The Crisis in Teacher Preparation

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Teacher Supply

• The New York Times in 2009 reported that in the next four years more than a third of our nation’s 3.2 million teachers could retire.

• California’s world language teachers are older on average than teachers in all other subject matters. Stanford Research Institute.

• Women and minorities were drawn to the profession is the post WWII era when other careers were less welcoming, but this has changed.

• Several fields are greatly impacted – mathematics, science, bilingual education and ELD, and more recently world languages.

• “The number of new teachers in their first or second year has dropped by nearly one quarter in the past couple of years, the number of new credentials being issued is down substantially and the number of prospective teachers in universities also is significantly down.” The Center for the Future of Teaching and Learning 2009

www.cftl.org
Teaching is one of the lowest paid professions for the college-educated professional. Teacher Portal lists the average starting salary for a teacher in Alabama in 2010 as $31,368. The average starting salary for a teacher in California is $35,760, in Minnesota it is $31,572, and in Texas it is $33,775. Connecticut has the highest average starting salary, $39,259. North Dakota has the lowest, $24,872.
Read more: The Average First-Year Teacher’s Salary | eHow.com http://www.ehow.com/about_7540531_average-firstyear-teachers-salary.html#ixzz1IyK7Z2dS
Tuition at universities has risen disproportionate to the ability of new teachers to repay student loans
The Under represented minorities

- Inadequate academic preparation
- Attraction of other careers
- Unsupportive working conditions
- Lack of cultural support groups
- Increased standards and competency testing
- Financial considerations
- High attrition rates
- Educational attainment of parents and the individual
- Self-efficacy (confidence)
- Amount of experienced discrimination
Teacher Retention

The National Conference of State Legislatures is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths and territories. NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues. [www.NCSL.org](http://www.NCSL.org)

“... the National Commission on Teaching and America’s Future predicts that as many as fifty per cent will retire over the upcoming decade

Ingersoll and Smith (2003) “reported that younger, less experienced teachers are leaving the profession within the first five years at an alarming rate of over 40%”

They cite four primary reasons:
- School staffing actions, such as lay-offs and school closings
- Family or personal factors
- Pursuit of another job
- Job dissatisfaction
Teacher Quality

• What does it mean to be “highly qualified“?

• Who prepares the teachers?

• What resources are dedicated to professional development for post-induction teachers?

• How are teachers monitored, observed and evaluated and mentored once they are teaching?
Teacher Challenges

• What is the true class size in today’s classroom compared to thirty years ago?

• What is the school climate in modern schools?

• What respect is accorded to teachers and other public servants?

• How equitably are teachers compensated?
What Educators Consistently Indicate that They Need

• Supportive school leadership
• Engaged community and parents
• A safe environment
• Sufficient facilities
• Enough time to plan and collaborate
• High-quality professional development
• An atmosphere of trust and respect
• Effective school improvement teams
• Appropriate assignments and workload

“When these needs are met, research shows teachers stay and students achieve at higher levels. And when these needs are not met, teachers leave more often and students scores are low.”
Introduction
Increasingly global economies, heightened need for national security, and changing demographics in the U.S. have increased attention to our country’s lack of language capability. Every call to action to prepare our students for the 21st Century includes offering them the opportunity to learn languages other than English and increase their knowledge of other cultures. Yet the latest enrollment figures indicate that in 2007-08 only 18.5% of students in U.S. public schools K-12 were enrolled in a language class. Clearly, language education is critical to our students’ success in the world of their future: a world that will guarantee their need to interact with others who do not speak English. **It is critically important that schools, elementary through postsecondary, offer our students that opportunity.** Learning other languages and understanding the culture of the people who speak them is a 21st Century Skill that is vital to success in the global environment in which our students will live and work.
Introduction
The business community is demanding that our schools produce employees who have linguistic and cultural competence to meet the growing economic demands. In a 2006 report entitled, *Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security*, The Committee for Economic Development (CED) stated “To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders.” For College and Career readiness, our students need to be proficient in other languages, regardless of whether they choose the path directly to the workforce or to post-secondary education.
21st Century Skills Map

Introduction
The language teaching community has reached strong consensus regarding the goals of a language program: to develop students’ communicative competence* around modes of communicative competence reflecting real life communication. This is reflected in the Standards for Foreign Language Learning in the 21st Century in the opening statement of philosophy, “Language and communication are at the heart of the human experience.”
21st Century Skills Map

Introduction
The national standards are undergirded by five goal areas (the 5 Cs) that focus language learning on:

Communication: The ability to convey and receive messages based on the three modes of communication; interpersonal or two-way interaction with someone else, interpretive, the ability to understand and interpret a one-way aural or written text, and presentational, the ability to present information in either a written or oral format. These modes reflect how people communicate in real life. The examples included in the World Language Skills map reflect these modes of communication.
Introduction

Cultures: As the teaching of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture.

Connections: The content of a language course becomes inherently engaging to students as they learn concepts from other disciplines and how their knowledge of the language opens up new frontiers for their learning. level to another.
Introduction

Comparisons: As students learn the new language and culture, they develop insight into their own language and culture thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.
Communities: Language learning becomes even more purposeful for students when they see the application beyond the classroom. Language classrooms today bring the world to the students as teachers provide opportunities for students to use the language beyond the confines of their classroom walls.

As communicative competence becomes a more focused goal for classrooms across the U.S., student progress in developing higher levels of proficiency becomes increasingly important. In order to prepare students adequately for the work force as well as postsecondary education, students need a long sequence of well-articulated language learning that begins in elementary school. If students are expected to be ready to use their languages for professional purposes upon entering the work force, they need to leave the K-12 educational setting with an Advanced level of proficiency and the post-secondary institution at the Superior level. Meeting these levels of proficiency requires that students begin early and stay in an extended sequence of language learning that builds sequentially from one level to another.
## 21st Century Skills Map

<table>
<thead>
<tr>
<th>In the past</th>
<th>Today</th>
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</thead>
<tbody>
<tr>
<td>• Students learned about the language (grammar)</td>
<td>• Students learn to use the language</td>
</tr>
<tr>
<td>• Teacher-centered class</td>
<td>• Learner-centered with teacher as facilitator/collaborator</td>
</tr>
<tr>
<td>• Focused on isolated skills</td>
<td>• Focus on the three modes: interpersonal, interpretive, and presentational</td>
</tr>
<tr>
<td>(listening, speaking, reading, and writing)</td>
<td>• Backward design focusing on the end goal</td>
</tr>
<tr>
<td>• Coverage of a textbook</td>
<td>• Use of thematic units and authentic resources</td>
</tr>
<tr>
<td>• Using the textbook as the curriculum</td>
<td></td>
</tr>
</tbody>
</table>
In the past
• Emphasis on teacher as presenter/lecturer

• Isolated cultural “factoids”

• Use of technology as a “cool tool”

Today
• Emphasis on learner as “doer” and “creator”

• Emphasis on the relationship among the perspectives, practices, and products of the culture

• Integrating technology into instruction to enhance learning
• Using language as the vehicle to teach academic content
• Differentiating instruction to meet individual needs
### 21st Century Skills Map

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<tr>
<td>• Only teaching language</td>
<td>• Using language as the vehicle to teach academic content</td>
</tr>
<tr>
<td>• Same instruction for all students</td>
<td>• Differentiating instruction to meet individual needs</td>
</tr>
<tr>
<td>• Synthetic situations from textbook</td>
<td>• Personalized real world tasks</td>
</tr>
<tr>
<td>• Confining language learning to the classroom</td>
<td>Seeking opportunities for learners to use language beyond the classroom</td>
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## 21st Century Skills Map

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<tr>
<td>• Testing to find out what students don’t know</td>
<td>• Assessing to find out what students can do</td>
</tr>
<tr>
<td>• Only the teacher knows criteria for grading</td>
<td>Students know and understand criteria on how they will be assessed by reviewing the task rubric</td>
</tr>
<tr>
<td>• Students “turn in” work only for the teacher</td>
<td>• Personalized real world tasks</td>
</tr>
<tr>
<td></td>
<td>• Learners create to “share and publish” to audiences more than just the teacher</td>
</tr>
</tbody>
</table>
1. Incentivize the teaching profession by paying teachers on a scale equivalent with other professions
2. Incentivize and fund professional development throughout the teaching career
3. Consider the advantages of the “Normal School” approach to teacher preparation
4. Consider carefully the professors who teach methodology courses. Carefully select and incentivize recognition of professors who teach methodology classes.
5. Increase forgiveness of loan debt for years of service in public education
6. Follow the model of other nations by offering stipends to students enrolled in teacher education programs
Resources

The Status of the Teaching Profession 2009 The Center for Teaching and Learning

California’s Teaching Force 2010 Stanford Reasearch Institute International

World Languages 21st Century Skills Map 2011 American Council of Teachers of Foreign Languages
http://actfl21stcenturyskillsmap.wikispaces.com/

The Benefits of Second Language Study 2007 National Education Association Research

Learning World Languages and Cultures in California; A Stimulus for Academic and Economic Success 2009 California Foreign Language Project

A New Perspective to Drive Teacher Quality 2008 Center for Teaching and Learning
http://www.cftl.org/Our_Publications.htm

Developing Highly Qualified Teachers 2006 California Department of Education
http://www.cde.ca.gov/eo/in/se/hqt.asp

State Policies to Improve Teacher Professional Development 2009 New Teacher Center
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true& &ERICExtSearch_SearchValue_0=ED507644&ERICExtSearch_SearchType_0=no&accno=ED507644

Online Professional Development 2010 New Teacher Center
http://www.newteachercenter.org/pdfs/SLD_Brochure.pdf

How to Support Ongoing Learning: Mentor Forums 2009 New Teacher Center
Resources

Who Will Be Left to Teach 2010 New Teacher Center Center for the Future of Teaching and Learning
http://www.educationnews.org/ed_reports/education_organizations/91844.html

Filling in the Gaps; Solving Teacher Shortages 2003 Southern Office, the Council of State Governments
http://www.slcatlanta.org/Publications/Education/TeacherShortage.pdf


Addressing the Teacher Shortage 2000 Council for American Private Education

The Wrong Solution to the Teacher Shortage 2003 Educational Leadership
http://www.gse.upenn.edu/pdf/rmi/EL_TheWrongSolution_to_theTeacherShortage.pdf

Teacher Shortage Areas Nationwide Listing 1990-91 thru 2010-2011 2010 US Department of Education Office of Postsecondary Education Policy and Budget Staff
http://www.etsu.edu/finaid/documents/teachershortagelist.pdf
Resources

Report Envisions Shortage of Teachers as Retirements Escalate 2009 New York Times


The Facts and Fictions about Teacher Shortages 2005 The American


Efforts to Overcome Crisis: A Survey of Teacher Availability in the States 1989

http://www.jstor.org/stable/327001

Race to the Bottom? California’s Support for Schools Lags the Nation 2010 California Budget Project


The Teacher Shortages in America: Pressing Concerns 2009 National Forum of Teacher Education Journal

Resources

Minority Teacher Recruitment, Development, and Retention The Educational Alliance at Brown University

http://www.alliance.brown.edu/pubs/minority_teacher/minteachrcrt.pdf

Launching the Next Generation The New Teacher Center
http://www.newteachercenter.org/tlcsurvey/index.php

Ready to Succeed in the Classroom 2010 The Center for the Future of Teaching and Learning


What Teachers Need 2009 The National Council of State Legislatures
http://http://www.nctq.org/stpy09/about.jsp
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