

# **Continuing Evaluation of Teacher Preparation Including Preliminary Assessment of Alternate Routes**

**Center for Teacher Quality  
The California State University  
February 2004**

## **Summary**

The outcomes of teacher preparation programs on 21 CSU campuses were examined in a third annual evaluation, and are summarized in this report. Most of the evidence indicates that CSU programs were effective when the evaluation began, and are improving in effectiveness each year. Added evidence demonstrates that CSU programs yield large numbers of teachers, and they contribute to educational equity among K-12 school communities throughout California. The effectiveness of each teacher's preparation depends heavily on contributions by K-12 schools, however. The scope of the annual evaluation is expanding, and its technology infrastructure is being upgraded.

## **Systemwide Evaluation: Origins and Purposes**

During 2001, 2002 and 2003 the California State University evaluated programs for prospective teachers on all CSU campuses. Professional preparation was examined in all three evaluations; subject-matter programs were also assessed in 2002 and 2003. The annual evaluation cycle was prompted by Trustee policy in *CSU's Commitment to Prepare High Quality Teachers* (adopted in 1998). Responding to this new Trustee policy, the 21 CSU Deans of Education initiated program improvements in 1999 and began the annual cycle of systemwide evaluations in 2001.

CSU systemwide evaluations of teacher preparation have three purposes: (1) provide accurate data about the effectiveness of teacher education to academic leaders of CSU campuses; (2) enable these leaders to improve teacher programs as needed; and (3) generate valid new information about issues that may arise about the quality of preparation provided by CSU in particular and by postsecondary institutions in general. In keeping with these purposes, CSU academic officers are the primary recipients of evaluation findings each year. Summary reports of evaluation findings are also provided annually to educational leaders outside the CSU, and to representatives of the general public.

## **Systemwide Evaluation: Responsibility, Design and Dimensions**

Chancellor Reed and the 21 Deans of Education made a shared commitment to design and support the annual systemwide evaluation. Led by a five-member committee chaired by Dean Lionel "Skip" Meno, College of Education, San Diego State University, the 21 Deans of Education identify the questions to be asked each year, encourage CSU graduates to answer the questions, analyze and interpret the responses that the Chancellor's Office receives, and use the responses in year-to-year improvements in teacher preparation.

The Chancellor's Office implements the Deans' annual evaluation design, assists in communicating with evaluation participants, holds the campuses accountable for advantageous use of evaluation findings, and provides resources necessary for execution of the annual evaluation plan.

Each yearly evaluation has examined the outcomes of CSU preparation among elementary teachers, secondary teachers, and special education teachers. In each group, the primary focus is the extent to which each individual teacher is prepared to perform the responsibilities of teachers. An additional issue is the extent to which the features of CSU programs are valuable and useful to teachers during the first years of professional service. Preparation for the "professional" or "pedagogical" aspects of teaching have been investigated most thoroughly; evaluations in 2002 and 2003 gave additional attention to preparation to know and understand the subjects of the school curriculum. The annual evaluations are based substantively on *Content Standards for California Public Schools (K-12)* by the California Board of Education.

### **Preparing First-Year Teachers for Their Responsibilities and Proficiencies**

Chancellor Reed and the CSU Deans of Education asked the evaluation staff to assess the system's effectiveness in relation to the *realities* of K-12 education in California. How well is CSU preparing teachers for the *responsibilities* they actually face in their teaching positions? How many CSU teachers perform these responsibilities at *adequate or high levels* of prior preparation? To be valid, an evaluation of teacher preparation must begin with a contemporary understanding of the demands and complexities of a typical teacher's responsibilities *and* the proficiencies that are expected of first-year teachers. Like other professions, teaching requires the continuous application of seasoned judgment in the face of overlapping challenges. In teaching, these challenges derive from the subtleties of curriculum content in combination with variations in students' prior learning and levels of interest. Due to these and other demands of the work, teaching does not lend itself to rules or rubrics that a practitioner can simply memorize and implement. As is the case in law, medicine, architecture, engineering and finance, proficiency in teaching develops from *guided practice* as well as *excellent preparation*.

Subject-matter programs for prospective teachers consist of university coursework and fieldwork in the subjects of the K-12 curriculum. Professional preparation includes coursework in instructional methods and extensive fieldwork in K-12 schools, which culminates in day-to-day supervision of the candidates in *practice teaching*. This combination of study and supervised practice should enable CSU graduates to serve as the instructors-of-record in actual teaching positions. Initial preparation of new teachers, however, does *not* enable them to serve in this important capacity without continued consultation, coaching, assistance, and study, which are typically provided in intensive *induction programs* for first-year and second-year teachers. When standards-based preparation is followed by intensive induction, new teachers expeditiously gain the knowledge and skills needed for effective performance. Without induction assistance in their schools, new teachers cannot become fully proficient in applying and utilizing the subject-matter understanding, instructional principles and analytical skills they previously learned in university-based preparation. Teaching proficiency develops *gradually* because of the subtleties and nuances of teaching, *not* due to limitations in the novices' abilities or the quality of their preparation. Regardless of how excellent or effective the *pre-service preparation* of credential candidates may be, continuing assistance is essential because of teaching's rigors. In the context of induction programs, newly-prepared teachers *can* surmount the situational complexities of helping today's students to learn a challenging curriculum. Working in

isolation, however, new teachers are typically overwhelmed by the demands of the job, even when their preparation meets all professional standards for quality and effectiveness.

These expectations for new-teacher proficiencies have been embraced by the State of California in its implementation of the Beginning Teacher Support and Assessment (BTSA) Program. This statewide initiative offers sufficient funds so every agency that employs beginning teachers *can* underwrite intensive services by site-based mentors who are carefully selected and specially trained to guide and assist beginning teachers who have already earned entry-level credentials based on accredited pre-service preparation. BTSA's purposes are to enable beginning teachers to utilize their prior preparation in their day-to-day practice, to extend and enhance their understanding of curriculum content and advanced pedagogical practices, to increase their job satisfaction, and to retain them in the teaching profession. Multiple evaluations of BTSA have consistently demonstrated its effectiveness in addressing these purposes.<sup>1</sup>

### **Preparing First-Year Teachers: A University's Responsibilities**

In this context, university-based programs of professional teacher preparation should enable an institution's graduates to begin functioning as novice teachers in full-time positions that include all of the responsibilities of teachers concurrent with participation in induction programs. Each CSU program graduate should have a clear understanding of multiple pedagogical practices in the graduate's major subject area(s), and should be equipped to *begin* using these practices in class. Each graduate should also have entry-level skills in working effectively with children or adolescents, some of whom may need a little skillful encouragement to become motivated learners. In each major area of responsibility, CSU graduates can extend and apply their skills with the assistance of experienced mentors. CSU preparation provides abundant opportunities for teacher candidates to study, learn and begin to practice in the face of classroom complexities and challenges. By itself, CSU preparation does not prepare them to be master teachers. Continuing support, study and instruction during the induction years should enable CSU teaching graduates to develop into professional practitioners who quickly assume full responsibility for all aspects of their positions.

*In this context, the CSU Deans of Education and Chancellor's Office designed the evaluation to assess the extent to which CSU graduates have entry-level skills and understandings that are adequate or more than adequate for them to function as beginning teachers while participating in BTSA or other induction programs.* Participants in the annual evaluations were informed of these objectives of the evaluation, and were asked to answer the CSU evaluation questions accordingly. Evaluation findings should be interpreted in light of the goals and intended outcomes of pre-service programs for teachers.

### **Systemwide Evaluation: Sources and Significance of Evaluation Data**

All teachers who participated in the CSU evaluation have the following qualifications in common. First, all have been admitted into CSU programs of professional teacher preparation and have completed all coursework and fieldwork components of those programs. Second, all of them have been recommended by CSU campuses for State of California teaching credentials. Third, all served

---

<sup>1</sup> On behalf of CSU graduates, however, it should be noted that challenges to the effectiveness of BTSA come from proposals to "fold it in" with other K-12 programs and from the practice of allocating its resources to other new teachers for whom other programs have been developed.

as full-time teachers in one or more K-12 schools for at least one school year following their completion of CSU preparation. Fourth, all of them answered the CSU evaluation questions after being invited to do so by the Chancellor's Office. Each year the Chancellor received responses from 50 percent or more of the selected teachers. The evaluation samples and response rates were large each year, so the findings reliably describe the preparation of three annual cohorts of CSU teachers.

School supervisors who participated in the evaluation also have common qualifications as follows. First, 96 percent of them had supervised first-year teachers prior to participating in the evaluation. Second, each administrator received the name of a CSU graduate who was teaching under the administrator's active supervision, and whose preparation was to be assessed. (No supervisors were asked to evaluate CSU preparation "in general.") Third, 98 percent of the administrators had supervised the named CSU graduate for the entire school year. Fourth, each one had either visited the CSU graduate's classroom for extended observations and assessments during active instruction by the graduate, *or* had discussed curriculum content, teaching methods and teaching difficulties with the graduate in extended professional conferences. Finally, all of them had completed training in the *Content Standards for California Public Schools (K-12)* that were the basis for most of the evaluation questions. Each year the Chancellor received evaluation responses from 45 percent or more of the selected supervisors, whose judgments were based on extensive experience and study in the field of supervising first-year teachers.

Graduates' answers to the CSU evaluation questions are valid because they are based on full participation in all phases of CSU preparation followed by a full year of teaching in K-12 schools. Supervisors' answers are also valid because of their extensive experience and seasoned judgments. In most cases, experienced school supervisors are likely to understand *limitations* in the pedagogical capabilities of first-year teachers more insightfully than the first-year teachers themselves.

### **First Evaluation Finding: CSU Prepares Teachers in Growing Numbers**

In the late 1990s, research studies and news articles confirmed that California's decades-old need for well-prepared teachers had reached crisis proportions. The state's severe shortage of teachers showed no signs of abating in 2001 or 2002.<sup>2</sup> How many of CSU's credential graduates served as K-12 teachers one year after completing CSU preparation in 1999-00, 2000-01 or 2001-02? Does CSU's *teaching participation rate* match, exceed or fall short of other institutions?

During three academic years from 1999-00 through 2001-02, a total of 32,474 students completed CSU programs of professional teacher preparation. One year after program completion, the Chancellor's staff located 29,876 or 92 percent of these CSU graduates. Of the individuals in the three cohorts who were located, a combined total of 29,379 or 95 percent taught in K-12 schools throughout the first year following their CSU graduation. In the available literature, no other college or university has reported a teaching participation rate higher than 67 percent in a single year.

CSU prepares teaching candidates to teach specified subjects in particular types of full-time teaching assignments in California's K-12 public schools. The evaluation data show that nearly all the CSU graduating teachers have classroom positions for which the CSU prepared them. Fewer than one percent of CSU graduates worked in private schools, or in schools outside of California, or as part-

---

<sup>2</sup> Because of the statewide budget crisis, many school districts warned first-year teachers of possible layoffs in 2003, but few CSU graduates actually lost their jobs.

time or day-to-day substitute teachers. Two percent of the 32,474 graduates served as teachers during *part* of their first year following CSU graduation. Most of these requested leaves-of-absence due to family circumstances such as a pregnancy. Of the three cohorts combined, approximately four percent were given classroom teaching assignments that were outside the scope of their CSU preparation. Overall, the teaching positions of CSU graduates were valid contexts in which they could use (and evaluate) the skills and abilities they learned in CSU teacher preparation.

Of the 32,474 graduates of CSU preparation, only 897 or three percent did not teach at all during their first year following CSU graduation. A partial census of this group indicated that approximately 85 percent of them planned to teach sometime after the first year. The long-term retention of CSU's graduating teachers is the subject of a follow-up study that is currently underway. Based on evidence compiled in the three annual evaluations, *the CSU is extremely productive and efficient in preparing very large numbers of classroom teachers who serve in California public schools.*

Recent news reports suggest that California's demand for public school teachers may no longer be growing. Some journalists have quoted individual teachers who could not find teaching positions. Such changes in workforce economics have not yet been observed in the CSU's annual evaluations. Perhaps these changes will be revealed in the data to be compiled in 2004, but there were no hints of such changes as recently as 2003.

### **Second Finding: CSU Teacher Preparation is Increasingly Effective**













In addition to *productivity* in preparing large numbers of candidates who teach in California schools, the CSU Deans of Education defined *effectiveness* as the second outcome of teacher preparation to be assessed in the systemwide evaluation. But *what concept* of effectiveness should be evaluated? The Deans began to define this concept by reviewing the most important responsibilities that are assigned to K-12 teachers. Then they considered the most widespread conditions in which teachers carry out these responsibilities. The evaluation focuses on job responsibilities *and* working conditions as *bases for assessing the effectiveness of CSU preparation.* To be *effective*, a CSU program of teacher preparation *must enable first-year teachers to be ready to perform the most important responsibilities of teachers in increasingly challenging work environments at levels of proficiency that are adequate or more than adequate for first-year teachers who participate in induction programs.* For example, it is essential for the CSU to prepare elementary teachers for reading instruction, but it is equally necessary for the teachers to be ready to deliver accessible reading instruction when some or many of their students are also learning the rudiments of English. Similarly, the responsibilities of teachers to know and understand curriculum content are expanded, in both their breadth and depth, when schools make the curriculum broader and deeper in response to state and national standards.

*The CSU Deans of Education designed the evaluation to determine the extent to which each teaching graduate's preparation at a CSU campus enables that teacher, in a work environment that is increasingly challenging, to perform the most important professional responsibilities of teachers at levels of proficiency that are adequate or more than adequate for first-year teachers.* The evaluation does this by giving each participant a list of the most important responsibilities of teachers. As an example, one of the listed questions is a teacher's responsibility "to use an effective mix of teaching strategies and instructional activities" in the classroom. In response to each responsibility on the list, the teacher and the supervisor are asked to indicate whether the teacher was "well prepared" for the responsibility, *or* was "adequately prepared" for it, *or* was "somewhat prepared" *or* "not at all prepared" for the listed responsibility. Evaluation participants who have too little information to










evaluate a teacher's preparation for a responsibility are encouraged to indicate that they "cannot answer this item" in the list.

Charts A, B and C below report on the California State University's progress toward the goal of *effectiveness* in teacher preparation. The left column lists teaching responsibilities that are *bases* for evaluating *effectiveness*. Chart A focuses on important responsibilities of elementary school teachers (grades K-8) while Chart B examines those of secondary teachers (7-12) and Chart C is about instructional duties that cut across school levels (K-12). In each chart, the first data column (1999-00) is the academic year in which CSU campuses prepared the first *class* or *cohort* of teachers in the three-year evaluation. In this column, an upward arrow indicates that more than four-fifths (80 percent) of the *class* were *well-prepared* or *adequately-prepared* by the CSU for the stated responsibility. These judgments were made by professional school administrators who were personally acquainted with the school conditions in which CSU teaching graduates provided their instructional services. In the last two data columns, an upward arrow indicates that CSU campuses *increased their effectiveness* by preparing a *greater percentage of a subsequent class* (2000-01 or 2001-02 compared with the prior class) to be *well-* or *adequately-prepared* for the stated teaching responsibility. Again, judgments in the 2000-01 and 2001-02 columns were made by experienced supervisors who were aware of each CSU graduate's teaching conditions. A shaded square in A-C indicates that, during a given year, the evaluation did not measure CSU effectiveness in relation to the stated teaching responsibility.

**Chart A: CSU Preparation of Elementary School Teachers for Teaching Responsibilities in Grades K-8  
(Evaluated by the Teachers' Supervisors)**











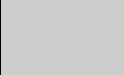





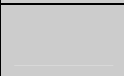







<b>Chart A: A Scorecard for Tracking CSU Effectiveness</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
<b>A-1</b> Preparation to <i>teach reading-language arts according to grade-level State Content Standards in Reading-Language Arts.</i>			
<b>A-2</b> Preparation to <i>teach mathematics according to grade-level State Content Standards in Mathematics.</i>			
<b>A-3</b> Preparation to <i>teach science according to grade-level State Content Standards in Science.</i>			
<b>A-4</b> Preparation to <i>teach history-Social Science according to grade-level State Content Standards in History-Social Science.</i>			
<b>A-5</b> Preparation to <i>assess individual students so they can meet State Content Standards in Reading and in Mathematics.</i>			
<b>A-6</b> Preparation to <i>assist individual students so they can meet State Content Standards in Reading and in Mathematics.</i>			

**Chart B: CSU Preparation of Secondary School Teachers for Teaching Responsibilities in Grades 7-12  
(Evaluated by the Teachers' Supervisors)**

<b>Chart B: A Scorecard for Tracking CSU Effectiveness</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
<b>B-1</b> Preparation to <i>teach this new teacher's subject area according to grade-level State Content Standards for that subject area.</i>			
<b>B-2</b> Preparation to <i>use instructional materials that are aligned with State Content Standards in this new teachers' subject area.</i>			
<b>B-3</b> Preparation to <i>assess individual students so they can meet the State Content Standards in this new teacher's subject area.</i>			
<b>B-4</b> Preparation to <i>assist individual students so they can meet the State Content Standards in this new teacher's subject area.</i>			
<b>B-5</b> Preparation to <i>contribute to students' reading skills in the content classes that s/he teaches in this new teacher's subject area.</i>			

**Chart C: CSU Preparation of K-12 School Teachers for**

**Teaching Responsibilities at All School Levels  
(Evaluated by the Teachers' Supervisors)**

<b>Chart C: A Scorecard for Tracking CSU Effectiveness</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>
<b>C-1: Preparation to <i>know and understand the subjects of the curriculum according to state grade-level standards.</i></b>			
<b>C-2: Preparation to <i>prepare lesson plans and make arrangements for students' class activities.</i></b>			
<b>C-3: Preparation to <i>organize and manage a group of students for classroom instruction.</i></b>			
<b>C-4: Preparation to <i>organize and manage student behavior and discipline.</i></b>			
<b>C-5: Preparation to <i>use an effective mix of teaching strategies and instructional activities in the classroom.</i></b>			
<b>C-6: Preparation to <i>meet the instructional needs of culturally diverse students.</i></b>			
<b>C-7: Preparation to <i>meet the instructional needs of students who are English language learners.</i></b>			
<b>C-8: Preparation to <i>meet the instructional needs of students with special learning needs in the program of regular education.</i></b>			
<b>C-9: Preparation to <i>be effective in communicating with the parents or guardians of this new teacher's students.</i></b>			
<b>C-10: Preparation to <i>work collaboratively with other teachers in this new teacher's school.</i></b>			
<b>C-11: Preparation to <i>think about problems that occur in teaching and to try out various solutions.</i></b>			

*Overall, Charts A-C reflect high levels of effectiveness in the California State University as it prepared teachers for several important teaching responsibilities in 1999-00, 2000-01 and 2001-02. During these three recent academic years, moreover, the CSU actually increased its effectiveness beyond the level it had achieved when the evaluation began in the first year of this decade. With one exception, the University strengthened its level of prior effectiveness in behalf of future teachers. The responsibility of secondary school teachers to “contribute to students’ reading skills in the content classes that they teach in their subject areas” (B-5) is the only area showing a lack of progress in the CSU system. The Chancellor’s Office recognized immediately the need to address this area, and has initiated a systemwide program to improve the system’s effectiveness beginning in 2004-05.*

### Important Notes for Interpreting Charts A-C:

- An arrow in the 1999-00 column indicates that more than 80 percent (four-fifths) of the first CSU cohort were *prepared to perform the stated teaching responsibility at an adequate or high level of proficiency for a first-year teacher*.
- A blank space in the 1999-00 column indicates that fewer than 80 percent (four-fifths) of the first CSU cohort were *prepared to perform the stated teaching responsibility at an adequate or high level of proficiency for a first-year teacher*.
- A shaded space in the 1999-00 column indicates that the listed responsibility was not a basis for assessing the preparation of the first cohort of evaluation participants.
- An arrow in the 2000-01 column or the 2001-02 column indicates that CSU campuses increased their effectiveness by preparing in 2000-01 or 2001-02 a greater percentage of the *class* than the prior class to perform the stated responsibility *at an adequate or high level of proficiency for a first-year teacher*.















### Third Evaluation Finding: CSU Teacher Preparation is Increasingly Valuable

The systemwide evaluation is designed to assess multiple outcomes of teacher preparation. The first finding pertained to *productivity*, and suggested that CSU programs produce increasing numbers of teachers (pages 4-5). The second finding was about *effectiveness* and indicated that CSU campuses produced many well-prepared teachers when the evaluation began and are growing in effectiveness each year (pages 5-8). The evaluation also examines a third outcome of teacher preparation in the CSU system: its *value* for CSU teaching graduates.





When first-year classroom teachers plan instruction, conduct lessons, manage class activities, reflect on their practices, and perform their other responsibilities, *how much do they draw on the lessons they learned at the University?* The extent to which they do so depends on the University's success in introducing them to ways of teaching that are practical, effective and useful in classrooms. While looking at how well CSU campuses prepare teachers to perform a typical teacher's responsibilities (*effectiveness*), the evaluation also focuses on the usefulness and helpfulness (*value*) of CSU teacher preparation in enabling the teachers to perform their responsibilities effectively.

The evaluation assesses the value of CSU preparation by giving each teaching graduate a list of important elements of preparation on all campuses. These elements are shown in the left column of Chart D on pages 10-11. In response to each element of preparation, CSU teaching graduates are invited to indicate whether the element was "very valuable or helpful" *or* "somewhat valuable or helpful" *or* "a little valuable or helpful" *or* "not at all valuable or helpful" during the first year of teaching. Graduates who did not participate in an element of preparation (or who could not recall it) are encouraged to indicate that the element "does not apply" to them.

**Chart D: The Value, Usefulness and Helpfulness of  
CSU Preparation to First-Year Teachers  
(Evaluated by CSU Teaching Graduates)**

<b>Chart D: A Scorecard for Tracking the Value of CSU Preparation</b>	<b>2000-01</b>	<b>2001-02</b>
<b>D-1: CSU Instruction in the Teaching of Reading-Language Arts in K-8.</b>		
<b>D-2: CSU Instruction in the Teaching of Mathematics in Grades K-8.</b>		
<b>D-3: CSU Instruction in the Teaching of Science in Grades K-8.</b>		
<b>D-4: CSU Instruction in the Teaching of History-Social Studies in K-8.</b>		
<b>D-5: CSU Instruction in Cultural Diversity and Multicultural Education.</b>		
<b>D-6: CSU Instruction in the Teaching of English Language Learners.</b>		
<b>D-7: CSU Instruction in Teaching Students with Special Learning Needs.</b>		
<b>D-8: CSU Instruction in General Methods of Teaching and Management.</b>		
<b>D-9: CSU Instruction in Using Computers for Classroom Instruction.</b>		
<b>D-10: CSU Instruction in School Purposes, Organization and Issues.</b>		
<b>D-11: CSU Instruction in How Children and Adolescents Grow/Develop.</b>		
<b>D-12: CSU Instruction in Implications of Human Learning/Motivation.</b>		

**Chart D Continued: The Value, Usefulness and Helpfulness of  
CSU Preparation to First-Year Teachers  
(Evaluated by CSU Teaching Graduates)**

<b>Chart D: A Scorecard for Tracking the Value of CSU Preparation</b>	<b>2000-01</b>	<b>2001-02</b>
<b>D-13: My Supervised Teaching Assignments in K-12 Schools.</b>		
<b>D-14: My Early Fieldwork in K-12 Schools Prior to Supervised Teaching.</b>		
<b>D-15: Support and Assistance from the School-Based Supervisor(s) of My Fieldwork and Supervised Teaching Assignments</b>		
<b>D-16: Support and Assistance from the CSU-Based Supervisor(s) of My Fieldwork and Supervised Teaching Assignments.</b>		

*Overall, Chart D indicates that campus-based programs of professional teacher preparation in the California State University were substantially more valuable for the cohort class of 2001-02 than they were for the prior cohort class in 2000-01. In one year, the CSU system made significant strides toward the goal of providing preparation that proves to be valuable for all CSU teaching graduates. The systemwide evaluation will continue to track program value as an outcome of CSU teacher preparation, and will update the Board of Trustees in subsequent reports of evaluation findings.*

**Important Notes for Interpreting Chart D:**

- An arrow in the 2000-01 column indicates that more than 80 percent (four-fifths) of the first CSU cohort found the listed element of CSU instruction to be valuable, useful and helpful in their K-12 classrooms one year after completing CSU teacher preparation.
- A shaded space in the 2000-01 column indicates that the listed CSU instruction was not a basis for assessing the value of preparation for the first cohort of evaluation participants.
- A blank space in the 2000-01 column indicates that fewer than 80 percent (four-fifths) of the first CSU cohort found the listed element of CSU instruction to be valuable, useful and helpful in their K-12 classrooms one year after completing CSU teacher preparation.
- An arrow in the 2001-02 column indicates that CSU campuses increased the value of preparation by providing instruction in 2001-02 that was valuable, useful and helpful to larger proportions of the class than the prior class.

#### **Fourth Evaluation Finding: Effective Teacher Preparation Depends on School-Based Support**

When CSU's first-year teaching graduates look back on their professional preparation on CSU campuses, what elements of their preparation do they regard as *most important and valuable*? Many first-year teachers cite CSU education courses as among the most valuable and useful elements of their prior preparation. Prominent examples are CSU courses in the teaching of reading-language arts in grades K-8, and courses in general instruction and management. Throughout the CSU system, 63 percent of all first-year teachers in grades K-8 reported their reading methods courses to be *very valuable and helpful* during the first year of teaching, and an additional 26 percent reported the same classes to be *somewhat valuable and helpful* in their teaching. Similarly, 59 percent of CSU teachers in grades K-12 reported that CSU instruction in general methods of teaching and management was *very valuable and helpful* in their classrooms, and an additional 28 percent reported this instruction to be *somewhat valuable and useful*.

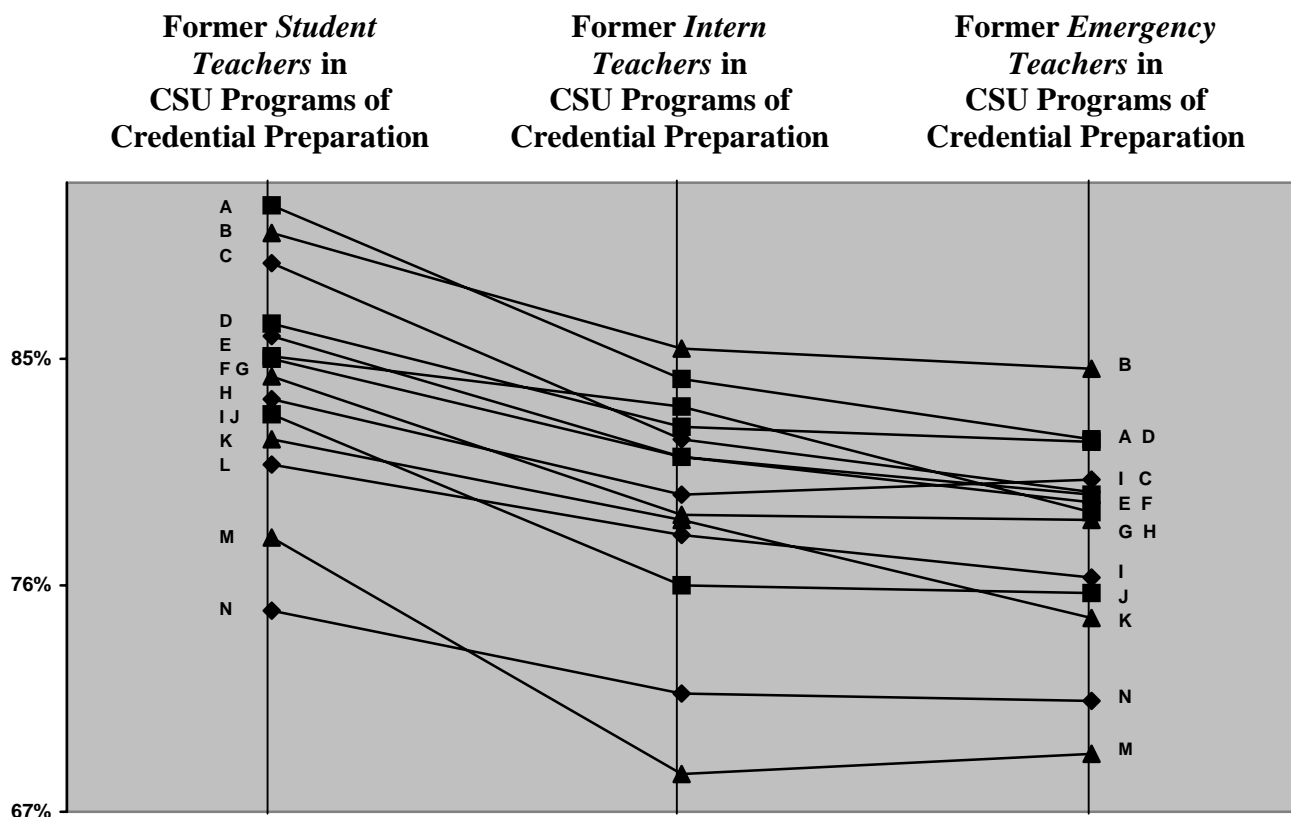
These very high levels of value and usefulness are exceeded only by a third element of CSU teacher preparation: supervised teaching in K-12 schools. Sixty-three percent of first-year CSU graduates in grades K-12 reported supervised teaching to be *very valuable and useful* a year later, and another 23 percent considered this professional learning experience to be *somewhat valuable and useful*. Within the structure of supervised teaching, furthermore, the guidance and assistance of supervising teachers in the candidates' classrooms were *very valuable and useful* for 65 percent of all graduates, and were *somewhat valuable and useful* for an additional 20 percent of the CSU teaching graduates. Throughout the three-year systemwide evaluation, the single element of CSU teacher preparation that is most valuable for the largest number of first-year teachers is the day-to-day consultation between CSU student teachers and the veteran teachers who agree to guide and assist them during supervised teaching. These findings of the CSU evaluation are consistent with those of a long series of similar studies done outside the CSU.

Despite evidence of the value of supervised student teaching in K-12 schools during the preparation of teachers, not all candidates for teaching credentials participate in this element of professional preparation. Pursuant to state law and policy, large numbers of CSU candidates qualify for teaching credentials without participating in supervised student teaching at all. State policies call on school districts to provide the benefits of consultation and mentoring to all credential candidates. The intense level of consultation and mentoring that characterize supervised student teaching are not available to *intern teachers* or *emergency teachers*, however. When we group the graduates of CSU teacher preparation into these three categories, which differ only in terms of the intensity of their fieldwork support prior to earning their first teaching credentials, what do the three groups report about the effectiveness of their preparation in the aggregate?

On the following page, Figure One displays the levels of effectiveness in credential preparation that were reported by the three groups of newly-certificated teachers. The *left side* of Figure One summarizes the responses by *former student teachers* to fourteen questions about the effectiveness of their preparation to teach. The *center segment* of the graph summarizes responses by *former intern teachers* to the same fourteen questions that were answered at the same time by the former student teachers. And the *right side* summarizes responses by *former emergency teachers* to these questions at the conclusion of the first year following the completion of CSU preparation programs. The subjects of the fourteen questions are shown *below* Figure One.

#### **Figure One**

**Comparative Levels of Effectiveness in the  
 Credential Preparation of Three Groups of First-Year Teachers  
 (Findings Based on Responses in the 2003 Evaluation)**



**Data Points in Figure One:**

All data points in Figure One summarize the responses given to fourteen evaluation questions by CSU graduates at the end of their first year of teaching with full California credentials. Each data point is the percentage (as shown along the left margin) of members of each group who reported being either *well prepared* or *adequately prepared*, at the conclusion of their CSU preparation. Each line in the graph represents the responses of the three groups to one of the fourteen questions. Below are the fourteen questions which are identified by letters beside the fourteen lines in the graph.

**At the beginning of this school year, I was well- or adequately-prepared to . . .**

- A = . . . prepare lesson plans and make prior arrangements for students' class activities (K-12).
- B = . . . adhere to principles of educational equity in the teaching of all students (K-12).
- C = . . . teach my primary subject area according to State Content Standards in my grades (7-12).
- D = . . . meet the instructional needs of students from diverse cultural backgrounds (K-12).
- E = . . . understand how personal, family and community conditions often affect learning (K-12).
- F = . . . use class time efficiently by relying on daily routines and planned transitions (K-12).
- G = . . . use an effective mix of teaching strategies and instructional activities in class (K-12).
- H = . . . adjust my teaching strategies so all pupils have chances to understand and learn (K-12).
- I = . . . know and understand the curriculum subjects according to grade-level standards (K-12).

- J* = . . . *teach reading-language arts according to California Content Standards in reading (K-8).*
- K* = . . . *monitor student progress by using formal and informal methods of assessment (K-12).*
- L* = . . . *organize and manage a class or a group of students for instructional activities (K-12).*
- M* = . . . *teach elementary mathematics according to California Content Standard in math (K-8).*
- N* = . . . *contribute to students' reading skills including comprehension in my subject area (7-12).*

Figure One indicates that the *former student teachers* reported themselves to be substantially better prepared (as a group) in 2001-02 than did their counterparts who had formerly been *intern teachers* or *emergency teachers* during the period of their preparation, which also occurred in 2001-02. Are there differences and distinctions in their preparation that could account for the observed differences in the effectiveness of that preparation? Following are significant similarities and differences in the three approaches to learning-to-teach.

- (1) At each CSU campus, the three groups of first-year certificated teachers completed a uniform set of courses in order to be recommended by CSU campuses for full teaching credentials in California. The three groups of first-year program completers had been mixed together when they attended required courses in education and methods of teaching.
- (2) Among the three groups of first-year certificated teachers, the fieldwork components of teacher preparation were guided and assisted by the same field supervisors who were assigned to assist and guide all three groups of candidate teachers by their CSU campuses. The three groups also received a uniform level of guidance and assistance from these CSU faculty members.
- (3) Only the *former supervised student teachers* had worked on a daily basis in classrooms with experienced, certificated teachers who guided and assisted them in those classrooms. In all cases these first-year teachers had participated in *supervised student teaching* for a minimum of sixteen weeks, and some had done so longer in order to qualify for their state credentials.
- (4) The *former intern teachers* had actually taught longer in K-12 schools than the *former student teachers*, but they had done so *in their own classrooms*. For one or two years, these former intern teachers had the benefit of mentors, but mentor-intern pair were fully responsible for instruction in *two distinct classrooms* during this extended period of time.
- (5) The *former emergency teachers* had taught for as many as four of five years in K-12 schools, but they had also done so *in their own classrooms*. In most cases, the former emergency teachers had experienced less contact with experienced mentors than did the former interns because some school districts do not formally assign their emergency teachers to mentors.

The evaluation findings that are illustrated in Figure One did not occur for the first time in the annual evaluation of 2003. The evaluations in 2001 and 2002 produced almost identical findings. Nor are the three groups of first-year certificated teachers insignificant in size. The K-12 data points in Figure One summarize the reports of 1,032 former student teachers, 479 former intern teachers and 815 former emergency teachers who were randomly selected for participation in the 2003 evaluation. The K-8 data points summarize reports by 676 former student teachers, 342 former interns and 534 former emergency teachers. And the data points for grades 7-12 summarize evidence provided by 339 former student teachers, 131 former interns and 266 former emergency teachers. These evalua-

tion participants represented a total population of first-year teachers that included 5120 former student teachers, 2359 former intern teachers, and 4038 former emergency teachers.

For several years, professionals in teacher preparation have suggested that K-12 pupils taught by intern teachers and emergency teachers may receive instruction that is less expert and less effective than that of prospective teachers who are serving as supervised student teachers. The evidence in Figure One suggests a more serious inequity may be occurring. The judgments of the three groups of first-year teachers described the most intense period of professional training that will occur in their careers. If one or two of these large groups of first-year teachers complete training that is much less effective (in the aggregate) than the training of other groups of first-year teachers, how long will the differential effects of these training patterns persist? How many cohorts of K-12 students will feel the effects of the observed differences in preparation effectiveness? Figure One suggests that differences in the quality of instruction may not be limited to K-12 students whose teachers are in preparation. These differences may affect the quality of instruction for several years following the issuance of state teaching credentials to the three groups of credential applicants. We also know that intern teachers and emergency teachers are disproportionately assigned to teach in low-performing schools. How long do they remain in those schools following the completion of preparation that they report, in the aggregate, to be less effective than their counterparts who were supervised student teachers? Subject to further evaluation findings, it is conceivable that the availability of large numbers of internships and emergency teaching jobs is contributing substantially to long-term inequities in opportunities for K-12 students to learn challenging content, become eligible for college admission, and achieve the baccalaureate degree. Perhaps only for self-interest, the California State University may wonder whether the need for remediation on the part of first-year students is also related to CSU participation in teacher preparation pathways that are less-than-fully effective.

### **Conclusion: How CSU Uses the Systemwide Evaluation Findings**

This report has summarized the most important findings of the CSU Systemwide Evaluation of Teacher Preparation from 2001 through 2003. On each CSU campus, more detailed findings have been provided to Presidents, Vice-Presidents for Academic Affairs, and Deans of Education. Depending on the academic needs and circumstances that prevail on each campus, CSU officers are using the evaluation results (along with information from multiple other sources) to improve the curriculum and delivery of professional teacher preparation programs. The evaluation findings will lead to changes in campus programs during 2004-05 and beyond.

While CSU campuses implement evaluation-based improvements in programs, the summary findings in this report will also be useful in communicating the CSU's continuing *Commitment to Prepare High Quality Teachers* to state leaders, education officials, and the general public.

### **Anticipated Changes in Systemwide Evaluations Beginning in 2004**

To date the Systemwide Evaluation of Teacher Preparation has relied extensively on electronic technology for data collection and analysis, and for communications among evaluation participants. In 2004 the evaluation will upgrade its high-tech infrastructure for the purpose of expediting routine procedures and increasing the evaluation's efficiency and cost-effectiveness. In terms of the scope of program outcomes that are being investigated, the Chancellor's Office and the Deans of Education have begun to review the effects of CSU preparation over longer periods of time by tracking CSU graduates and soliciting information from them after three years and after five years in the teaching

profession. In 2004 the Chancellor's Office will complete a large-scale study of factors that prompt teachers to remain in (or depart from) teaching positions in low-performing schools. Looking ahead to 2005, external funds from sources outside the CSU may be requested to examine the pedagogical practices that CSU graduates actually *use* in their first-year classrooms, which have *not* previously been examined in the annual systemwide evaluation. Ultimately, the academic achievement of K-12 students is the primary purpose of university-based programs for beginning teachers. Given that student learning is influenced by many factors that are beyond the control of teachers and their preparing institutions, it may not be feasible to examine valid relationships between teacher education and student achievement, but an exploratory study of such relationships may provide insights about what would be needed to make such studies more feasible in the years ahead.