



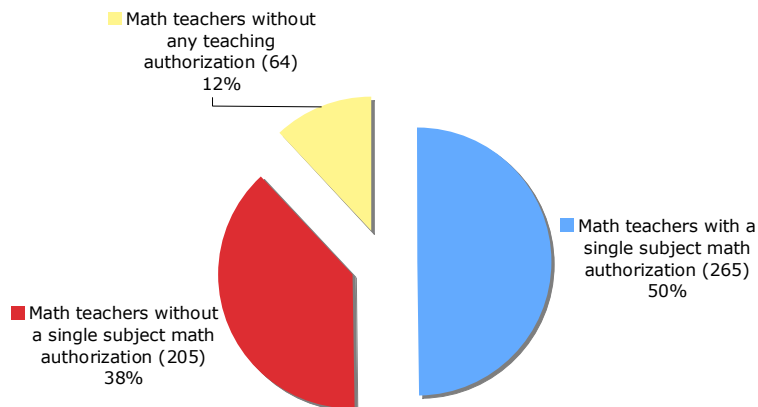
Monterey Bay Educational Consortium in partnership with the Center for the Future of Teaching and Learning

## Teacher Workforce Initiative: A Fully Prepared and Effective Teacher in Every Classroom June 2006

**Dr. Lora Bartlett, lead researcher for the Teacher Workforce Initiative, has completed a preliminary analysis of the CBEDS data collected from school districts and county offices of education in the tri-county region this year. This is the second in a series of e-mail newsletters that will provide these compelling data in short segments.**

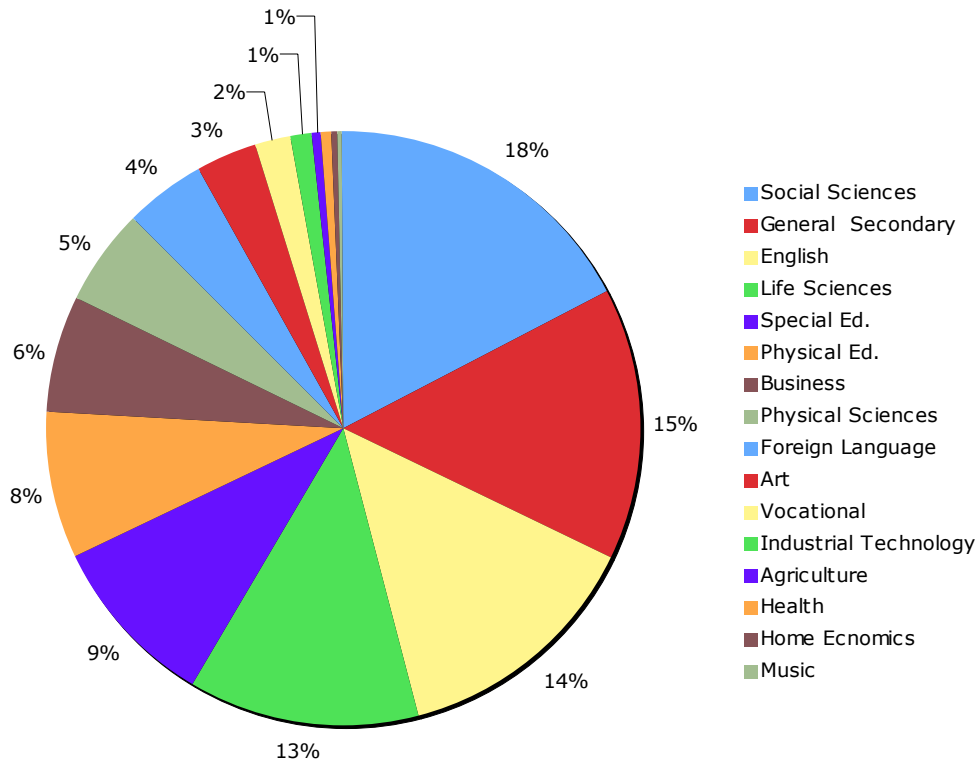
One of the many benefits of conducting a local analysis of the CBEDS data is that we are able to drill down into the data for further clarification on specific issues. In analyzing the data, Dr. Bartlett found that although we have made significant progress in reducing the number of uncredentialed teachers, we still have significant problems in adequately staffing the region's math, science, and special education classrooms. This e-mail newsletter will focus specifically on the analysis of the region's math teachers. As illustrated in the following chart, only half of teachers who teach at least one math class are fully qualified. Twelve percent are still working toward a preliminary credential, and 38% have a credential of some kind but are teaching out-of-field.

**Teachers who teach at least one math class  
in the Tri-County Region 2005-06  
N=534**



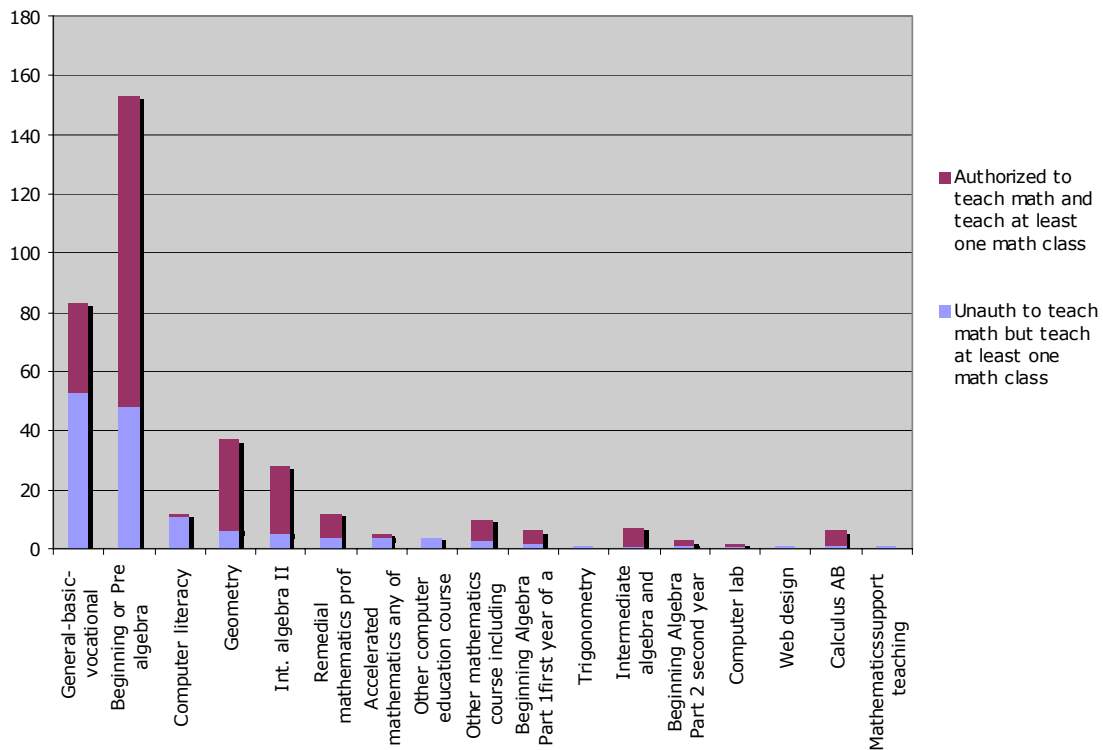
The regional analysis also allows us to see which credentials the out-of-field math teachers hold. One common hypothesis was that they were likely from a related field, such as science. However, a deeper analysis, as illustrated by the chart below, indicates that only 13% hold either a life or physical science credential. The remaining out-of-field math teachers are credentialed in a myriad of subjects such as social science (18%), general secondary (15%) and English (14%).

**Authorizations of Math Teachers without Single Subject Math Authorizations TWI  
2005-06**



The last chart informs us that teachers unauthorized to teach math are primarily assigned to teach lower level math classes such as general/basic math, vocational math, and beginning/pre-algebra. These data suggest that students with the least math ability/knowledge are much more likely to be instructed by the least prepared teachers.

**Math Teaching Assignments of Out-of-Field Math Teachers 05-06**



With the academic expectations represented by No Child Left Behind (NCLB) and the California High School Exit Exam (CAHSEE), our students are facing a very high stakes game in meeting math standards. With the in-depth look now possible through TWI's regional collection of current-year CBEDS data, our K-18 education leaders are better informed in targeting strategies and resources for dramatically reducing the number of underprepared teachers of math.