

Date of Hearing: April 12, 2023

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 672 (Jackson) – As Amended March 30, 2023

SUBJECT: Teacher credentialing: teaching performance assessments: Teacher Credentialing Task Force

SUMMARY: Requires the Commission on Teacher Credentialing (CTC) to convene a Teacher Credentialing Task Force (task force) by no later than March 1, 2024, to examine the experiences of student candidates in various credentialing pathways from preparation, credentialing, and induction, through the first five years of teaching, and to make recommendations for increasing the number of, and diversity of, qualified teachers in California. Specifically, **this bill:**

- 1) Requires the task force to do all of the following:
 - a) Review and examine available research on factors that enable and constrain recruitment, credentialing, and retention of a diverse teaching workforce;
 - b) Gather and review input or data, or both, from the California Department of Education (CDE), the CTC, local educational agencies (LEAs), institutions of higher education (IHEs), and other relevant stakeholders regarding the state's teacher shortage.
 - c) Prioritize speaking with current student candidates, new teachers in the workforce, and representatives from local educational agencies that are responsible for recruiting and hiring new teachers;
 - d) Examine the experiences of student candidates in various credentialing pathways from preparation, credentialing, and induction, through the first five years of teaching, including, but not necessarily limited to, the requirements to complete the California Subject Examinations for Teachers (CSET); the California Basic Education Skills Test (CBEST); the Reading Instruction Competence Assessment (RICA); the California Teaching Performance Assessments (CalTPAs); the provisions and principles of the United States Constitution requirement; instruction in health education; and instruction in foundational and advanced computer technology. Requires the research design to examine candidates and preliminary credentialed teachers in each of these phases of development simultaneously;
 - e) Focus on the extent to which the requirements in various credentialing pathways support the recruitment, development, and retention of a diverse teaching workforce while maintaining teacher quality and effectiveness;
 - f) Examine research outcomes during the first five years of individuals being credentialed by determining if those individuals have stayed in the profession, left the profession, or have expressed a desire to leave the profession; and
 - g) Identify any barriers to entry for prospective teachers, and in particular prospective teachers, from diverse backgrounds during the current teacher recruitment process, the current teacher preparation process, and the current teacher enrollment process.

- 2) Requires the task force to be composed of 19 members, as follows:
 - a) Three teacher educator faculty from the segments of the higher education system, as follows:
 - i) One member representing undergraduate education programs at the California State University (CSU);
 - ii) One member representing graduate education programs at the CSU;
 - iii) One member representing the University of California (UC);
 - b) Three representatives from organizations representing university faculty, credentialed teachers, or school administrators;
 - c) One representative from a teacher education research organization;
 - d) Five practicing teachers from public elementary and secondary schools in California, the majority of whom shall be within their first five years of teaching;
 - e) Three teacher preparation candidates; and
 - f) Three practicing school administrators from public and elementary and secondary schools in California, as follows:
 - i) One administrator at an elementary school;
 - ii) One administrator at a middle school or junior high school;
 - iii) One administrator at a high school; and
 - iv) One human resources representative from a public elementary or secondary school in California.
- 3) Requires the CTC to contract with a nationally recognized, neutral, nonpartisan, nonprofit education policy organization to facilitate the task force's work, including completing the required report.
- 4) Requires the CTC to submit a report to the appropriate committees of the Legislature, on or before March 1, 2027, covering any policy recommendations for increasing the number of, and diversity of, qualified teachers in California.

EXISTING LAW:

- 1) Establishes the minimum requirements for the preliminary multiple subject, single subject, or education specialist teaching credential as all of the following:
 - a) A baccalaureate degree or higher degree from a regionally accredited IHE. Except as specified, for single subject teaching credentials, the baccalaureate degree may not be in

- professional education. The CTC is required to encourage regionally accredited IHEs to offer undergraduate minors in education and special education to students who intend to become single subject credentialed teachers;
- b) Demonstration of basic skills proficiency; and
 - c) Satisfactory completion of a program of professional preparation that has been accredited by the Committee on Accreditation on the basis of standards of program quality and effectiveness that have been adopted by the CTC. In accordance with the CTC's assessment and performance standards, a program must include a teaching performance assessment (TPA) that is aligned with the California Standards for the Teaching Profession. (Education Code (EC) 44259)
- 2) Requires the CTC to establish standards for the issuance and renewal of credentials, certificates, and permits. Requires the CTC to adopt standards for the accreditation of postsecondary teacher preparation programs. Prescribes "clinical practice" as one of the CTC-adopted standards and requires that teaching credential candidates perform 600 hours of clinical practice throughout the candidate's teacher preparation program. (EC 44300 and the CTC's Teaching Performance Expectations)
- 3) Requires the CTC to award the following types of credentials to applicants whose preparation and competence satisfy its standards:
- a) Basic teaching credentials for teaching in kindergarten, or any of grades 1 to 12, inclusive, in public schools in the state;
 - b) Credentials for teaching adult education classes and vocational education classes;
 - c) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The CTC may grant credentials to any candidate who concurrently meets the CTC's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential; and
 - d) Credentials for school services, for positions including, but not necessarily limited to, administrators, school counselors, speech-language therapists, audiologists, school psychologists, library media teachers, supervisors of attendance, and school nurses. (EC 44225)
- 4) Authorizes the CTC to issue single subject teaching credentials in agriculture, art, biological sciences, business, chemistry, dance, English, geosciences, health science, home economics, industrial and technology education (ITE), mathematics, music, physics, physical education, science (various subjects), social science, theater, and world languages (English language development and languages other than English). (EC 44257)
- 5) Authorizes the CTC to issue a multiple or single subject teaching credential with a specified concentration in a particular subject based upon the depth of an applicant's preparation in an important subject of the school curriculum in order to ensure excellence in teaching in specific subjects. (EC 44257.2)

- 6) Authorizes the CTC to issue credentials for teaching specialties, including bilingual education, early childhood education, and special education (education specialist). Requires education specialist teaching credentials to be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and standards that the CTC may establish. (EC 44274.2)
- 7) Requires, commencing July 1, 2008, a program of professional preparation to include a TPA that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted by the State Board of Education (SBE). In implementing this requirement, institutions or agencies may do the following:
 - a) Voluntarily develop an assessment for approval by the CTC. Approval of any locally developed performance assessment must be based on assessment quality standards adopted by the CTC, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices; and
 - b) Participate in an assessment training program for assessors and implement the CTC developed assessment. (EC 44320.2)
- 8) Requires the CTC to implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. A candidate shall be assessed during the normal term or duration of the preparation program of the candidate. (EC 44320.2)
- 9) Requires, subject to the availability of funds in the annual Budget Act, the CTC to perform all of the following duties with respect to the performance assessment:
 - a) Assemble and convene an expert panel to advise the CTC about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. At least one-third of the panel members must be classroom teachers in California public schools;
 - b) Design, develop, and implement assessment standards and an institutional assessor training program for the sponsors of professional preparation programs to use if they choose to use the CTC developed assessment;
 - c) Establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the CTC and advise the CTC regarding approval of each assessment system;
 - d) Initially and periodically analyze the validity of assessment content and the reliability of assessment scores;
 - e) Establish and implement appropriate standards for satisfactory performance in assessments;
 - f) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered;

- g) Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment;
 - h) Examine and revise, as necessary, the institutional accreditation system for the purpose of providing a strong assurance to teaching candidates that ongoing opportunities are available in each credential preparation program that is offered for candidates to acquire the knowledge, skills, and abilities measured by the assessment system; and
 - i) Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program. (EC 44320.2)
- 10) Requires the CTC to ensure that each performance assessment is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs. To the maximum feasible extent, each performance assessment must be ongoing and blended into the preparation program, and must produce the following benefits for credential candidates, sponsors of preparation programs, and local educational agencies that employ program graduates:
- a) The performance assessment must be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skill, and ability of the candidate;
 - b) The performance assessment results must be reported so that they may serve as one basis for a recommendation by the program sponsor that the CTC award a teaching credential to a candidate who has successfully met the performance assessment standards; and
 - c) The formative assessment information and the performance assessment results must be reported so that they may serve as one basis for the individual induction plan of the new teacher. (EC 44320.2)
- 11) Requires the CTC to perform the following duties with respect to the RICA:
- a) Develop, adopt, and administer the assessment;
 - b) Initially and periodically analyze the validity and reliability of the content of the assessment;
 - c) Establish and implement appropriate passing scores on the assessment;
 - d) Analyze possible sources of bias on the assessment;
 - e) Collect and analyze background information provided by first-time credential applicants who are not credentialed in any state who participate in the assessment;
 - f) Report and interpret individual and aggregated assessment results;

- g) Convene a task force to advise the CTC on the design, content, and administration of the assessment, with not less than one-third of the members of the task force classroom teachers with recent experience in teaching reading in the early elementary grades; and
 - h) Prior to requiring successful passage of the assessment for the preliminary multiple subject teaching credential, certify that teacher education programs offer instruction in the knowledge, skills, and abilities required by the assessment.
- 12) Requires the CTC to adopt examinations and assessments to verify the subject matter knowledge and competence of candidates for single subject teaching credentials. (EC 44282)
- 13) Requires the CTC to ensure, by July 1, 2025, that an approved TPA for a preliminary multiple subject credential and a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, revises the definition of literacy instruction for purposes of teacher preparation. (EC 44320.3)

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. According to the author, “The state of our educator workforce is abysmal. Our schools are desperately understaffed and severely lacking in diverse educators. We must thoroughly examine what we are doing wrong as a state when it comes to bolstering the number of qualified teachers. Research has found that the current way we credential our teachers can serve as a barrier to entry for people of color and the economically disadvantaged in California. AB 672, will gather the Golden State’s best to determine exactly what changes are needed to ensure equity, diversity and inclusion in our teacher credentialing process.”

What does this bill do? This bill establishes a task force to examine the various pathways to earning a teaching credential, examine data, and make recommendations for changes to teacher credentialing, preparation and induction programs to remove barriers for prospective teachers who wish to enter the teaching profession, particularly teachers from diverse backgrounds, while maintaining teacher quality and effectiveness.

Recent changes to remove barriers for teachers. California has taken large steps towards removing barriers to entering the teacher workforce in recent years. The state previously required teacher candidates to pass a series of standardized tests prior to earning a credential in the areas of basic skills, reading instruction competency, and subject matter knowledge. Due to changes in law over the last 3 years, the basic skills and subject matter competencies can now be demonstrated through coursework. The reading instruction competency is being incorporated into the TPA, instead of a stand-alone exam. With regard to the TPA, the CTC has a standing Bias Review Committee that reviews all exams and performance assessment items and materials before and during implementation. The CTC is developing a one-hour implicit bias training for all calibrated assessors of the CTC-sponsored performance assessments — the CalTPA for teachers and CalAPA for administrators. Because of these changes, by July 1, 2025, the TPA will be the only remaining assessment required for teachers to complete prior to teacher licensure.

What is the California Subject Examinations for Teachers (CSET)? California Subject Examinations for Teachers, referred to as CSET, are exams administered by the CTC to assess the subject matter competence of teacher candidates. Teacher candidates seeking a single or multiple subject teaching credential must demonstrate subject matter competency through completing a CTC-approved subject matter program, or by passing the CSET, or a combination.

Elementary school teachers earn a multiple subject credential by passing a trio of subtests – in science and math; reading, language, literature, history, and social science; and physical education, human development, and visual and performing arts.

Middle and high school teachers earn single subject credentials by passing the CSET subject exam in the content area of the credential. The single subject CSET examinations consist of two to four subtests, depending on the candidate's subject area. Most of the CSET examinations consist of both multiple-choice and constructed-response items. Examinees can choose to take one or more subtests of a given content area within a single testing session; however, candidates must earn a passing score on each of the examination's subtests to pass the entire CSET.

The fee for registering to take the CSET ranges, but for most of the exams, the registration fee is \$99 per subtest. The schedule of testing dates varies depending on the CSET subject area. The exams taken by the highest volume of candidates (multiple subject and single subject math, English, science, and social science) are offered year-round by appointment, Monday-Saturday, on a first come, first served basis. For other single subject tests, the exam is offered by appointment during scheduled testing windows. Depending on the subject area, up to four 4-week testing windows are offered each year. For most foreign language exams, only one subtest may be scheduled at a time, and the required subtests may be offered with different frequency and during different testing windows. The exams are computer based and are offered at approximately 180 testing sites in California.

The requirement to pass the CSET is waived for candidates who demonstrate subject matter competence by passing CTC-approved subject matter programs. The CTC accredits institutions and approves programs that meet its adopted standards of quality and effectiveness. These programs span across all credential areas and are offered at nearly 50 accredited institutions across California. Due to recent changes in the law, candidates can fulfill this requirement by completing a CTC-approved subject matter program, or by passing the CSET, or a combination.

What does the research say about CSET? To determine whether academic coursework is an effective alternative to the CSET for assessing subject matter competency, it is important to understand how subject matter expertise correlates to student achievement in the classroom, and how CSET scores and completion of academic coursework correlate to student achievement, and to each other.

According to research, subject matter expertise and subject-specific preparation may have positive impact on student achievement (Monk, King 1994; Goldhaber, Brewer 2000), particularly in mathematics, where researchers found that student performance increased with the amount of higher education math coursework the teacher had completed. However, given the small effects reported in these and other studies, the relationship between content knowledge and teaching effectiveness is neither consistent nor clear. The research suggests that grade level and the specific content in question are important variables in understanding this relationship, with the most significant effects observed in science and math.

Another study looked at the correlation between performance on teacher licensure test scores and student achievement data in Los Angeles Unified School District (LAUSD) found “no indication that any of the teacher licensure scores affect student achievement. The measured basic skills, subject-matter knowledge, and reading pedagogy scores of elementary teachers are unrelated to student achievement.” The study also found that student achievement was unaffected by whether classroom teachers have advanced degrees (Buddin, Zamarro 2008). However, the authors acknowledge there is a possibility that this lack of effect may be because the threshold for passing the subject matter exam is sufficiently high that variability in teacher expertise above the threshold is negligible.

Taken together, the existing data suggests that while subject matter expertise positively impacts student achievement, teacher credentialing subject matter exam scores do not correlate with student performance. The positive impact of teacher subject matter expertise on student performance, while small, was most pronounced for math and science classes—two of the subject areas with the lowest CSET passing rates.

What is the reading instruction competency assessment (RICA)? Established in 1996, the RICA was one part of a broader set of policies known collectively as the California Reading Initiative (CRI). The RICA requirement was put in place by the CTC in 1998 for multiple subject credential candidates, and in 2000 for educational specialist credential candidates. As of July 1, 2025, the RICA will be phased out and instead incorporated into the TPA.

The CTC offers two test formats. The RICA Written Examination is a four hour, 70 question test taken on a computer, which includes multiple choice, constructed response, and case study essay items. The RICA Video Performance Assessment requires candidates to submit 3 videos showing instruction in whole class, small group, and individual instruction as well as an instructional context form. The vast majority of candidates take the written version of the assessment. The cost of the assessment is \$171. Unlike the state’s basic skills assessment (CBEST), which allows candidates to retake portions which they fail to pass, candidates who fail one section of the RICA must take the entire assessment over.

What does research say about reading instruction? Research has established that teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, even when controlling for student poverty and language status (Darling-Hammond, 2000). Ensuring that teachers are able to teach foundational reading skills is critical to student success in reading in the early grades and as a foundation for all other literacy in subsequent grades. Research indicates that early reading skills have a profound effect on later school outcomes. One frequently cited study of older data suggests that a student who cannot read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time, with effects compounded significantly by poverty (Hernández, 2011).

What is the teaching performance assessment (TPA)? According to the Legislative Analyst’s Office (LAO), during the 1990s, the Legislature became concerned with the coherence of the teacher credentialing system, as the state had added credential requirements incrementally over the years without comprehensive evaluation. At the request of the Legislature, the CTC convened a workgroup to review the state’s teacher credential requirements. The workgroup concluded that existing assessments varied considerably across preparation programs and often failed to provide a good measure of teachers’ preparation. At the same time, research and policy

organizations such as the National Research Council and the National Board for Professional Teaching Standards were supporting the development of more authentic assessments of teacher candidates. In response, the Legislature required the CTC to develop a new assessment for all general education teachers, now known as the TPA.

As of 2008, California requires all teacher candidates for a preliminary multiple and single subject teaching credentials to pass TPA as part of the requirements for earning a preliminary teaching credential.

The CTC adopted TPAs are designed to measure a candidate's knowledge, skills and ability in relation to California's Teaching Performance Expectations (TPEs), including demonstrating their ability to appropriately instruct all students in the state's content standards. There are now three teaching performance assessment models available: the CalTPA developed by the CTC, the edTPA developed by the Stanford Center for Assessment, Learning, and Equity (SCALE), and the Fresno Assessment of Student Teaching (FAST) developed by CSU, Fresno.

Each of the three approved TPA models requires a candidate to complete performance tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, video-recorded teaching, and reflecting on practice. Performance tasks must be completed within a site placement where the candidate is working with supervising teachers, master teachers, and students. Multiple-subject candidates must demonstrate their capacity to teach literacy and mathematics. Candidate performances are scored by trained assessors against multiple rubrics that describe levels of performance relative to each performance task. Each model must also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates. Model sponsors of approved assessments annually report on candidate performance and this data is used to inform program accreditation.

According to the LAO, the evidence linking TPA performance and student outcomes is limited but positive. According to an analysis of the existing literature by the LAO, two small studies evaluated an earlier version of the TPA in California and found that—controlling for other factors—students assigned to teachers who had performed better on the TPA performed somewhat better on math and reading assessments. A third study from 2017 tracked a larger sample of teachers taking a version of the TPA in Washington and found similar results, with TPA scores having a relatively strong association with student performance in mathematics and a moderate association with performance in reading.

A report by the Center for American Progress, “Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching,” (Darling-Hammond, 2010) notes that, compared to traditional assessments of teachers, “Performance assessments that measure what teachers actually *do* in the classroom, and which have been found to be related to later teacher effectiveness, are a much more potent tool for evaluating teachers’ competence and readiness, as well as for supporting needed changes in teacher education...Such assessments have been found to be stronger predictors of teachers’ contributions to student learning gains than traditional teacher tests.”

Recent TPA pass rate data also suggests a correlation between preparation and TPA pass rates. Below is a table showing TPA pass rates by ethnicity for each teacher preparation program type. The table shows that candidates prepared through a residency program, where candidates are

paired with a master teacher for the entire year in the classroom, have higher pass rates than all other teacher preparation program types.

**California Teaching Performance Assessment
Best Attempt Pass Rates by Ethnicity and Program Type
Date Range for Data: 08/01/2022 to 03/09/2023**

Cycle 1

| Program Type | Ethnicity | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|-----------------|-----------|-----|-----------|-------|-----------|-------|-----------|----------|-----------|---------|-----------|----------|-----------|---------|-----------|-------|-----------|-------|-----------|
| | All Ethnicities | | N/A | | Black | | Asian | | SE Asian | | Pac Isl | | Hispanic | | NatAmer | | White | | Other | |
| | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate | N | Pass Rate |
| All Program Types | 3912 | 82% | 153 | 88% | 115 | 75% | 186 | 84% | 209 | 85% | 10 | 90% | 1513 | 80% | 22 | 82% | 1554 | 84% | 150 | 77% |
| District Intern | 499 | 73% | 30 | 73% | 27 | 78% | 10 | 50% | 18 | 78% | 1 | 100% | 198 | 69% | 2 | 50% | 190 | 78% | 23 | 65% |
| Residency Program | 236 | 83% | 2 | 100% | 5 | 100% | 6 | 100% | 15 | 73% | . | . | 108 | 87% | 6 | 67% | 89 | 78% | 5 | 80% |
| University Intern | 456 | 78% | 23 | 87% | 22 | 73% | 17 | 82% | 23 | 70% | 2 | 100% | 165 | 78% | 4 | 100% | 178 | 79% | 22 | 68% |
| University Private School Program | 94 | 78% | 4 | 100% | 5 | 80% | 2 | 50% | 5 | 60% | . | . | 27 | 78% | 1 | 100% | 44 | 80% | 6 | 67% |
| University Student Teaching Program | 2627 | 84% | 94 | 93% | 56 | 71% | 151 | 87% | 148 | 90% | 7 | 86% | 1015 | 82% | 9 | 89% | 1053 | 86% | 94 | 83% |

(Source: CTC)

What is the California Basic Educational Skills Test (CBEST)? The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator; the test is not designed to measure the ability to teach those skills. There are exemptions from passage of the CBEST exam for certain types of teachers and for applicants who have passing scores on other exams, such as Advanced Placement exams and college admissions exams. All teacher candidates must demonstrate basic skills by passing the CBEST or through one of the existing exemptions, including earning a “B” or better in specified coursework.

What the research says about the CBEST. Research indicates that “the pathway to becoming a teacher in California loses a significant share of candidates at each testing juncture: Overall, at least 40% of those who initially intend to teach are unable to move forward at some testing juncture, and in some fields, including mathematics and science, this includes well over half of those who initially intended to teach. Of these assessments, only the Teacher Performance Assessment (TPA) has been shown to be related to teachers’ effectiveness in the classroom. Given that candidates also reported that the tests are a financial hurdle and a logistical challenge, there is no doubt that they have a noticeable impact on the pipeline for becoming a teacher in the state.” (Darling-Hammond, Sutcher, Carver-Thomas, 2018)

Research further finds that “there are five major problems with the CBEST and other required teacher tests: (1) establishing appropriate passing standards; (2) using pass-fail scores as the only criterion for career entry; (3) redundant testing; (4) fairness of standardized skill testing for the handicapped; and (5) impact on the future ethnic composition of professional school staff.” (Watkins, 1985)

Likewise researchers find, “teacher licensure test scores are unrelated to teacher success in the classroom. Similarly, student achievement is unaffected by whether classroom teachers have advanced degrees.” (Buddin & Zamarro, 2008)

Diversifying the teacher workforce in California. Since 2016-17, the state has spent \$1.4 billion, in one-time funds, to address teacher shortages. The 2021-22 and 2022-23 Budget Acts included significant one-time funding for four of these programs: the Teacher Residency Program, the Classified School Employees Credentialing Program (CSETC), the Golden State Teacher Grant Program, and the Integrated Teacher Preparation Program. Below is demographic data from a collection of these state funded programs.

Table 1.11: Year 3 (2021-22) Race/Ethnicity of Teacher Residency Program (TR) Completers Comparison to PK-12 Teachers in Grantee LEA and Statewide Data

| Race/Ethnicity | TR Completers | Teachers in TR LEAs | Teachers Statewide |
|------------------------|---------------|---------------------|--------------------|
| Asian | 10.66% | 7.93% | 6% |
| Black/African American | 5.74% | 7.92% | 4% |
| Hispanic/Latinx | 45.08% | 29.66% | 21% |
| Two or more races | 6.56% | 0.97% | 1% |
| White | 23.77% | 45.75% | 60% |
| Other | 0% | 3.22% | 3% |
| Decline to state | 8.19% | 4.55% | 5% |

Table 1.12: Year 3 (2021-22) Race/Ethnicity of Teacher Residency Program (TR) Completers Comparison to PK-12 Students in Grantee LEA and Statewide Data

| Race/Ethnicity | TR Completers | Students in TR LEAs | Students Statewide |
|------------------------|---------------|---------------------|--------------------|
| Asian | 10.66% | 8% | 10% |
| Black/African American | 5.74% | 8% | 5% |
| Hispanic/Latinx | 45.08% | 63% | 56% |
| Two or more races | 6.56% | 4% | 4% |
| White | 23.77% | 13% | 21% |
| Other | 0% | 3% | 3% |
| Decline to state | 8.19% | 1% | 1% |

Teacher Residency Grant Program. A February 2023 report by the CTC, *Update on Teacher Residency Grants*, noted that “LEA grantees reported the ethnic and racial diversity of completers and WestEd compared this

information to two sets of data: (1) the race/ethnicity of PK-12 teachers in the grantee LEA and statewide, and (2) the race/ethnicity of the PK-12 students in the grantee LEA and statewide.” The data demonstrates that teacher residency grantees are a far more diverse group of teachers than the existing statewide teacher pool. For example, 45% of teacher resident grantees are Hispanic/Latinx compared to the statewide average of 21% of teachers who identify as Hispanic/Latinx.

Classified School Employee Teacher Credentialing Program (CSETC). The CTC completed their evaluation and report to the Legislature on the CSETC program in December 2022. The report identifies several successes including the diversity of the teacher candidates in the program and the large number of teacher candidates earning an education specialist credential. The report also identifies several challenges for the program participants, including the difficulty of maintaining a full time job, sometimes multiple jobs, and completing the teacher preparation program.

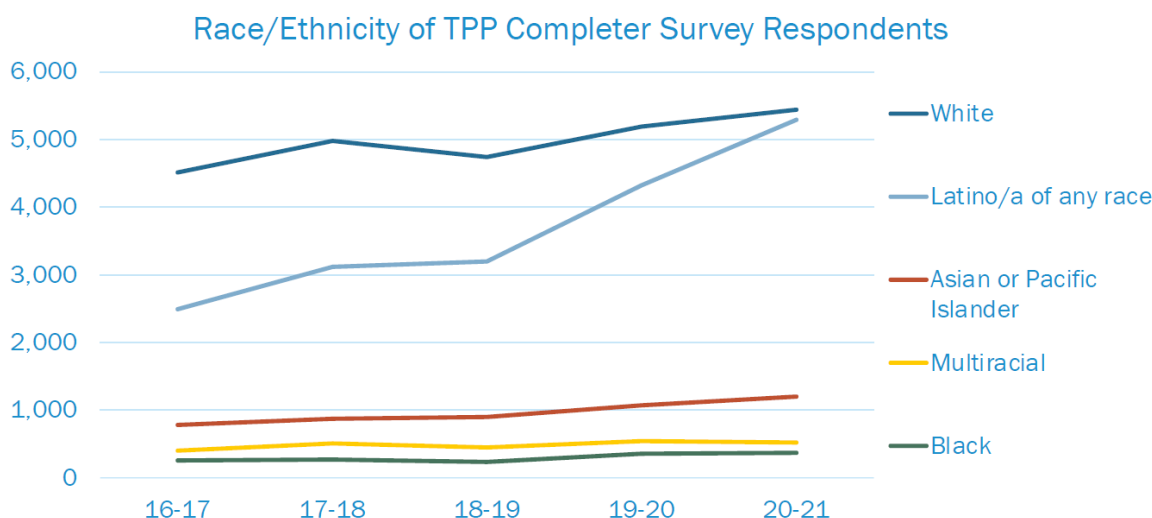
| Combined R1 and R2: Gender/Sexual Orientation/Ethnicity/Race | Total | Percent (%) |
|--|-------|-------------|
| Female | 3853 | 38.19% |
| Male | 870 | 8.62% |
| Non-binary/other | 25 | 0.25% |
| Gender not reported | 2200 | 21.81% |
| Heterosexual/straight | 2164 | 21.45% |
| Gay/Lesbian | 62 | 0.61% |
| Bisexual | 21 | 0.21% |
| Other | 5 | 0.05% |
| Decline to state | 4695 | 46.54% |
| American Indian or Alaska Native | 132 | 1.31% |
| Asian | 643 | 6.37% |
| Black or African American | 575 | 5.70% |
| Hispanic/Latino of any race | 4286 | 42.49% |
| Native Hawaiian or Pacific Islander | 38 | 0.38% |
| White | 3058 | 30.31% |
| Two or more races | 394 | 3.91% |
| Race/Ethnicity not reported | 962 | 9.54% |

Since the program’s inception in 2016-17, the largest racial/ethnic group of classified employees recruited are Hispanic or Latinx (42%), followed by White participants (30%). Of the total 10,088 participants enrolled in the program to date, 5.7% percent identified as Black or African American, and 6.37% identified as Asian.

One participating school district reported, “The Classified Program is helping our district address the acute shortage of teachers in special

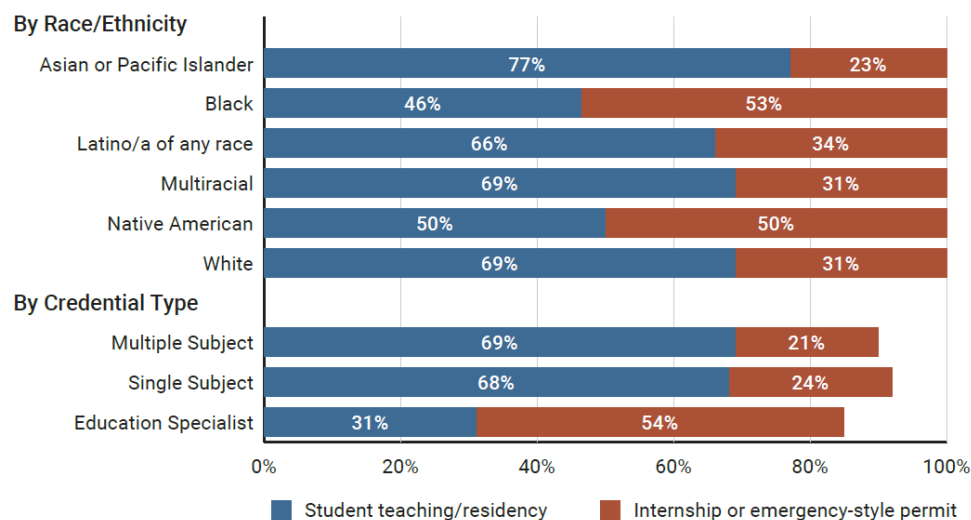
education. Last year, a participant earned a Multiple Subject credential and was offered a full-time teaching position. This program also addresses our district’s goals of increased hiring and retaining teachers representing historically underrepresented communities. The participant who earned the credential is African American. We are proud that 50% of our program participants identify as African American and 33% are Hispanic/Latino.”

Statewide data on the diversity of teacher preparation programs. According to the Learning Policy Institute’s (LPI) March 2023 report *Educating Teachers in California*, which analyzed teacher credentialing program completer surveys, the number of Latino/a candidates has more than doubled between 2016–17 and 2020–21, as shown in the table below. As of 2020–21, 53% of survey respondents were teachers of color, compared to 39% in 2016–17. Nationally, just 27% of recent completers identified as people of color.



Source: Learning Policy Institute analysis of Commission on Teacher Credentialing Program Completer Survey data (2023).

Clinical Pathway by Credential Type and Race/Ethnicity



Source: Learning Policy Institute analysis of Commission on Teacher Credentialing Program Completer Survey data (2023).

The LPI report further noted, “not all completers reported equal access to the preparation experiences associated with higher ratings of program effectiveness and more positive perceptions of preparedness. Notably, access to preservice clinical experiences (i.e., student teaching

or residency programs) varied considerably by race/ethnicity and credential type. As shown in Figure 3, only 46% of Black and 50% of Native American completers reported participating in student teaching or residencies, compared to at least two thirds of all other racial/ethnic groups. Fewer than one third of education specialists (i.e., special education teachers) participated in student teaching or residencies, as compared to about 7 in 10 multiple subject completers (i.e., elementary teachers) and single subject completers (i.e., secondary teachers). Education specialists were also more likely to report limited student teaching hours or low levels of clinical support from their TPPs.”

Educator Diversity Advisory Group. According to a July 2022 report by The Education Trust, *Educator Diversity State Profile: California*, “California, under the direction of the State Superintendent of Public Instruction, Tony Thurmond, established the California Department of Education (CDE) Educator Diversity Advisory Group in 2021. Led by Dr. Travis Bristol from UC Berkeley, the group provided recommendations to SSPI Thurmond on how the CDE can recruit, support, and retain teachers of color across the state. Members of the advisory group held four virtual convenings with education stakeholders, county leaders, district leaders, site leaders, and teachers of color to document how practitioners were supporting and retaining an ethnically diverse educator workforce, barriers faced to deepening the educator diversity workforce, and policy levers aimed at bolstering teacher diversity efforts. A series of webinars was held highlighting the recommendations from the report, which will be published in a report in 2022. In addition, CDE staff collaborated with staff from the Region 15 Comprehensive Center and San Diego County Office of Education to form a statewide Community of Practice around diversifying the teacher workforce, which discusses best practices and the educator diversity work that is happening across the state.”

What are other states doing to address teacher diversity?

- *Teacher scholarships for diverse candidates.* While the State of California has established the Golden State Teacher Scholarship program, the State of Florida has gone one step further to create the Minority Teacher Education Scholars Program which is a

collaborative performance-based scholarship program for African-American, Hispanic/Latino, Asian-American, Pacific Islander, and American Indian/Alaskan Native students. The participants in the program are students that attend Florida's public and private colleges and universities that have state-approved teacher education programs and commit to work in Florida schools for the equivalent number of years of financial aid they received through this program.

- *Teacher preparation program standards.* Alabama requires teacher preparation programs to show evidence of plans and efforts to recruit and support a more racially diverse candidate pool in their programs in their state program standards, which is enforced through their accreditation process.
- *School recruitment plans and hiring goals.* The State of Arkansas requires all school districts and charter schools to create a three-year Teacher and Administrator Recruitment and Retention Plan delineating strategies to diversify the workforce. As of 2021, Arkansas further requires all school districts and charter schools with more than five percent (5%) African-American or other minority students to prepare and submit *annually* a Minority Teacher and Administrator Recruitment Plan to the Equity Assistance Center. These plans require both short term and long term recruitment goals.

Recommended Committee amendments. Staff recommends the bill be amended to state that a member of the Association of Independent CA Colleges and Universities be included on the task force as one of the three IHE representatives along the UC and CSU, representing both undergraduate and graduate education programs.

Related legislation. AB 2047 (C. Garcia) of the 2021-22 Session would have eliminated the requirement that a program of professional preparation include a teacher performance assessment. Required the Commission on Teacher Credentialing to convene a taskforce by March 1, 2023, to examine the current teacher credentialing process and the impact that high-stakes teacher credentialing assessments, including, but not necessarily limited to, the CSET, the CBEST, the RICA, and the CalTPAs, and their associated costs, have on the current teacher shortage and the lack of diversity in the teaching workforce, and to provide any associated policy recommendations. This bill was held in the Assembly Education Committee.

AB 520 (Gibson) of the 2021-22 Session would have established the California Diversifying the Teacher Workforce Grant Program, administered by the CDE to provide one-time competitive grants to LEAs to develop and implement new, or expand existing, programs that address a local need to develop a teacher workforce that serves all pupil populations, including Black pupils. This bill was held in the Senate Appropriations Committee.

SB 488 (Rubio) Chapter 678, Statutes of 2021, requires the CTC to ensure, by July 1, 2025, that an approved TPA for a preliminary multiple subject credential and a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, revises the definition of literacy instruction for purposes of teacher preparation and requires the CTC to ensure that its standards for program quality and effectiveness align to this definition, and provides an alternate means of meeting the current RICA for some credential candidates affected by COVID-19 test center closures.

AB 167 (Committee on Budget) Chapter 252, Statutes of 2021, authorizes a teacher credential applicant to demonstrate the basic skills proficiency by earning a grade of “B” or better in qualifying coursework, or through a combination of qualifying coursework and existing exams, in lieu of a basic skills proficiency exam.

AB 130 (Committee on Budget), Chapter 44, Statutes of 2021, authorizes a candidate for a preliminary multiple or single subject teaching credential to demonstrate subject matter competence by completing higher education coursework, or through a combination of higher education coursework, a subject matter program, and/or a subject matter examination.

AB 1982 (Cunningham) of the 2019-2020 Session would have authorized a teacher credential applicant to demonstrate the basic skills proficiency by earning a grade of “B” or better in qualifying coursework, or through a combination of qualifying coursework and existing exams, in lieu of a basic skills proficiency exam. This bill was held in the Senate Education Committee.

AB 2485 (Kalra) of the 2019-20 Session would have authorized, until December 31, 2023, a candidate for a preliminary multiple or single subject teaching credential to demonstrate subject matter competence by completing higher education coursework, or through a combination of higher education coursework, a subject matter program, and/or a subject matter examination. This bill was held in the Senate Education Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

California Faculty Association
Los Angeles County Office of Education

Opposition

None on file

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