



White Paper: State Teacher Shortage and Recommendations

Prepared by the Executive Committee of the CSU Deans and Associate Deans of Education,
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Introduction:

This White Paper on the State Teacher Shortage and Recommendations is written in response to the recent meeting of the CSU Council of Presidents (12/9/15) regarding “The Teacher Shortage in California: CSU Implications and Responses.” The Deans and Associate Deans of Education have been aware of this impending shortage and are poised to offer assistance and guidance to our campus Presidents, Provosts and Chancellor’s office staff, to address the critical need for more teachers in California. This White Paper begins with a brief summary regarding the importance of educator preparation to the mission of the CSU, describes the impending state teacher shortage, offers four major recommendations to address this workforce gap, and concludes with an offer of assistance.

Mission of the CSU:

Central to the mission of the CSU is the preparation of teachers, other educators, and educational leaders for our schools and communities. As stated in the CSU mission statement, one of the primary goals is to "prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future." Our system continues to prepare the majority of teachers for California. Over the last decade, the CSU prepared more of California’s teachers than all other institutions combined, and nearly 8 percent of the nation’s teachers. Over the past ten years, the CSU nearly doubled (to 1,500 per year) the number of math and science teacher it prepares, over half of whom work in schools in which the majority of children are from families in poverty. In addition to preparing the largest number of teachers state-wide, CSU prepares new teachers having among the lowest rates of attrition from teaching careers. When compared with first-year and second year teachers from other institutions, CSU new teachers in the same schools, with the same credentials and the same levels of teaching experience, have higher retention rates than peers. In the CSU, we are committed to prepare a high volume of quality educators. In spite of these efforts, the state now faces a major teacher shortage. The next section provides a summary of information on the teacher shortage that was presented to the CSU Council of Presidents.

Summary of Teacher Shortage:

- CSU enrolled and credentialed *three times as many* teacher candidates in 2001-02 as it does today. (28,656 teachers prepared in 2001-02; 8,837 teachers prepared in 2014-15).
- This reduction in enrollments was most dramatic during the recession and the period of severe school district budget cuts and teacher lay-offs. This reduction was *found in all teacher preparation sectors* in the state, both public and private.
- The state now faces a major teacher shortage. This year, school districts project the need to hire 21,500 teachers in California. All credential programs prepared 13,300 candidates the previous year, leaving a *shortfall of over 8,000 newly trained teachers* to take available positions.
- The result is the hiring of individuals without credentials who are allowed to be employed in temporary positions through a mechanism the state created for severe shortages (i.e., so-called *emergency credentials*).
- The shortage of teachers during the next three years is projected at *over 25,000*. Subject areas of acute need are in math, science, and special education—all with projected shortages of *more than 2,000 teachers each year*.
- The regions in the state having the largest shortages are rural areas, particularly central and northern California; inner cities; and areas where other factors have made it difficult to hire teachers (e.g., the cost of living in San Francisco and the Bay Area).

Recommendations to Address this Critical Teacher Shortage:

1. *Remove barriers into, through, and out of the educator preparation pipeline:*
 - a. Remove Executive Order 1077 provisions regarding CSET. Allow campuses to admit candidates before passing it, enabling them to develop added knowledge to pass the exam, which measures pedagogical as well as content areas.
 - b. Allow for open deadlines and application periods and year-round admission to credential candidates and support significant increases in enrollment, including funding for full year state side Teacher Credential Programs system-wide.
2. *Develop programmatic changes to increase overall production of the educator preparation pipeline:*
 - a. Ensure the integrated waiver Multiple Subject program is reinstated immediately.
 - b. Foster continued exploration and testing of various alternative models of teacher preparation including: executive models (weekends and online), co-teaching designs, hybrid face-to-face/online, and rigorously supervised intern programs.
 - c. Develop clinical faculty appointments, focusing initially in hard to staff fields, and link to area schools/districts in clinical partnership and residency models.
 - d. Continue transformations in educator preparation that align with the state's P-12 educational priorities, including programmatic efforts that address the new California standards and other major P-16 initiatives such as *Linked Learning*

reforms and re-design of services for students with special needs and English learners.

3. *Conduct aggressive efforts to promote teaching as an important and viable career through a CSU-wide advocacy & media campaign:*
 - a. Reaffirm educator preparation as a critical mission for the CSU through public communications by top system leaders, including the Chancellor, Executive Vice Chancellor, Vice Chancellors, and Presidents, Provosts, and Vice Presidents.
 - b. Dedicate resources at the Chancellor's Office level and on campuses to this public relations and messaging effort, with assistance from system-wide leaders in public affairs and communications, with attention to messaging responsive to both state and regional teacher workforce needs.
4. *Dedicate appropriate resources to educator preparation programs*
 - a. Provide funding for a new Governor's Teaching Fellowships program.
 - b. Provide tuition reduction or waivers to achieve reduced or no-cost credential programs.
 - c. Waive campus credential candidate enrollments from caps on overall campus enrollment targets as measured in FTES.
 - d. Provide funding to Colleges/Schools of Education to hire sufficient tenure track faculty to meet the growing need.
 - e. Provide funding to support tutoring and test preparation for prospective teacher candidates to assist them in preparing for exams required to earn a credential.
 - f. Link credential programs and Master's Degree programs, enabling candidates to earn both a credential and Master's degree; link Master's degrees to Induction.
 - g. Provide stateside courses for credential candidates and students in the summer. This action will result in financial aid for new credential candidates and support for clinical partnership models and teacher residency models.
 - h. In order to maintain the quality and diversity of CSU teacher education programs, ensure that credential programs continue to be operated as stateside programs during the academic year, intersessions, and summer.
 - i. Advocate for teacher loan cancellation by restoring the Assumption Program of Loans to Education (APLE) to make affordable, and incentivize, teaching careers.

Summary:

There is power in our collective work; we must leverage our efforts system-wide to address the teacher shortage in a timely and efficient manner. The Deans and Associate Deans are ready and willing to assist the Chancellor's Office and Council of Presidents. Each College or School of Education Dean will be contacting their respective Presidents and Provosts to offer assistance in this state-wide effort. For additional information, please contact Dean Jay Fiene, Chair of the Executive Committee of the CSU Deans and Associate Deans of Education, JFiene@csusb.edu