



UC TEACHER RECRUITMENT AND PREPARATION

California has both a quality and quantity problem in terms of the teacher workforce. Over the next decade, the state needs to add between 250,000 to 300,000 new K-12 teachers, which is more than double the number of teachers in public schools today.

The major reasons for this are:

- Reduction in class size.
- Significant number of expected retirements among experienced teachers.
- Increase in student population.
- Nearly 10 percent of California's 270,000 teachers do not have full credentials.

Teachers need special preparation to work with an increasingly diverse and disadvantaged student population. Approximately 25 percent of the student population is made up of students whose native/home language is not English. The teacher workforce is approximately 80 percent white; the student population, on the other hand, is 60 percent non-white creating a cultural/racial/language mismatch among teachers and learners. Special preparation is essential to address this challenge.

Shortages of mathematics and science teachers are severe. Fewer than half the teachers of mathematics at the middle and high school levels in California, for example, have either a major or minor in mathematics. And, it is worse in urban communities. Higher level mathematics and science courses are the gateway into postsecondary education in California, which poses a special challenge to the university if it is to achieve its outreach/diversity goals.

To address these issues UC will more than double the number of credential students (prospective teachers and administrators) enrolled by 2002-2003 and provide specialized preparation programs for teachers who are committed to working in urban communities and hard-to-staff schools and districts. This effort will be supported through a number of existing, expanding or new programs:

GOVERNOR'S TEACHER SCHOLARS PROGRAM

The Governor's Teacher Scholars (GTS) program provides full scholarships for teachers who make a four-year commitment to teach in urban and hard-to-staff schools. The program will begin in 2000-01.

The program is designed to increase the numbers of well-qualified K-12 teachers by providing rigorous theoretical and practical preparation, grounded in the most current research related to subject matter and instruction.

Students who complete the 15-month program will receive a credential and Masters degree. At full capacity, the program will provide 400 students with scholarships to cover program fees. As a condition of the scholarship, participants will be required to teach in an urban or hard-to-staff school for four years upon completion of the program.

COMMUNITY TEACHING FELLOWSHIPS IN MATHEMATICS AND SCIENCE

The UC Community Teaching Fellowships in Mathematics and Science (CTFMS) initiative is a key vehicle for recruiting students, particularly underrepresented individuals, into credential programs and preparing academically qualified K-12 mathematics and science teachers. CTFMS provides academic and financial support for undergraduates to get experience in K-12 classrooms, a pathway into the credential program, and work on an emergency permit as they complete their credential and Masters requirements. The Program is administered from the UC Office of the President with regional project sites on each of the eight general campuses and the UC Center in Fresno.

CALIFORNIA ALLIANCE FOR MINORITY PARTICIPATION

The California Alliance for Minority Participation (CAMP) is a National Science Foundation-funded program to increase minority participation in the sciences at every level. All eight general campuses have a CAMP program and many of them focus resources towards teacher recruitment in math and science.

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MINOR IN EDUCATION AT UC

A minor in education provides an opportunity for undergraduates to look carefully and critically at a variety of educational practices and institutions. The program encourages students from all backgrounds to engage in study and dialogue about current educational issues, and to explore traditional and alternative perspectives on teaching and learning.

CAMPUS INITIATIVES

In addition to systemwide recruitment efforts, many UC campuses also engage in efforts to attract more students to the teaching profession. These programs include:

- UC Berkeley Bilingual Teacher Recruitment Program
- UC Davis Bilingual Teacher Recruitment Program
- UC Davis Project Pipeline
- UC Irvine Project SMART (Science and Mathematics Articulated Roads Toward Teaching)
- UC Los Angeles Future Mathematics Teacher Placement
- UC Riverside Bilingual Teacher Recruitment Program
- UC Riverside Comprehensive Teacher Education Institute (CTEI) to Campus Initiatives
- UC Santa Barbara IMPACT II County Project
- UC Santa Barbara South Coast Mathematics Partnership
- UC Santa Cruz Comprehensive Teacher Education Institute