSU Effectiveness in Preparing K-12 Teachers (Margin of Error = Less than 4%)

- (1) In 2000-01, principals of K-8 schools reported that 81 percent of CSU graduates were *well-prepared* or *adequately-prepared* to teach reading, and 80 percent to teach mathematics. A year later, CSU effectiveness in reading and math grew to 83 percent because of increases in CSU's *well-prepared* teachers. Recent CSU reforms in preparing K-8 teachers for reading and math have been very successful. CSU will continue pursuing the goal of preparing 100 percent of new K-8 teachers to teach these core subjects effectively.
- (2) High school administrators reported that 86 percent of CSU graduates in grades 9-12 were *well-prepared* or *adequately-prepared* to teach their major subjects in 2000-01. This level of CSU effectiveness grew to 90 percent one year later. CSU was most effective in preparing teachers of science, English, mathematics and foreign languages. In high schools, however, CSU graduates need stronger preparation in developing students' content-based reading skills, and in assessing and assisting individual students in all subjects.
- (3) Principals of elementary *and* high schools reported that 89 percent of CSU graduates "know and understand the subjects of the curriculum at their grade levels," and that 89 percent were also *well-prepared* or *adequately-prepared* "to prepare lesson plans and make arrangements for pupils' class activities." Also, 88 percent were *well-* or *adequately-prepared* "to maintain positive rapport with students and to foster their motivation" at all grade levels, according to the experienced principals who supervised these teachers.

Evaluation Findings: CSU Equity in Preparing K-12 Teachers

- (1) How well does CSU preparation "hold up" in all kinds of teaching assignments? In grades K-8 and 9-12, experienced principals of schools that serve high-, middle-, and low-income families reported CSU graduates to be equally well prepared to motivate and communicate effectively with students. In schools at three distinct income levels, CSU effectiveness results did not differ by more than one percentage point.
- (2) In 2000-01, principals of K-8 schools reported 80% of CSU graduates to be *well-* or *adequately-prepared* to teach reading in rural and suburban schools, while 79% were prepared to do so in metropolitan and urban schools. One year later, these two effectiveness results increased to 85% and 81%, respectively. CSU teacher preparation is contributing to educational equity in California's public K-12 school system.
- (3) How effective is CSU preparation in schools that perform at different levels? CSU has not done the evaluations long enough to measure the university's impact on the California Academic Performance Index. When CSU graduates are hired to teach in schools with intermediate API scores from the prior year, however, their principals judge their preparation to be as effective as it is in schools with high API scores (90% are *well-* or *adequately-prepared* in both groups of schools). In schools with low API scores, CSU preparation is nearly as effective (86% are *well-* or *adequately-prepared*). CSU teacher education is helping to close achievement gaps between low-, intermediate-, and high-performing schools in California.
- (4) During "practice teaching," school districts remove increasing numbers of students from universities and hire them as interns or emergency teachers. Each year from 1999 until 2001, school districts allowed fewer CSU students to complete student teaching. CSU preparation of student teachers is substantially more effective than that of interns and emergency teachers because only the student teachers work intensively and extensively with experienced mentor teachers in their classrooms. *In CSU teacher preparation, the most significant barriers to 100% effectiveness are school districts' premature hiring of university students (6,342 from 1999 to 2001) and the state's premature issuance of emergency teaching permits.*

The following graph summarizes 2,002 school principals' evaluations of 14 major outcomes of CSU programs for new teachers, including two outcomes each for K-8 and 9-12 teachers, and ten outcomes for all teachers.

Fourteen Significant Outcomes of CSU Teacher Preparation Programs Evaluated by 2,002 School Principals and Other Site-Administrators in California (K-12)

2000-01: CSU Prepared University Students to be Teachers.
 2001-02: CSU Graduates Served as K-12 Classroom Teachers for Entire Year.
 May 2002: School Principals and Other Managers Evaluated the Teachers' Preparation.

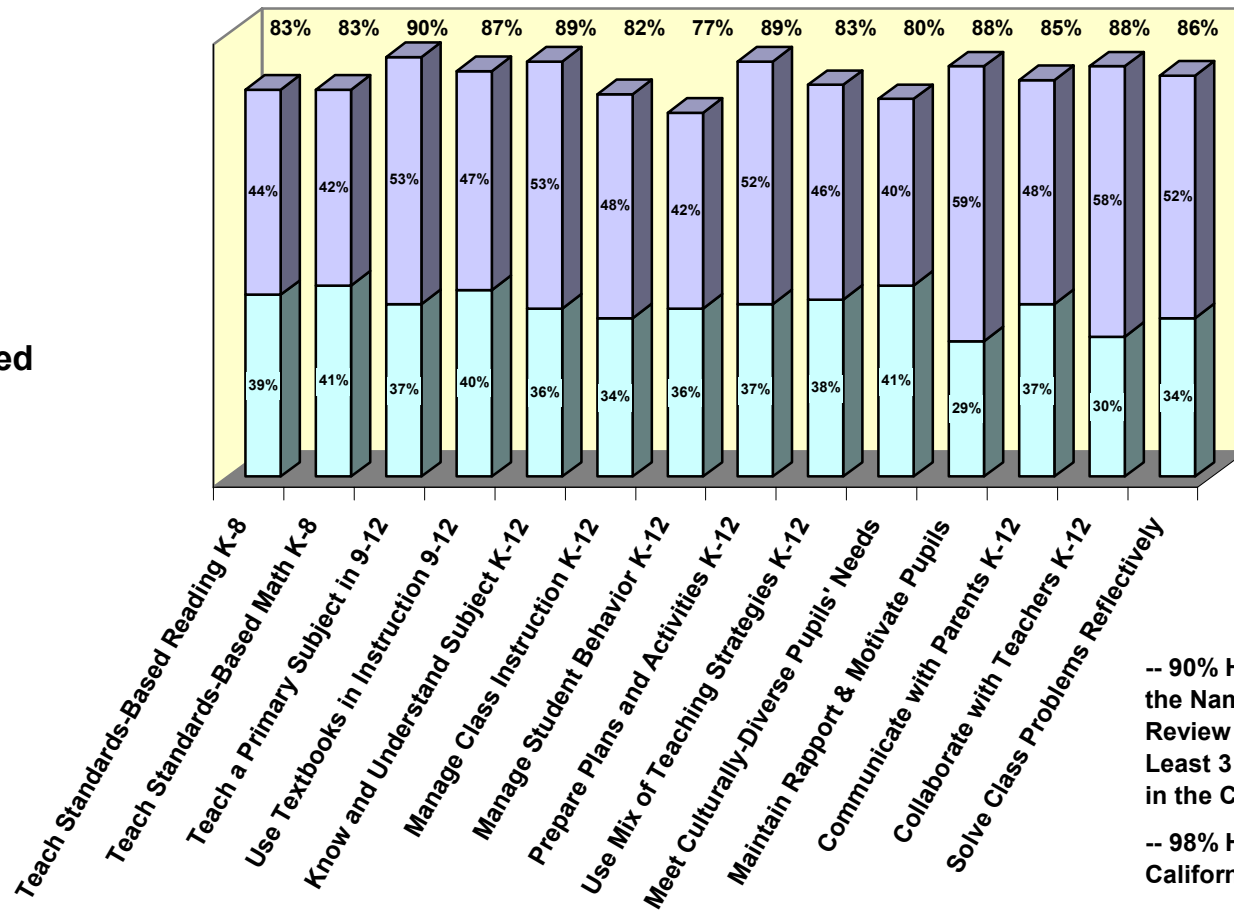
Each Principal Received the Name of a First-Year Teacher and Was Asked, "How Well Was This Teacher Prepared" in Each Major Responsibility of Teachers, as Specified Below.

Graph Shows Percentages of Principals Who Reported that CSU Graduates Were:

- Well Prepared
- Adequately Prepared

Percentages Inside the Graph Show How Many of the 2,002 Principals Gave Each Answer About Each Major Responsibility of Teachers. (Margin of Error = Less than 4%.) At the Top are the Total Percentages of School Principals Who Gave the Two Answers (Combined) about Each Teacher Responsibility.

Percents are Rounded to Whole Numbers.



Principals Were Experienced School Leaders:

-- 89% Had Supervised More than 5 First-Year Teachers in Their Administrative Careers.

-- 96% Had Supervised the Named CSU Graduate for More than Six Months.

-- 97% Had Observed the Named CSU Graduate's Class at Least 3 Times During Active Instruction.

-- 90% Had Conferred With the Named CSU Graduate to Review Her/His Teaching at Least 3 Times Prior to Being in the CSU Evaluation.

-- 98% Had Been Trained in California's K-12 Standards.

CSU Graduates Compared with New Teachers Nationwide

According to this evaluation and a study by the National Center for Education Statistics, first-year teachers from the California State University are prepared more effectively than first-year teachers throughout the United States (NCES, 2000). From 1999-00 and 2000-01, for example, 72 percent of CSU teaching graduates reported they were *well-prepared* or *adequately-prepared* to implement California's new *reading curriculum standards*, while 66 percent of first-year teachers nationally gave similar reports to NCES about their preparation "to implement state curriculum and performance standards." Also, 75 percent of CSU's first-year teachers were *well-* or *adequately-prepared* to meet the instructional needs of culturally-diverse students, but only 67 percent of the national sample of first-year teachers gave similar reports to NCES, a federal agency. Compared with universities around the nation, CSU teacher preparation contributes effectively to the education of K-12 pupils.

Major Conclusions of the CSU Evaluation

Overall, the *First and Second Systemwide Evaluations of CSU Teacher Preparation Programs* indicate that the CSU produces very large numbers of well-prepared first-year teachers who have strong preparation for the major responsibilities of K-12 school teachers. Each year the California State University is getting closer to its goals of productivity, excellence, and equity in preparing new teachers for California public schools.

Next Steps for the California State University

The *First and Second Systemwide Evaluations of CSU Teacher Preparation Programs* will lead to the following actions by the California State University.

- (1) The CSU campuses are already using the results of the two evaluations in making further improvements in programs of professional teacher preparation. Specific reports about program strengths and weaknesses by first-year graduates and their school-site supervisors are being used as the basis for specific program changes as determined by the Deans of Education, other academic leaders, and teacher education faculties.
- (2) Continued evaluations will enable CSU leaders and policymakers to track the System's progress toward *CSU's Commitment to Prepare High Quality Teachers* as adopted by the Board of Trustees in 1998.
- (3) Beginning in 2004, CSU evaluations will also include third-year and fifth-year graduates in order to learn how long CSU graduates remain in teaching and how well their CSU preparation holds up over time.
- (4) 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 initial evaluations focused on preparation to *teach* subjects such as mathematics and reading-language arts. Starting in 2003, evaluations will yield added data about content-based preparation outside the CSU's schools, colleges, and departments of education.
- (5) Future CSU evaluations will also 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 if adequate funds are secured.

As the California State University continues and expands its evaluations of teacher preparation effectiveness, the Chancellor's Office will report all findings and conclusions to the Board of Trustees, campus academic leaders, state policymakers, and the general public. Additional reports of the *Systemwide Evaluation of CSU Teacher Preparation* are already posted at www.calstate.edu. For further information, please contact the Office of the Chancellor, California State University, at (916) 278-4582 or dwright@calstate.edu.