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INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

***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.