The Role & Response of the Independent Sector in Preparing California Teachers

Discussion Panel - ICC Meeting
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Role of the Independent Sector

- Seventy-eight (78) private, nonprofit, WASC accredited colleges and universities throughout the state, forty-three (43) of which prepare teachers and other educators

- CTC report *Teacher Supply in California, 2014-15: A Report to the Legislature* -- independent/private institutions prepare 43.1% of the credentialed teachers (or 4,845) in the state; sector enrolls approximately 53% of teacher prep candidates (2013/14)

- 2014-15 IPEDS Completion Report, AICCU institutions contributed:
  - 59% of California’s Education Master’s degrees
  - 68% of California's Education Doctor's degrees (research/scholarship)
  - 42% of California's Education Doctor's degrees (professional practice)
Teacher Education Programs

- Institutions are committed to educating and producing high quality California teachers and administrators dedicated to student learning and who reflect the diversity of our State.

- Create programs that uniquely meet the needs of their respective regions and prospective students – need for flexibility and innovative models to serve students of today
  - Traditional classroom, hybrid, online, intern, blended, etc.

- Ability to be responsive to demand, innovative and timely depends on the ability to utilize active pools of qualified faculty.

- Ability to hire and mentor faculty who understand the unique challenges facing 21st century schools.
AICCU Sector Activities

- **Outreach & Visibility** – founding partner of the “Better Together Teacher Summit” (inaugural summit, July 2015); event was well received and has support to continue -- July 29, 2016.

- **Planning & Coordination** - Participated and supported the efforts of the CCTE/CTC for an intersegmental Deans of Ed mtg in 2015
  - Inaugural meeting focused on shortage remedies the State can adopt
  - Fall CCTE/CTC sponsored deans meeting will continue to focus on shortage and seek out the participation of school districts/superintendents
  - CCTE planning to move Spring meeting to Sacramento – focus on intersegmental advocacy & informing policy

- **Advocacy** – April 2016, Deans of Education released a response to the state’s teacher shortage that includes policy and budget recommendations, some of which are being currently considered by the State
Advocacy Efforts to Support Teacher Pipeline

- **Incentives for students** interested in the teaching profession to enter and finish a teaching credential program, particularly for hard to staff academic areas or geographic areas (e.g. loan assumption programs, SB 62, Pavley); explore incentives to recruit retired teachers back into the field.

- Competitive grant program that supports **innovative partnerships** between districts, public and nonprofit colleges and universities and others focused on new or improved recruitment and retention (e.g. AB1756, Bonilla; AB 933, Allen).

- Target **structural barriers** in administering programs, such as:
  - Create multi-year state grants to support intern programs; allow providers to be more strategic and systematic in program improvements and growth.
  - Streamline the training demands of intern site supervisors; create regional training opportunities organized and led by public and private/nonprofit universities and district providers.
Campus-based Initiatives to Increase Enrollment

- Expand pathways to education programs and teaching profession:
  - Undergrads complete an UG degree & credential in four years, or result in a MA of Learning and Teaching in 5 years.
  - Intern Program – provide intensive support for students who are working in classroom

- Increased engagement with school partners to strengthen pipeline and meet unique needs (e.g. better integrate student teaching component)

- Revitalize marketing strategy – focus on integrity of the profession/ changing the lives of students; social media

- Build new, unique programs that meet needs of partners and prospective students --- combining Master’s degree with credential; reimagine special ed programs, etc.