California State University System

*Information courtesy of Chancellor Charles Reed and not independently confirmed by the Aspen Institute.*

- In California, teachers are prepared primarily at the post-baccalaureate level following successful completion of an undergraduate degree. CSU campuses recruit teacher candidates from four primary populations: (1) their own undergraduates; (2) recent graduates of other universities; (3) feeder community colleges; and (4) career changers interested in teaching.

- Over the last decade, the CSU has prepared more of California’s teachers than all other institutions combined—more than 110,000 qualified teachers and roughly 8 percent of the nation’s new teachers.

- Most of our 10,000+ teaching candidates are post-baccalaureate students. A few hundred are undergraduates in blended baccalaureate and credential programs that provide expedited credential pathways. Additionally, the majority of our teacher candidates are from the top one-third of the state’s high school graduates.

- Our candidates typically reflect the diversity of our campuses. Across the CSU system, 32.4% of students are White, 29.3% Hispanic/Latino, 16.8% Asian/Pacific Islander, 5.0% African American, and 0.4% American Indian. This diversity exists in part because of the CSU’s system-wide Teacher Recruitment Project to increase the number of teaching candidates from underrepresented groups. The CSU also has Teacher Career Pathways that recruit candidates from low-income and minority communities. These “grow your own” programs have been shown to have high rates of graduates who return to their communities to teach.

- Our candidates include large numbers of first-generation college goers. Many are from families with limited incomes, and student financial aid and loan cancellation programs are often essential for them to complete programs.

- Standards for admission to teacher preparation programs within CSU are rigorous. Candidates are required to have close to a “B” average in previous studies—an overall grade point average of at least 2.67 or 2.75 in the last 60 semester units.

- Candidates must demonstrate subject matter knowledge either by (a) passing the relevant California Subject Examination for Teachers, demanding tests assessing content mastery, or (b) successfully completing an in-depth program of university subject matter study approved by the Commission on Teacher Credentialing. Candidates are also required to demonstrate proficiency in English and math skills, and to have completed an education field experience of at least 45 hours.

- Because we serve post-baccalaureate students, we require tests of content knowledge and of English and math proficiency rather than SAT or ACT scores for admission. We admit only candidates who demonstrate required levels of mastery.
• Graduating from a CSU teacher preparation program entails nine components:

  - Completing a baccalaureate degree from an accredited college or university
  - Satisfying basic skill requirements in English and math
  - Demonstrating subject matter competence
  - Completing course work in pedagogical preparation and assessment
  - Successfully completing in supervised field experience
  - Demonstrating proficiency in reading instruction
  - Completing a course or passing an exam on the U.S. Constitution
  - Completing foundational level course work in computer technology
  - Demonstrating instructional skills through teacher performance assessment

• The signature of CSU’s teacher preparation programs is their foundation in partnerships with schools and districts. Teacher preparation is grounded in clinical partnerships that weave together academic content and professional practice.

• The CSU works to meet market needs for teachers in shortage fields such as math, science, and special education. Over the past six years, CSU has doubled the number of math and science teachers it prepares to more than 1,500 per year.

• The CSU provides additional training to new teachers affected by layoffs. Nearly 20,000 teachers in the state have been laid off during the past three years due to school district budgets. The CSU has partnered with local Workforce Investment Boards to assist hundreds of these teachers to earn a second math or science credential and obtain a new position.

• The CSU works to place graduates in schools that are hard to staff, especially those with high levels of student poverty. Thanks to the CSU’s Math and Science Teacher Initiative, in 2011, 71% of math and science graduates taught in high-poverty schools, 55% taught in city schools, and 12% in rural schools.

• CSU campuses work with school districts to identify areas for special focus in preparation programs, such as the Long Beach Educational Partnership.

• The CSU is working on systematic learning progression for new teachers from pre-service through induction, with special attention given to skills in teaching to special needs, English learners, and disadvantaged students.

• The CSU is integrating the Common Core State Standards into its credential programs. It is also revising its course work in accordance with the National Research Council *K-12 Science Education Framework* in anticipation of the Next Generation Science Standards.

• Last but not least, the CSU is working with Google and other technology partners to develop teaching approaches for today’s K-12 students who are digital natives.