

Joint Statement of California's College and University Presidents and Chancellors

In order for California's public school students to succeed, our public and private colleges and universities must share responsibility for preparing teachers who are knowledgeable about *what* they teach and proficient in *how* they teach. California needs to make good on the entitlement of each child to a competent and caring teacher.

In size and diversity, California's public school student population presents special challenges. Our more than 5.8 million K-12 students are enrolled in 8,331 schools across 1,055 school districts and are the most diverse in the nation, speaking 55 languages and many additional dialects.

In an average public school classroom in California:

- u More than 25 percent of students come from families with incomes below the poverty line.

- u At least 20 percent speak a first language other than English.

- u More than half are members of racial/ethnic "minority" groups.

This "Joint Statement of California's College and University Presidents and Chancellors" was adopted on December 6, 1999, at a meeting at Stanford University.

- u About 10 percent have identified learning disabilities.

Only teachers who are both knowledgeable in their content areas and extremely skillful in a wide range of teaching methods can respond appropriately to diverse students' needs and enable them to:

- u Learn how to learn.

Joint Statement

- u Master challenging content standards.
- u Pass required statewide tests.
- u Succeed at their own learning goals.
- u Become responsible citizens.

Research shows that teacher quality is the most important school-based factor in determining student success. Quality depends, importantly, on teachers' undergraduate education in an academic discipline and their preparation as teachers. As leaders of California colleges and universities we accept our critical responsibility to develop, improve, and expand our teacher preparation efforts so that they:

- u Are a priority for the entire college or university both in terms of status and resources.
- u Recruit high-quality students whose diversity reflects California's student population.
- u Reflect what research shows are the attributes of outstanding programs.
- u Strategically address the needs of California's schools.
- u Support new teachers after graduation and beyond.
- u Use high-quality staff, up-to-date curricula, and top-flight clinical preparation.
- u Satisfy quality reviews based on rigorous criteria.
- u Eliminate the need for emergency permits.

As citizens and leaders, we will use our influence and the knowledge generated by our institutions to support local, state and federal education policies that provide:

- u Competitive teacher salaries and productive working conditions.
- u School personnel practices and professional development activities designed to attract and retain high-quality teachers in a timely fashion.
- u Licensing systems that assure quality without discouraging promising candidates.
- u Recruitment and retention incentives for teachers to serve high-need schools and fields.

Recognizing that teacher preparation is a complex and long-term task, and accepting our responsibilities as university and college leaders, we invite a broader conversation with all of the stakeholders in California education, including the schools, policymakers, superintendents, teacher organizations, and school boards.