

**BELDEN RUSSONELLO & STEWART**

RESEARCH AND COMMUNICATIONS

# **Focus on Quality: Californians' Views Toward Teachers and Teaching**

**Report of Survey Research**

**Conducted for**

**The Center for the Future of Teaching and Learning**

**November 2002**

# Table of Contents

<b>I. Introduction .....</b>	<b>1</b>
<b>II. Executive Summary .....</b>	<b>2</b>
<b>III. Methodology.....</b>	<b>5</b>
<b>IV. Detailed Findings.....</b>	<b>9</b>
<b>A. Assessing the Need for More Teachings and Funding.....</b>	<b>9</b>
1. Education most important issues .....	9
2. Invest more in education.....	11
3. Higher standards for everyone.....	18
4. Problems in California schools and teaching .....	22
<b>B. Recognizing Teaching Success and Quality.....</b>	<b>35</b>
1. Quantitative and qualitative factors contribute to success .....	35
2. Qualitative evaluations better indicators of performance.....	41
<b>C. Solutions .....</b>	<b>46</b>
1. Solutions to improve public education.....	46
2. Solutions to teacher shortage problem.....	56

Appendix: Questionnaire with response totals

## I. Introduction

As the movement for improving public schools in California and the nation continues to evolve, the need to focus on teachers and teaching has been moved front and center. In California, educators, advocates and policy makers are seeking to develop policies and programs that will lead to improving education by zeroing in on the issue of teaching quality. One important element to consider as these efforts move forward, is how the public views the needs and potential solutions. The Center for the Future of Teaching and Learning (CFTL) asked Belden Russonello & Stewart to conduct public opinion research to provide an understanding of public awareness and attitudes about schools, teachers, and what the system needs. The research included a statewide survey reported here, and was preceded by a series of focus groups.

The California-wide survey was conducted among 1,006 adults from October 3 through October 14, 2002 and included an oversample of parents. In the report of findings that follows, we also reference our 1996 survey among the California public (*Priority One: Schools that Work*, for The California Public Education Partnership, May 1996) and our 2000 survey among the general Ohio public (*Ohioans Consider Efforts to Improve their Schools*, for the Ohio Governor's Commission on Teaching Success, September 2000) to make comparisons.

## II. Executive Summary

### Overview

The 2002 CFTL survey of Californians' attitudes on teaching quality in public education reveals a public that recognizes serious problems, both in terms of a teacher shortage and trends toward schools employing individuals to teach without subject expertise and/or without credentials. The public views quality teaching as beginning with teachers' solid knowledge of their subjects and satisfaction of the requirements for credentials. However, Californians also see such interactive, qualitative factors as student and teacher enthusiasm as important indicators of successful teaching. Californians want more teachers and are willing to pay more for them. Increasing compensation to attract more teachers receives far more public support than lowering the threshold on teacher qualifications.

### Key points

#### **Education is a top priority and the needs are great.**

- Education is Californians' top concern for the state government to address, besting the economy, crime and keeping taxes low.
- The parents and non-parents in the state recognize a shortage of qualified teachers – a situation that nearly half characterizes as “very” or “extremely” serious.

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### **Teachers with subject knowledge and credentialing are lacking.**

- The public says assigning teachers only to subjects they are trained to teach is very important – but half says it is extremely or very common for schools in California to be filling their teacher positions with individuals who do not have this training.
- In addition, three in ten say it is extremely or very common for their community schools to hire uncredentialed teachers.

### **Good teaching involves a variety of skills.**

Hiring good teachers means finding people with the right personal characteristics, as well as the right training.

- The public sees good teaching as requiring both quantitative skills and qualitative abilities. Thus, the public's list of essential qualities may include training in how to teach, how children learn, and how to manage behavior, as well as being patient and a good communicator, and enjoying the company of children.

### **The best teacher evaluations are qualitative, not quantitative.**

- Californians are more likely to believe the best indicators of teaching performance are not highly quantitative, but qualitative qualities, such as teachers' interest in students and the enthusiasm teachers generate among students, rather than test scores, grade promotion rates, or students' grades.

### **Improving education is a multifaceted proposition.**

The proposals for improving schools that the public says hold the most hope are those that speak to equity, adequate numbers of educators, and fundamental teacher preparedness. Specifically, top solutions according to the public would include these:

- **Equalize education across districts.** The public believes poor communities are saddled with limited resources and the least experienced educators, and strongly supports measures to balance the inequalities in schools. There is broad backing for proposals to get children in poor neighborhoods into preschool, to equalize resources and facilities in rich and poor areas, and to provide financial incentives to highly experienced teachers who work in the areas of greatest need.

- **Require teachers to prove and improve themselves.** While they believe qualitative evaluations would reveal teaching quality more effectively than quantitative measures, Californians also see value in requiring teachers to prove their knowledge and build their skills. Thus, they approve of testing teachers in subject areas both before they begin teaching and from time to time during their careers, and they want teachers to continue their own professional development.
- **Focus on making each classroom inviting and small enough.** Other top tier recommendations for improving schools include hiring more elementary teachers so classes can be smaller, and helping teachers make the atmosphere in their classrooms welcoming.
- **Do not use student performance as a hard measure.** Californians make it clear that they believe holding student test scores over teachers as their measurement of success as one of the least productive way to improve public education.

#### **Attractive financial packages, rather than lower requirements.**

- The public supports higher salaries and paying more -- or giving tax deductions - - to teachers who take on assignments in high poverty areas and hard-to-staff subjects. Parents and non-parents say that teachers are underpaid and more spending on education is important.
- However, filling the slots with teachers who lack credentials or lessening the requirements to become credentialed attracts very little support.

Bottom line, Californians want more teachers, but they only want them if they are well qualified.

## III. Methods

### Sample

BRS conducted a total of 1,006 interviews among adults living in California from October 3 through October 14, 2002, using two random digit dial (RDD) probability cluster samples. Of the total number of interviews, 800 were obtained among the general public and the remaining 206 constitute an oversample of parents who have school aged children (ages 4 to 18).

To compensate for the oversample of parents, data were weighted by race and parental status to reflect their proper proportions as indicated by 2000 Census figures.

All sample surveys are subject to possible sampling error; that is, the results may differ from those that would be obtained if the entire population under study were interviewed. The margin of sampling error for the study ( $n = 1,006$ ) is plus or minus 3.1 percentage points at the 95% level of confidence. This means that in 95 out of 100 samples of this size, the results obtained in the sample would fall in a range of  $\pm 3.1$  percentage points of what would have been obtained if every California adult had been interviewed. The sampling error is larger for smaller groups within the sample. Other non-sampling error may also contribute to total survey error.

The table at the end of this section shows the demographic composition of the survey respondents.

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## Questionnaire

BRS drafted a questionnaire in collaboration with Margaret Gaston, Harvey Hunt and Adrienne Harrell of the Center for the Future of Teaching and Learning. Once finalized, the questionnaire was subjected to a pretest, which resulted in slight modifications in terms of question wording and questionnaire length. The questionnaire was also translated into Spanish by a native Spanish speaker, and then reviewed by a bilingual researcher at BRS to assure the accuracy of the translation. Throughout the field period, bilingual interviewers were available to interview in English and Spanish. A total of 57 interviews were conducted in Spanish.

## Interviewing

The fieldwork was conducted by telephone using a computer-assisted telephone interviewing (CATI) system, from October 3 through October 14, 2002 by a team of professional, fully-trained and supervised telephone interviewers.

Briefing sessions familiarized the interviewers with the instrument for this study, and BRS monitored interviewing and data collection at all stages to ensure quality. The average length of each interview was 19 minutes.

## Data analysis

All the questions in this study have been cross tabulated by demographic and other characteristics. Most of the categories used in the cross tabulations are self explanatory. However, the five regions we use reflect a division of the state by county, which is described in the table on the next page.

Other statistical and segmentation analysis were conducted by Ron Hinckley, PhD, of Research/Strategy/Management, Inc.

## Reading this report

The tables and charts in the report reflect the total number of interviews (n=1,006), unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (\*) indicates less than one percent; a double hyphen (--) indicates zero.

Percentages may add to more than or less than 100% due to weighting, rounding, omission of "don't know," "refused," and other responses, or, in the case of multiple response questions.



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**Region by County**


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**Northern CA**

Amador	Placer
Buttes	Plumas
Colusa	Sacramento
Del Norte	Shasta
El Dorado	Sierra
Glenn	Siskiyou
Humboldt	Sutter
Lake	Tehama
Lassen	Trinity
Mendocino	Yolo
Modoc	Yuba
Nevada	

**Bay Area**

Alameda	San Mateo
Contra Costa	Santa Clara
Marin	Santa Cruz
Napa	Solano
San Francisco	Sonoma

**Valley**

Alpine	
Calaveras	Mono
Fresno	Monterey
Inyo	San Benito
Kern	San Joaquin
Kings	San Luis Obispo
Madera	Stanislaus
Mariposa	Tulare
Merced	Tuolumne

**Los Angeles**

Los Angeles
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**Orange/San Diego**

Orange
San Diego

**Rest of So. CA**

Imperial
Riverside
San Bernardino
Santa Barbara
Ventura

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**Sample Composition**


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	Unweighted N =	Unweighted %	Weighted %
<b>Total</b>	<b>1,006</b>	<b>100%</b>	<b>100%</b>
Men	476	47%	49%
Women	530	53%	51%
Parent	406	40%	30%
Non parent	600	60%	70%
Fathers	167	17%	12%
Mothers	239	24%	18%
<35 years old	316	31%	33%
35-54	441	44%	39%
55+	242	24%	27%
White	532	53%	51%
Latino	247	25%	28%
African American	58	6%	7%
Asian	89	9%	10%
White parent	181	18%	11%
Latino parent	133	13%	13%
<HS/HS	286	28%	30%
Some college	298	30%	30%
College grad +	395	39%	38%
<\$35K	290	29%	30%
\$35K-\$75K	345	34%	35%
\$75K+	242	24%	22%
Educator household	207	21%	21%
Non-educator hh	799	79%	79%
Democrat	377	37%	39%
Republican	257	26%	25%
Independent	183	18%	17%
Liberal	318	32%	32%
Moderate	270	27%	27%
Conservative	356	35%	34%
Large city	330	33%	34%
Suburb near city	310	31%	30%
Small city/town	271	27%	27%
Rural area	76	8%	7%
Los Angeles	286	28%	30%
Orange County/San Diego	149	15%	15%
Rest of Southern CA	138	14%	13%
Valley	137	14%	13%
Bay Area	204	20%	20%
Northern CA	92	9%	9%

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## IV. Detailed Findings

### A. Assessing the Need for More Teachers and Funding

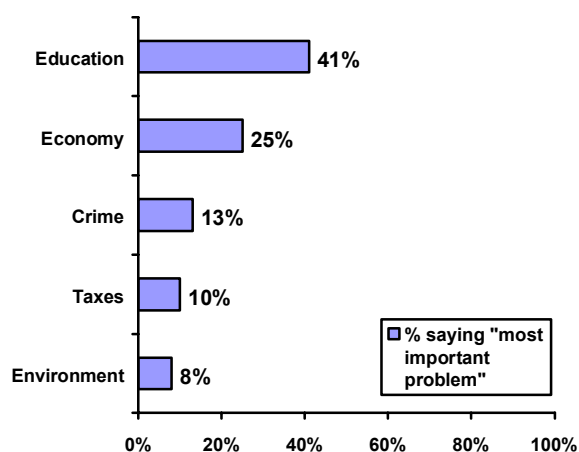
Education ranks highest on a list of important issues for the California state government to address right now, and Californians see many reasons why the state should increase spending on education. Most believe all students – college bound or not – should be held to the same high standards, and many express concerns for a variety of education related problems such as large class sizes and funding. Additionally, the California public is broadly aware of the teacher shortage, and voices recognition and disapproval of hiring teachers in local schools who lack credentials and of those who do not have training in the subject areas they teach.

#### 1. Education is most important issue for state government

When compared to other major issues such as the economy, crime, and keeping taxes low, Californians see education as the highest priority for the state government to address right now.

Four in ten (41%) believe improving education is most important, and strengthening the economy comes in at a distant second with only one quarter (25%) saying it is the most important issue for the state government. Fighting crime (13%), keeping taxes low (10%), and protecting the environment (8%) all pale in comparison to education.

**Most Important Problem for California State Government To Address**



Q2. Which one of the following issues, in your opinion, is the most important issue for the state government in California to address right now?

Pluralities across most demographic groups agree that education tops the list. Education is a particularly high concern among:

- African Americans (51%);
- Latinos (51%);
- Parents (50%);
- Those younger than 35 (49%); and
- Residents of Southern California outside of LA and Orange County (48%).

### Education Most Important Issue for California State Government

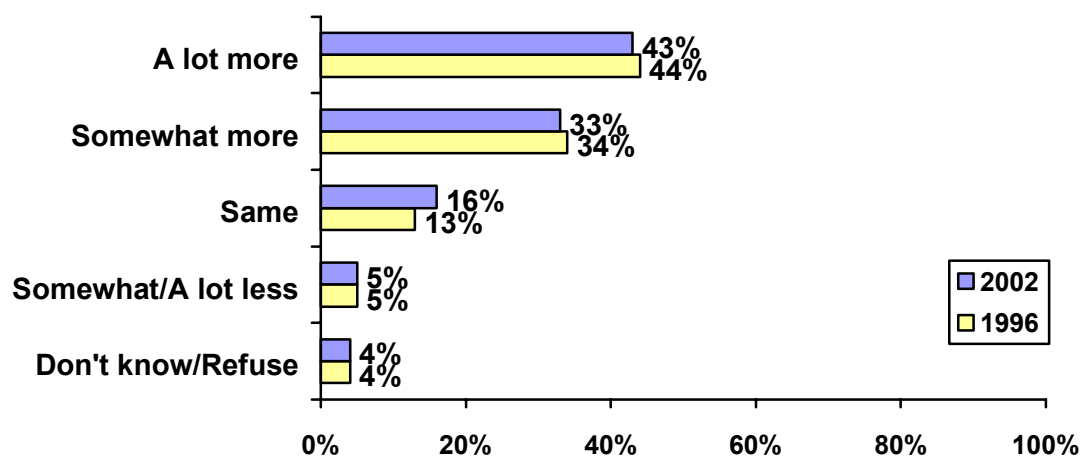
Q2. Which one of the following issues, in your opinion, is the most important for the state government in California to address right now? I know many of them may be important, but I am interested in the one you feel is **most important**: [RANDOM] Improving education, strengthening the economy, fighting crime, keeping taxes low, protecting the environment?

	Education	Economy	Crime	Taxes	Environ- ment	DK/Refuse
<b>Total</b>	<b>41%</b>	<b>25</b>	<b>13</b>	<b>10</b>	<b>8</b>	<b>3</b>
Parents	50%	20	16	7	4	2
Non parents	36%	28	11	12	9	3
<35 years	49%	23	12	9	6	1
35-54	37%	27	15	10	8	3
55+	35%	28	11	12	9	5
White	35%	30	11	11	10	2
Latino	51%	16	20	8	3	3
African American	51%	19	13	5	9	4
Asian	30%	38	7	15	7	3
Democrat	46%	27	11	6	8	1
Republican	30%	30	14	19	3	3
Independent	42%	26	12	9	8	3
Los Angeles	44%	20	15	11	5	4
Orange/San Diego	31%	33	12	15	7	2
Rest of So. CA	48%	19	12	11	6	4
Valley	41%	19	14	14	10	2
Bay area	41%	34	8	4	11	2
Northern CA	29%	31	19	8	8	4

## 2. Invest more in education

**Invest more in education generally.** Californians express a clear preference for investing more of the state's resources into their number one issue – education. More than three quarters think California needs to spend more per student than it spends now, and over four in ten (43%) believe the state needs to spend “a lot more.” Attitudes about spending more on education have not diminished since our 1996 survey of California residents.

### On Education, California Should Spend:



Q12. In your opinion, should California be spending a lot more, somewhat more, the same, somewhat less or much less on public education than it does now?

While majorities across all demographic groups support more education spending, those most likely to strongly favor more spending include:

- African Americans (59% “a lot”)
- Latino parents (54%);
- Women (48%);
- Parents (52%);
- Those under 35 (49%);
- Educator households (50%); and
- Bay area residents (48%).

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**On Education, California Should Spend:**


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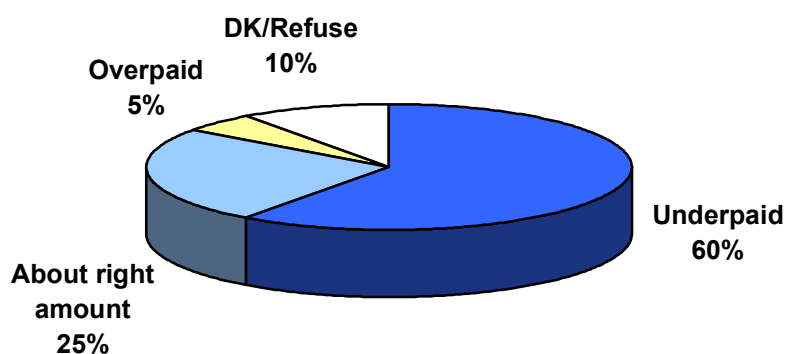
Q12. In your opinion, should California be spending a lot more, somewhat more, the same, somewhat less or much less on public education than it does now?

	<b>A lot/ somewhat more</b>	<b>A lot more</b>	<b>Smwt more</b>	<b>Same</b>	<b>Smwt less</b>	<b>Much less</b>	<b>DK/ Refuse</b>
<b>Total</b>	<b>76%</b>	<b>43%</b>	<b>33</b>	<b>16</b>	<b>3</b>	<b>2</b>	<b>4</b>
Male	70%	37%	33	21	4	3	3
Female	82%	48%	34	12	1	1	4
Parents	81%	52%	29	11	3	2	3
Non parents	74%	39%	35	18	2	2	4
<35 years	83%	49%	34	12	2	1	2
35-54	74%	45%	29	17	3	2	4
55+	70%	32%	38	20	2	3	5
White	71%	37%	34	20	3	2	4
Latino	80%	48%	32	15	2	2	2
African American	93%	59%	34	3	1	--	4
Asian	81%	43%	38	11	4	--	4
White parents	79%	49%	30	14	4	2	2
Latino parents	83%	54%	29	10	2	2	5
Teacher household	82%	50%	32	14	2	1	1
Non teacher hh	74%	41%	33	17	3	2	4
Democrat	85%	46%	39	11	2	*	3
Republican	64%	33%	31	26	4	3	3
Independent	77%	46%	31	16	2	1	4
Los Angeles	78%	47%	31	15	2	2	3
Orange/San Diego	70%	32%	38	23	4	2	2
Rest of So. CA	75%	43%	32	17	2	2	4
Valley	70%	38%	32	16	4	2	8
Bay area	83%	48%	35	12	2	1	2
Northern CA	74%	41%	33	15	1	2	7

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**Invest more in teachers.** Consistent with Californians' support for spending more on education generally is the broadly held belief that teachers are underpaid. Six in ten (60%) believe public school teachers in the state are underpaid. Only one quarter (25%) say teachers receive adequate pay, and one in twenty Californians (5%) hold the view that the state's teachers are overpaid.

### Public School Teachers in California are Underpaid



Q15. In your view, are public school teachers in California underpaid, overpaid or paid about the right amount?

Majorities of all subgroups except rural Californians (43%) believe that teachers are underpaid. Those most likely to believe teachers need higher salaries include:

- Under age 35 (65%);
- African Americans (73%);
- Some college (67%) and college educated (65%);
- Residents with the highest incomes (66%);
- People in educator households (68%);
- Liberals (69%);
- Suburbanites (65%); and
- Bay area residents (72%).

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## Public School Teachers in California are Underpaid

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Q15. In your view, are public school teachers in California underpaid, overpaid, or paid about the right amount?

	Underpaid	Paid right amount	Overpaid	DK/Refuse
<b>Total</b>	<b>60%</b>	<b>25</b>	<b>5</b>	<b>10</b>
<35 years	65%	23	5	8
35-54	63%	22	5	10
55+	50%	31	6	12
White	61%	24	6	9
Latino	60%	27	5	8
African American	73%	18	1	8
Asian	51%	25	5	20
High school or less	51%	32	6	11
Some college	67%	21	5	8
College grad+	65%	21	4	9
<\$35K	57%	25	5	12
\$35K - \$75K	64%	24	4	8
\$75K+	66%	21	6	7
Teacher household	68%	21	4	7
Non teacher hh	58%	25	6	10
Liberal	69%	19	4	8
Moderate	63%	24	4	10
Conservative	54%	29	8	8
Large city	63%	23	6	7
Suburb	65%	22	5	9
Small city/town	58%	28	3	11
Rural area	43%	28	13	16
Los Angeles	61%	24	5	11
Orange/San Diego	56%	28	6	9
Rest of So. CA	52%	31	6	11
Valley	60%	26	6	8
Bay area	72%	15	4	9
Northern CA	53%	32	5	11

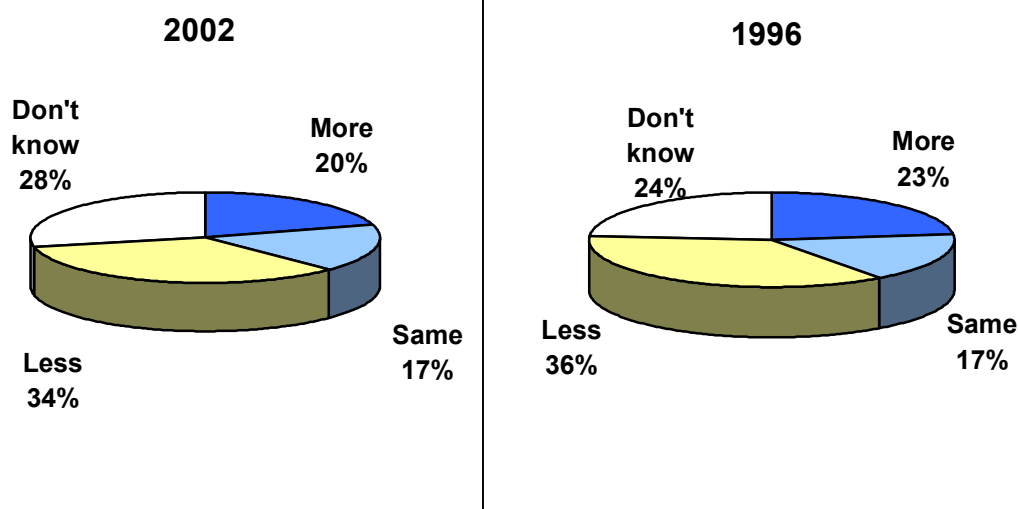
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**Unsure of education spending compared to other states.** Californians continue to be divided and unsure about how the state compares to other states on school spending per student, and on the level of teacher pay. However, they lean toward the belief that California should be spending more than other states per student. The broad support Californians express for increasing education spending in the state compared to relatively smaller support for spending more than other states suggests that state-by-state comparisons may be less important to the public than its perception of California's needs.

Only one third (34%) correctly reports that California spends less per student than other states, while 28% admit they do not know how California compares, and 20% actually believe the state spends more. Awareness has remained at the same levels as six years ago, as indicated by our 1996 survey.

### Compared to Other States, On Education California Spends:



Q9. As far as you know, does California spend more, about the same, or less per student than other states in the nation on kindergarten through 12<sup>th</sup> grade education?

Those who are most knowledgeable about how much California spends compared to other states include:

- Whites (39% say California spends “less”) and white parents (49%);
- African Americans (40%);
- Some college (40%) and college educated (42%);
- Those with the highest incomes (47%);
- Educator households;
- Suburbanites (40%); and
- Bay area (48%) and Northern (43%) residents.

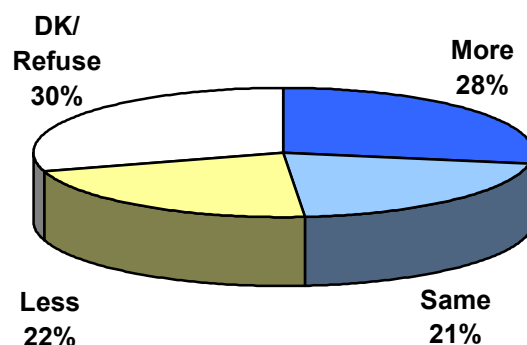
### **Compared to Other States, On Education California Spends:**

Q9. As far as you know, does California spend more, about the same, or less per student than other states in the nation on kindergarten through 12<sup>th</sup> grade education?

	<b>More</b>	<b>Same</b>	<b>Less</b>	<b>Don't Know</b>
<b>Total</b>	<b>20%</b>	<b>17</b>	<b>34</b>	<b>28</b>
White	18%	16	39	27
Latino	24%	19	27	30
African American	28%	20	40	12
Asian	11%	21	26	42
White parents	17%	12	49	22
Latino parents	27%	18	24	31
High school or less	25%	23	20	32
Some college	19%	13	40	27
College grad+	16%	16	42	26
<\$35K	23%	18	27	32
\$35K - \$75K	19%	18	33	29
\$75K+	19%	15	47	20
Educator household	20%	14	44	22
Non educator hh	20%	18	32	30
Large city	23%	17	33	27
Suburb near city	16%	18	40	26
Small city/town	20%	18	30	32
Rural area	24%	15	28	33
Los Angeles	22%	19	30	29
Orange/San Diego	26%	19	28	28
Rest of So. CA	16%	20	31	33
Valley	23%	16	28	33
Bay area	15%	15	48	22
Northern CA	15%	16	43	27

Californians are similarly divided and unsure of how California teachers' salaries compare to teacher pay in other states. Nearly one third (28%) says their state spends more than others, but two in ten say California spends relatively the same (21%) or less (22%). Three in ten (30%) admit they do not know how California teacher pay compares to other states.

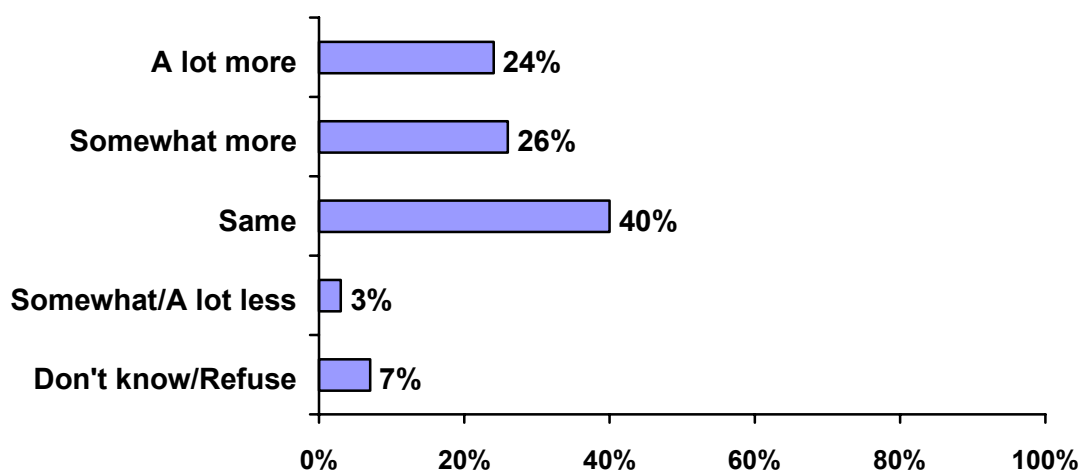
### Compared to Other States, California Pays Teachers:



Q14. As far as you know, are public school teachers in California paid about the same, paid more, or paid less than teachers in other states?

Even though two thirds of Californians do not know that their state spends less than the national average on education, half (50%) believes the state should spend more (24% “a lot” and 26% “somewhat”) than other states, and four in ten (40%) say California should at least be spending the same as other states.

### Compared to Education Spending in Other States, California Should Spend:



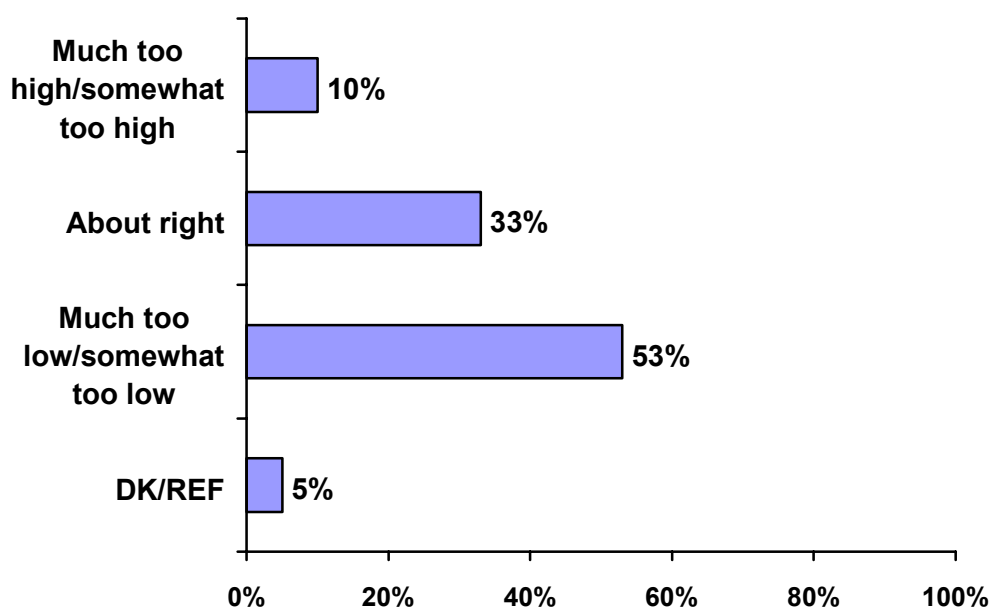
Q13. Do you believe that California should spend more, less, or about the same per student as other states spend on public education? Is that a lot or somewhat more/less?

### 3. Higher standards for everyone

By wide margins, the public believes academic standards should be higher, not lower, and schools should hold the same level of achievement for college bound and non-college bound students alike. Californians are unsure about what exactly the state standards are. But they believe the state has not reached a high enough level of performance among school children. Readers of the survey should consider these results in a broad context. We know from focus groups that the word “standards” is understood by many as a general description of how well the schools are performing in several areas, not as the specific academic content standards adopted by the state.

While one third (33%) of Californians believes the current state academic standards are “about right,” one half (53%) says they are too low (30% “somewhat,” 23% “much” too low). Only one in ten (10%) thinks they are too high, and 5% are not sure.

#### Current Level of Academic Standards for Students in California



Q10. Now thinking about academic standards, would you say the academic standards for students in California are too high, too low, or are about right? (Is that much or somewhat too high/low)

- Those with the highest incomes (62% “somewhat” or “much” too low) are the most likely to believe standards are too low. Also, Californian parents (55%) are more likely than those without children (45%) to say standards are low.
- Latino parents (38%) are much less critical of standards than are white parents (54%), as are residents who have a high school education or less (40% vs. 57% of college educated).

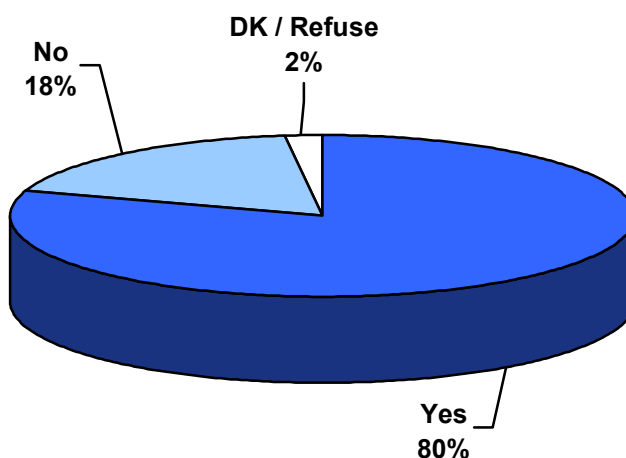
### Level of Academic Standards for Students in California

Q10. Now thinking about academic standards, would you say the academic standards for students in California are too high, too low, or are about right? (Is that much or somewhat too high/low?)

	Much/ somewhat too low	Much too low	Somewhat too low	About right	Somewhat too high	Much too high
<b>Total</b>	<b>53%</b>	<b>23</b>	<b>30</b>	<b>33</b>	<b>6</b>	<b>4</b>
Parents	45%	18	27	35	8	9
Non parents	55%	24	31	32	6	1
White parents	54%	22	32	35	5	3
Latino parents	38%	17	21	29	13	17
High school or less	40%	18	22	35	10	9
Some college	58%	25	33	30	7	*
College grad+	57%	24	33	33	2	2
<\$35K	43%	18	25	37	8	5
\$35K - \$75K	55%	25	30	32	6	4
\$75K+	62%	28	34	27	5	2

**Same standards for everyone.** Large majorities across the board agree that the same standards should be required of all students, regardless of whether or not a student plans to attend college. Eight in ten (80%) favor uniform standards, which is slightly more than our 2000 poll showed among Ohioans where 70% agreed on the same standards for all students.<sup>1</sup>

### Uniform Set of Academic Standards for All Students



Q11. In your opinion, should all students be required to meet the same set of academic standards regardless of whether they are planning to go to college?

Majorities across all demographic groups agree on uniform standards. Those most in favor include:

- Fathers (85%);
- People of color (89% Asians, 87% Latinos, and 86% African Americans);
- Latino parents (89%);
- Younger residents under age 35 (87%); and
- Rural residents.

One explanation for the higher degree of support for uniform standards among people of color may stem from notions of fairness, and a fear that different standards for different types of students have the potential to breed inequality.

<sup>1</sup> Interestingly, a BRS 2002 poll among Ohio teachers, professors, administrators, and school board members indicates that people in the education field – at least in Ohio – feel less convinced that all students should have the same standards: 45% of teachers agreed, 45% of administrators; 55% of college education professors; and 60% of school board members agreed.

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### Uniform Set of Academic Standards for All Students

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Q11. In your opinion, should all students be required to meet the same set of academic standards regardless of whether they are planning to go to college?

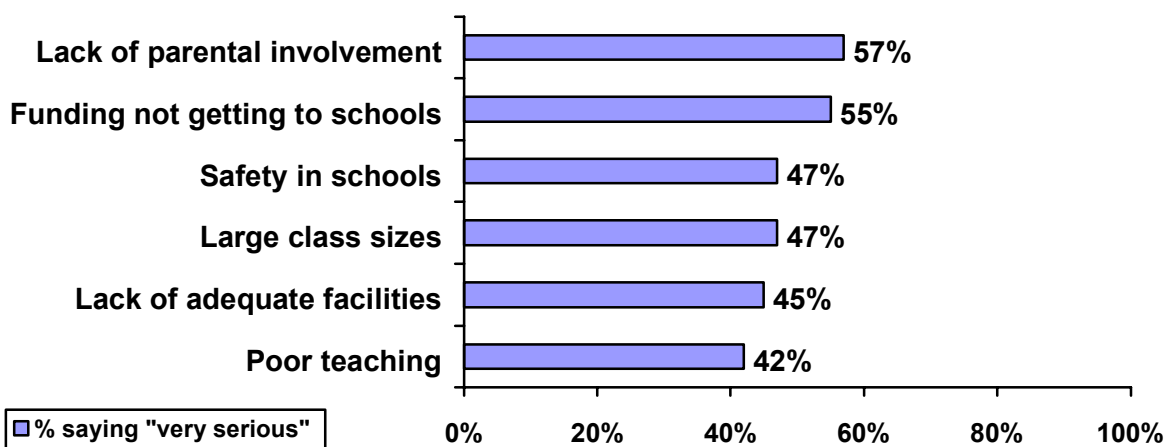
	Yes	No	Don't Know
<b>Total</b>	<b>80%</b>	<b>18</b>	<b>2</b>
Mothers	81%	16	3
Fathers	85%	13	2
<35 years	87%	11	3
35-54	79%	18	3
55+	72%	26	1
White	74%	24	2
Latino	87%	11	2
African American	86%	12	2
Asian	89%	6	4
White parents	76%	22	2
Latino parents	89%	10	2
Large city	82%	15	3
Suburb near city	77%	22	1
Small city/town	79%	18	3
Rural area	85%	14	1

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## 4. Problems in California schools and teaching

**Lack of parental involvement and funding lead the list of serious problems in California education.** When they turn to diagnosing the problems in schools, majorities of Californians consider several problems to be “very serious” including lack of parental involvement in schools (57%), “funding is not getting to schools” (55%), large class sizes (47%), safety in schools (47%), lack of adequate facilities (45%), and poor teaching (42%).

**Problems in California Public Education**



Q3-8. How serious of a problem would you say each of the following is for public education in California? The first one is \_\_\_\_\_. Is that a very serious, somewhat serious, not very, or not at all serious problem for public education in California?

Of the list of problems with California public education, poor teaching ranks lowest on the list of concerns with the general public. However, those *most* likely to believe poor teaching is a very serious issue are:

- Those under 35 (48% say “very serious” problem);
- Latinos (51%) and African Americans (51%);
- Latino parents (55%);
- Those with a high school education or less (51%);
- Residents with the lowest incomes (50%);
- Los Angeles residents (51%).



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### Problems in California Public Education: Poor Teaching

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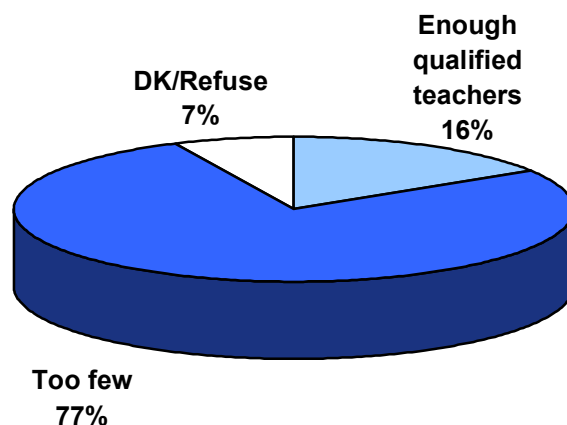
Q6: **Poor teaching:** How serious of a problem would you say each of the following is for public education in California?

	Very serious	Somewhat serious	Not very serious	Not at all	Don't know
<b>Total</b>	<b>42%</b>	<b>32</b>	<b>14</b>	<b>7</b>	<b>4</b>
<35 years	48%	33	11	5	2
35-54	44%	29	16	8	4
55+	33%	36	16	9	7
White	35%	35	16	7	6
Latino	51%	29	11	7	1
African American	51%	36	6	5	3
Asian	44%	24	20	10	1
White parents	31%	40	16	11	2
Latino parents	55%	26	12	6	1
High school or less	51%	26	11	9	3
Some college	44%	34	12	5	5
College grad+	34%	36	18	7	5
<\$35K	50%	31	10	5	4
\$35K - \$75K	40%	32	16	8	5
\$75K+	37%	36	16	8	2
Los Angeles	51%	28	11	5	4
Orange/San Diego	34%	33	19	10	4
Rest of So. CA	43%	32	10	10	4
Valley	41%	33	15	6	4
Bay area	39%	33	17	6	4
Northern CA	32%	39	15	8	5

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**Most recognize the teacher shortage problem.** The message that California has a teacher shortage appears to have effectively reached the public. Most Californians are familiar with the gap between the number of qualified teachers and the number of teaching jobs that need to be filled: Three quarters recognize the problem, and nearly half express considerable concern.

### Supply of Qualified Teachers in California



Q16. As far as you know, do the public schools in California have enough qualified teachers for the teaching jobs or too few qualified teachers?

- Large majorities of every subgroup recognize the shortage problem, however, Latino parents (66%) are much less likely to see the problem than white parents (83%). Also, Whites (80%) and African Americans (83%) are more likely than Asians (72%) and Latinos (71%) to know a shortage exists.

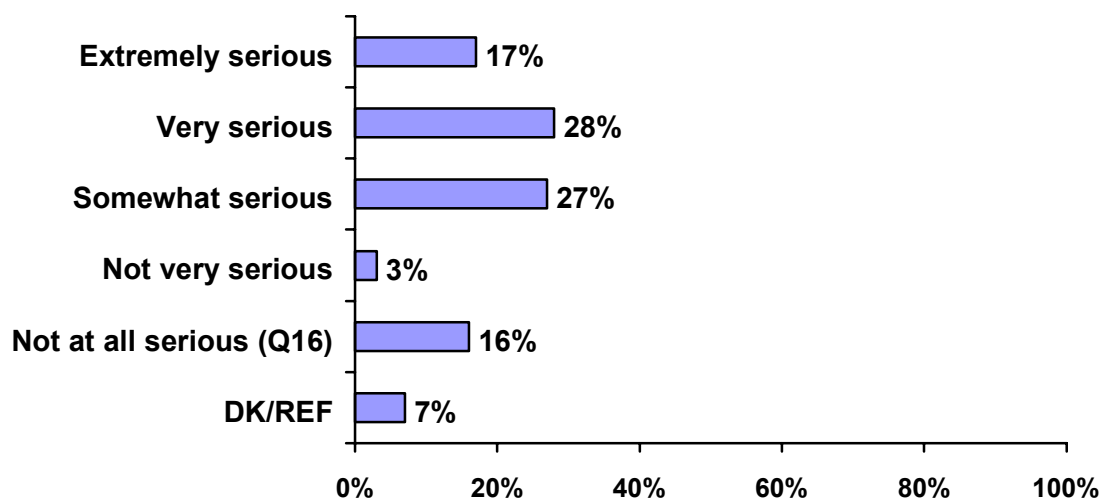
### Supply of Qualified Teachers in California

Q16. As far as you know, do the public schools in California have enough qualified teachers for the teaching jobs or too few qualified teachers?

	Enough qualified teachers	Too few qualified teachers	DK/Refuse
<b>Total</b>	<b>16%</b>	<b>77</b>	<b>7</b>
White parents	13%	83	4
Latino parents	27%	66	7
White	13%	80	6
Latino	23%	71	6
African American	8%	83	9
Asian	17%	72	10

Not only do majorities of Californians recognize a shortage of qualified teachers, they share concern for the seriousness of the problem. Nearly three quarters (72%) believe the shortage is serious, with over four in ten (45%) believing the problem is “extremely” (17%) or “very” serious (28%).

### Seriousness of Teaching Shortage in California



Q17. How serious would you say the teacher shortage in California is: extremely serious, very serious, somewhat or not very serious?

Most likely to believe the teacher shortage constitutes a serious problem include:

- African Americans (60% say “extremely” or “very” serious problem);
- Residents of large cities (51%); and
- Bay area (54%) and Los Angeles (48%) residents.

These responses coincide with research findings that indicate a serious maldistribution of underprepared teachers in the state’s poor, urban schools (*The Status of the Teaching Profession 2001*).

### Seriousness of Teaching Shortage in California

Q17. How serious would you say the teacher shortage in California is: extremely serious, very serious, somewhat or not very serious?

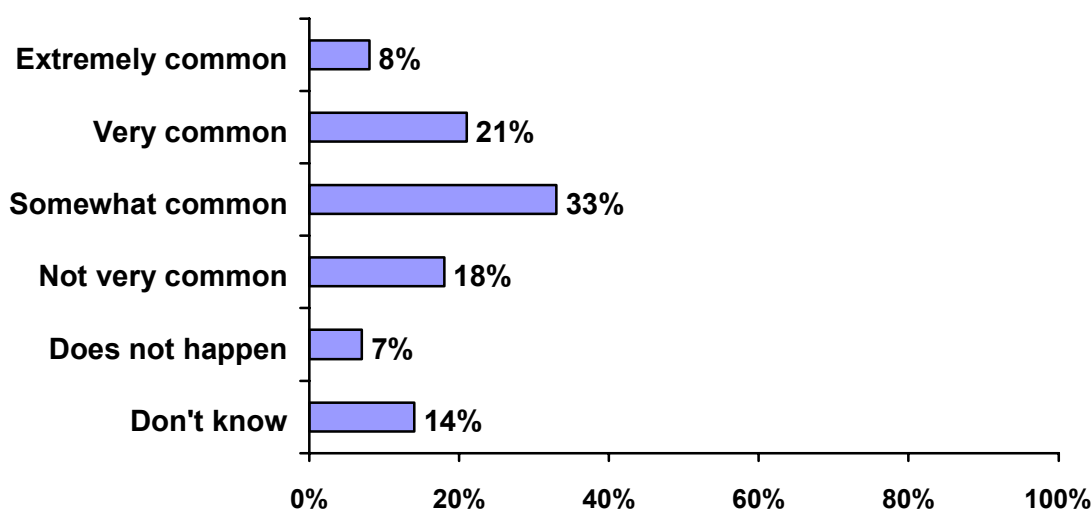
	Extremely/ Very	Extremely serious	Very serious	Smwt Serious	Not very serious	Not a problem	DK/ Refuse
<b>Total</b>	<b>45%</b>	<b>17%</b>	<b>28</b>	<b>27</b>	<b>3</b>	<b>16</b>	<b>8</b>
White	44%	15%	29	32	3	13	8
Latino	45%	19%	26	20	3	23	9
African American	60%	31%	29	18	5	8	9
Asian	36%	9%	27	30	5	17	11
Large city	51%	21%	30	24	3	13	9
Suburb	44%	14%	28	31	3	15	9
Small city/town	42%	15%	27	28	3	20	6
Rural area	39%	14%	25	25	6	19	10
Los Angeles	48%	19%	29	23	3	14	12
Orange/San Diego	37%	13%	24	30	3	24	6
Rest of So. CA	42%	19%	23	28	3	21	6
Valley	39%	15%	24	35	5	14	8
Bay area	54%	19%	35	23	3	14	5
Northern CA	39%	11%	28	33	4	12	12

**Non-credentialed teachers seen as common.** In order to address the current teacher shortage, the State of California allows districts to hire teachers who have not yet met the state’s standards for a credential.

More than six in ten Californians believe it is common practice for their local schools to hire teachers who have not obtained their credential.

Nearly three in ten (29%) Californians believe it is “extremely” or “very” common for public schools in their community to hire teachers who have not obtained their teaching credential. Another third (33%) think the practice is “somewhat” common, while 25% believe it is not common and 14% are unsure.

### Awareness of Hiring Teachers Without Credentials



Q21. How common do you think it is for the public schools in your community to hire teachers who have not obtained their credentials? Extremely common, very common, somewhat common, not very common, or does it not happen?

Californians who are more likely to believe the practice of hiring teachers without credentials is common include:

- Latinos (39% say “extremely” or “very” common) and Latino parents (40%);
- Younger residents under 35 (35%);
- Residents of large cities (35%); and
- Los Angeles residents (35%).

### Awareness of Hiring Teachers Without Credentials

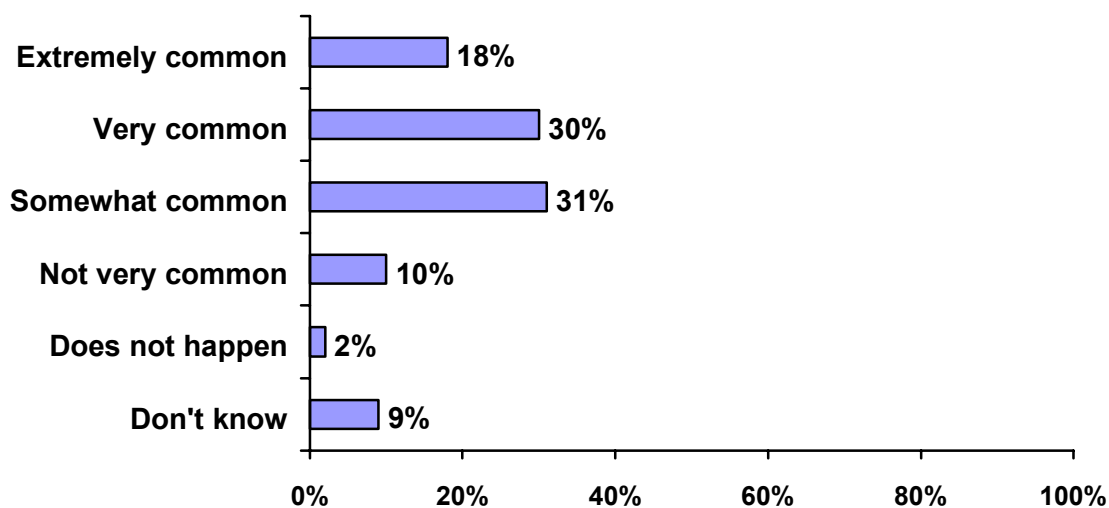
Q21: How common do you think it is for the public schools in your community to hire teachers who have not obtained their credential? Extremely common, very common, somewhat common, not very common, or does it not happen?

	Extremely / Very common	Extremely common	Very common	Smwt common	Not very common	Does not happen	DK/ Refuse
<b>Total</b>	<b>29%</b>	<b>8%</b>	<b>21</b>	<b>33</b>	<b>18</b>	<b>7</b>	<b>14</b>
<35 years	35%	10%	25	31	16	8	10
35-54	26%	7%	19	34	18	7	15
55+	25%	6%	19	33	19	9	16
White	23%	6%	17	36	21	7	13
Latino	39%	10%	29	29	14	8	11
African American	26%	7%	19	37	13	7	16
Asian	27%	8%	19	30	14	7	23
White parents	21%	8%	13	40	18	7	12
Latino parents	40%	12%	28	27	12	11	10
Large city	35%	9%	26	32	13	6	13
Suburb	24%	6%	18	39	20	5	12
Small city/town	28%	7%	21	29	19	10	14
Rural area	25%	11%	14	25	23	11	17
Los Angeles	35%	10%	25	34	11	5	15
Orange/San Diego	23%	6%	17	35	19	11	12
Rest of So. CA	26%	7%	19	32	22	8	12
Valley	31%	7%	24	26	19	11	14
Bay area	28%	8%	20	33	19	5	14
Northern CA	19%	3%	16	35	26	10	11

**Teachers not trained in subjects they teach seen as very common – and runs counter to strong public preference.** Nearly eight in ten Californians believe it is common for public school teachers in California to be teaching subjects for which they are not trained – a view more widely held than the belief that teachers lack credentials. The lack of subject training can be a troubling issue, as the public places very high importance on having teachers who only teach subjects for which they are trained.

Almost half of Californians (48%) believe it is “extremely” or “very” common for teachers in their state to teach subjects for which they are not trained (18% “extremely,” 30% “very”). Only one in ten (12%) believes teachers rarely teach subjects for which they lack training, and another one in ten (9%) are unsure.

### Awareness of Teachers Not Trained in Subjects They Teach



Q18: How common do you think it is that public school teachers in California are teaching subjects for which they are not trained: extremely common, very, somewhat, not very common, or does it not happen at all?

There is little variation across subgroups regarding the awareness of teachers who lack subject training, with the exception that:

- Latinos (55% “extremely” or “very” common) and residents of large cities (53%) are most likely to recognize the problem, while Asians (36%) and Northern Californians (36%) are least likely to think the practice is common.

### Awareness of Teachers Not Trained in Subjects They Teach

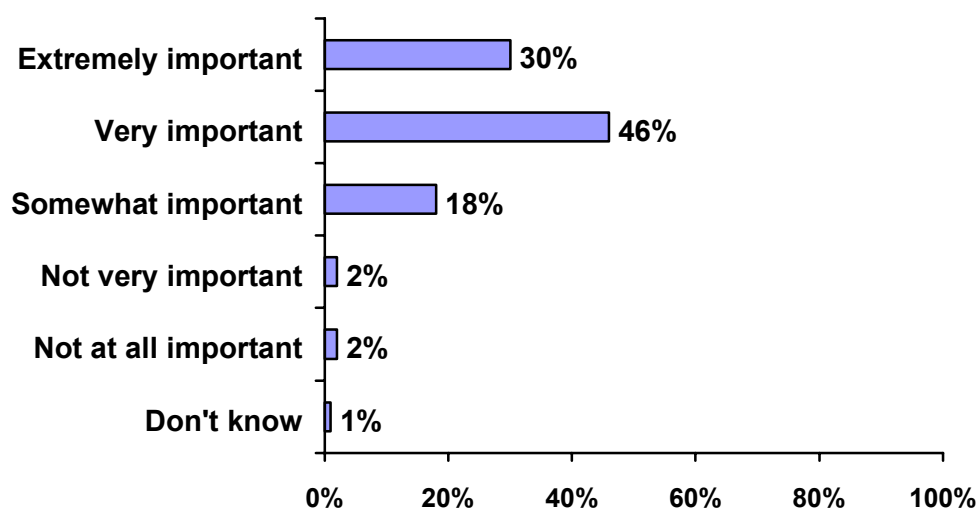
Q18: How common do you think it is that public school teachers in California are teaching subjects for which they are not trained: extremely common, very, somewhat, not very common, or does it not happen at all?

	Extremely / very common	Extremely common	Very common	Smwt common	Not very common	Does not happen	DK/ Refuse
<b>Total</b>	<b>48%</b>	<b>18%</b>	<b>30</b>	<b>31</b>	<b>10</b>	<b>2</b>	<b>9</b>
White	46%	17%	29	34	9	2	9
Latino	55%	23%	32	23	10	4	7
African American	50%	14%	36	33	8	2	7
Asian	36%	12%	24	33	10	2	19
Large city	53%	21%	32	28	7	3	9
Suburb	44%	15%	29	35	12	1	8
Small city/town	47%	15%	32	30	12	3	9
Rural area	51%	25%	26	25	5	5	13
Los Angeles	47%	18%	29	30	8	3	11
Orange/San Diego	50%	19%	31	27	11	3	9
Rest of So. CA	44%	15%	29	35	11	1	10
Valley	51%	23%	28	29	10	4	7
Bay area	52%	16%	36	29	11	1	7
Northern CA	36%	13%	23	39	9	1	15



Californians are unequivocal about having teachers assigned to teach only those subjects in which they are trained. Nearly everyone (94%) agrees that this is at least “somewhat” important, and three quarters (76%) believe it is “extremely” or “very” important (30% “extremely,” 46% “very”).

### Importance of Teaching Only in Trained Subject Area



Q19: How important is it, in your view, that teachers be assigned to teach only those subjects they are trained in: extremely important, very important, somewhat important, not very, or not at all important?

While large majorities across all subgroups feel teachers should teach only the subjects in which they are trained, the following groups express particular emphasis on the importance of subject training:

- Those under 35 (81% “extremely” or “very”);
- African Americans (88%);
- Asians (81%);
- Latino parents (85%); and
- Los Angeles (83%) and Northern California (82%) residents.

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### Importance of Teaching Only in Trained Subject Area

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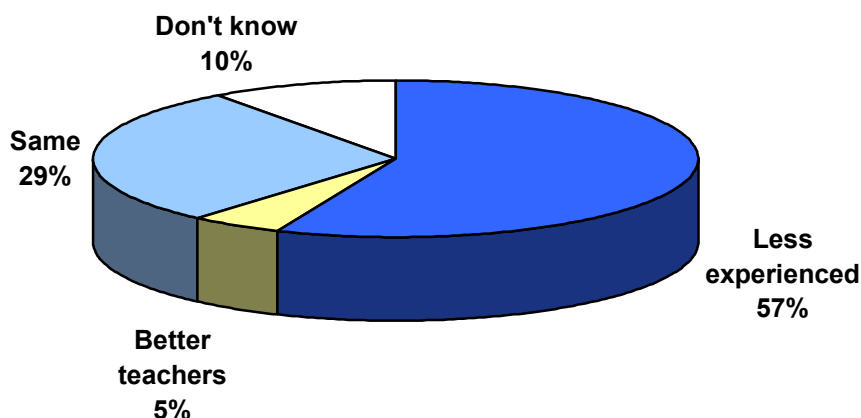
Q19. How important is it, in your view, that teachers be assigned to teach only those subjects they are trained in: extremely important, very important, somewhat important, not very, or not at all important?

	Extremely/ very important	Extremely important	Very important	Somewhat important	Not very important	Not at all important
<b>Total</b>	<b>76%</b>	<b>30%</b>	<b>46</b>	<b>18</b>	<b>2</b>	<b>2</b>
<35 years	81%	39%	42	17	1	1
35-54	76%	29%	47	18	4	2
55+	71%	20%	51	22	3	2
White	72%	26%	46	22	3	1
Latino	80%	36%	44	14	3	3
African American	88%	37%	51	12	--	--
Asian	81%	28%	53	17	--	--
White parents	74%	33%	41	18	5	2
Latino parents	85%	40%	45	8	4	2
Los Angeles	83%	30%	53	12	2	1
Orange/San Diego	75%	33%	42	18	3	2
Rest of So. CA	77%	33%	44	21	1	*
Valley	74%	33%	41	21	1	3
Bay area	67%	26%	41	25	5	2
Northern CA	82%	28%	54	17	1	--

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**Disparity between rich and poor communities.** Almost six in ten (57%) Californians believe schools in poorer areas have less experienced teachers, which is twice as many as those who say teacher quality is “the same” in rich and poor communities. One in ten (10%) is not sure, and a handful (5%) believes poor communities fare better in teacher quality than wealthy communities.

### Teachers in Poor vs. Wealthy Communities



Q20: In California today, do you think public schools in the poorer communities have less experienced teachers, they have better teachers, or do they have about the same quality of teachers as public schools in wealthy communities?

- Bay area residents (70%) are among the most likely to believe there is a difference, and those living in the Valley (43%) are least likely to report a deficit in poor schools.
- African Americans (72%) express a greater belief than their white (56%), Latino (53%), and Asian (56%) counterparts that poorer communities have less experienced teachers than wealthy communities. Similar to their recognition of the teacher shortage, white parents (63%) more than Latino parents (50%) see the problem of equity across poor and wealthy communities.
- College educated (67%), those with the highest incomes (63%), and Democrats (63%) are also more likely than others to believe teachers in poor communities have less experience than those in wealthy areas.

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### Teachers in Poor vs. Wealthy Communities

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Q20: In California today, do you think public schools in the poorer communities have less experienced teachers, they have better teachers, or do they have about the same quality of teachers as public schools in wealthy communities?

	Less experienced	Same quality	Better teachers	DK/Refuse
<b>Total</b>	<b>57%</b>	<b>29</b>	<b>5</b>	<b>10</b>
White	56%	31	3	10
Latino	53%	30	8	8
African American	72%	17	4	7
Asian	56%	21	6	17
White parents	63%	28	1	9
Latino parents	50%	26	14	10
High school or less	44%	39	8	9
Some college	57%	28	3	12
College grad+	67%	22	3	9
<\$35K	53%	31	6	10
\$35K - \$75K	58%	29	5	8
\$75K+	63%	25	2	10
Democrat	63%	25	4	8
Republican	48%	39	3	11
Independent	55%	29	5	11
Los Angeles	59%	26	5	10
Orange/San Diego	53%	31	5	11
Rest of So. CA	53%	34	6	7
Valley	43%	41	5	11
Bay area	70%	18	3	8
Northern CA	56%	28	4	12

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## B. Recognizing Teaching Success and Quality

Californians recognize a mix of qualities that help define a successful teacher, ranging from learned skills and tangible characteristics such as educational training and knowledge, to more innate qualities such as being patient and having a passion for teaching. When it comes to judging and evaluating teaching *performance*, however, subgroups of the California public, particularly whites, clearly lean toward using qualitative over quantitative indicators.

### 1. Both quantitative and qualitative factors contribute to successful teaching

The California public recognizes that many qualities determine how effective a teacher is in a classroom or how much of an impact a teacher can have on young lives. The BRS survey for CFTL reviewed a number of characteristics and skills that parents and educators in focus groups have told us are important in a good teacher. When we presented these in the survey, Californians expressed the view that a mix of quantitative and qualitative characteristics is essential for teaching success. For example, being trained in how to teach tops the list of quantitative qualities, and being patient emerges as essential most often out of the qualitative characteristics.

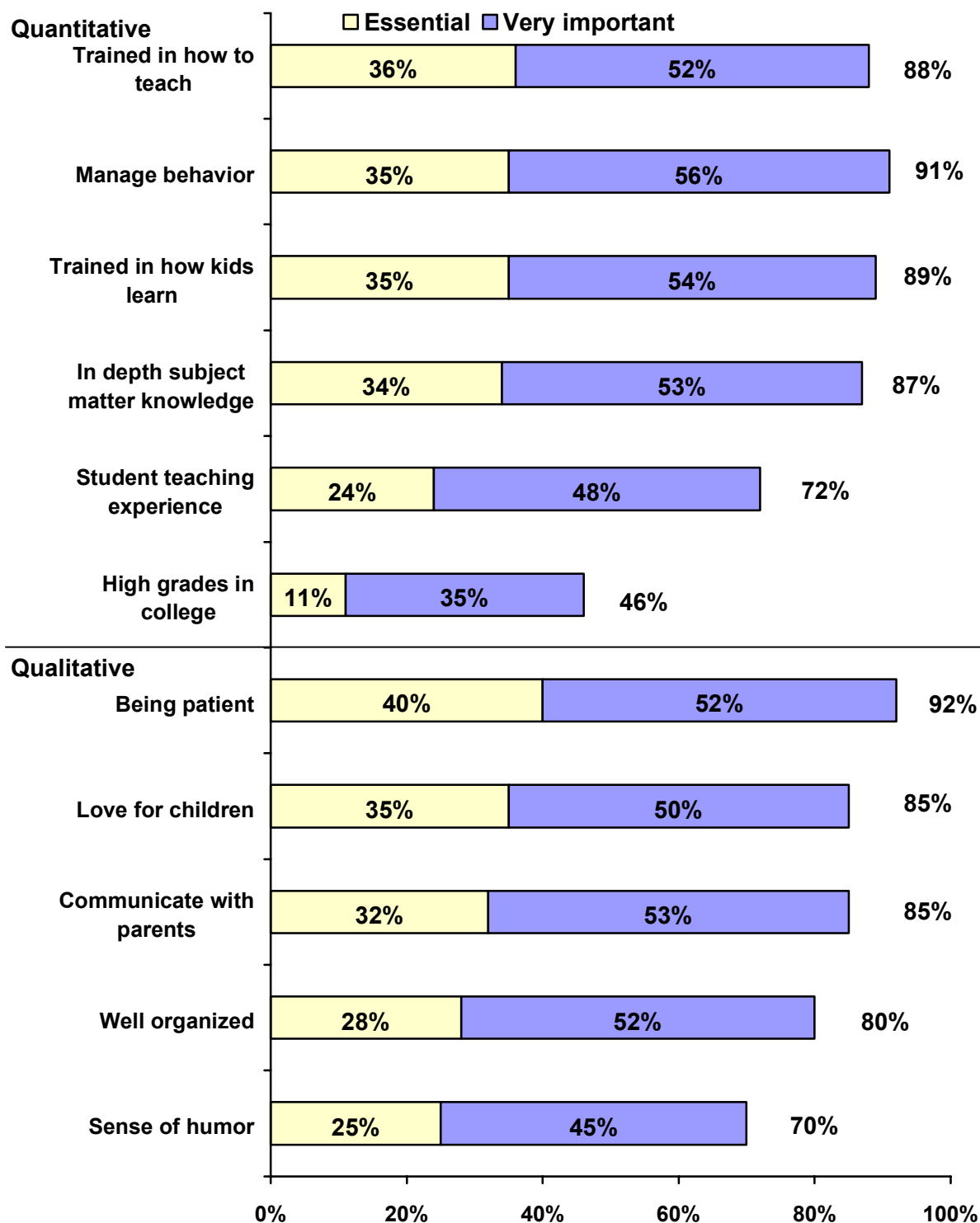
**The quantitative side.** Tangible qualities, such as training that prepares teachers to understand and manage children's learning, as well as in depth subject matter knowledge, are viewed most often as essential. Californians see student teaching experience as relatively less important. However, they may not be making the connection that student teaching is a formal part of learning how to teach. Receiving high grades in college is rarely seen as essential, and in fact, ranks below all of the qualitative characteristics.

- Being trained in how to teach (36% "essential");
- Having an ability to manage classroom behavior (35%);
- Being trained in how children learn (35%);
- Having in depth subject matter knowledge (34%);
- Having experience as a student teacher (24%); and
- Receiving high grades in college (11%).

**The qualitative side.** Qualitative characteristics are viewed as equally important for making a successful teacher. Being patient ranks first, followed by possessing a love for children and knowing how to communicate with parents. Being well organized and “having a sense of humor” are also important, but less likely to be called “essential.”

- Being patient (40% “essential”);
- Having a love of children (35%);
- Knowing how to communicate with parents (32%);
- Being well organized (28%); and
- Having a sense of humor (25%).

## Quantitative and Qualitative Characteristics of Successful Teachers



Q30 – Q40: Here is a list of characteristics that a teacher might or might not have. Please tell me if you think each quality is essential, very important, somewhat, not very or not at all important for a teacher to be successful.

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**Who sees a wide array as important.** To examine differences among demographic groups, we focused on those who call each characteristic “essential” to good teaching because this helps identify the very supportive groups.

- **Quantitatively inclined.** Individuals who have attended or graduated from college value training and classroom management skills more than those with less education. On the other hand, those who have a high school education or less are twice as likely (14%) as college educated Californians (7%) to believe high grades in college are “essential” to make a successful teacher – although no group is committed to the importance of grades in large percentages.
- **Qualitatively inclined.** Few differences within demographic groups emerge from the qualitative list of characteristics. Women (40%) more than men (30%) believe having a love for children is “essential” and younger residents (45%) more than older residents (35%) tend to think being patient is essential to foster successful teaching. African Americans (40%) more than whites (30%) value knowing how to communicate with parents, whereas Blacks (15%) are almost half as likely as whites (27%) to believe having a sense of humor is necessary for successful teaching.



## Quantitative Characteristics and Learned Skills of Successful Teachers

Q30 – Q40: Here is a list of characteristics that a teacher might or might not have. Please tell me if you think each quality is essential, very important, somewhat, not very or not at all important for a teacher to be successful.

	Trained in how to teach	Ability to manage behavior	Trained how children learn	Subject knowledge	Student teaching experience	High grades in college
<b>Essential</b>	36%\	35%\	35%\	34%\	24%\	11%\
	88%	91%	89%	87%	72%	46%
<b>Very important</b>	52%/	56%/	54%/	53%/	48%/	35%/

%s below refer only to those saying “essential”

Male	34%	32%	33%	33%	23%	10%
Female	39%	39%	38%	34%	25%	12%
Mother	36%	37%	37%	33%	29%	15%
Father	36%	30%	37%	30%	24%	16%
<35 years	42%	35%	38%	37%	27%	12%
35-54	36%	35%	37%	35%	24%	10%
55+	30%	36%	29%	28%	20%	9%
White	37%	40%	37%	34%	22%	8%
Latino	35%	30%	33%	35%	26%	16%
African American	37%	29%	34%	35%	24%	10%
Asian	37%	31%	33%	28%	28%	9%
High school or less	26%	28%	26%	34%	22%	14%
Some college	43%	36%	38%	38%	27%	11%
College grad+	40%	41%	39%	30%	23%	7%
<\$35K	34%	30%	34%	36%	26%	12%
\$35K - \$75K	41%	37%	34%	35%	27%	11%
\$75K+	35%	39%	40%	32%	19%	5%
Teacher household	39%	43%	41%	31%	28%	11%
Non teacher hh	36%	33%	34%	34%	23%	10%
Large city	38%	34%	38%	34%	24%	10%
Suburb near city	37%	38%	34%	33%	21%	9%
Small city/town	34%	34%	34%	34%	28%	12%
Rural area	32%	38%	35%	35%	23%	12%
Los Angeles	37%	32%	32%	31%	23%	11%
Orange/San Diego	30%	41%	29%	29%	24%	10%
Rest of So. CA	40%	44%	40%	43%	26%	19%
Valley	32%	32%	32%	33%	25%	14%
Bay area	38%	36%	43%	34%	23%	3%
Northern CA	44%	44%	34%	40%	25%	10%

### Qualitative Characteristics of Successful Teachers

Q30 – Q40: Here is a list of characteristics that a teacher might or might not have. Please tell me if you think each quality is essential, very important, somewhat, not very or not at all important for a teacher to be successful.

	Being patient	Love for children	Comm. with parents	Well organized	Sense of humor
<b>Essential</b>	40%\92%	35%\85%	32%\85%	28%\80%	25%\70%
<b>Very important</b>	52%/	50%/	53%/	52%/	45%/

%s below refer only to those saying “essential”

Male	36%	30%	29%	26%	24%
Female	44%	40%	36%	30%	27%
Mother	42%	41%	36%	33%	26%
Father	36%	35%	34%	29%	24%
<35 years	45%	37%	34%	29%	24%
35-54	40%	35%	33%	28%	25%
55+	35%	34%	28%	27%	27%
White	41%	36%	30%	26%	27%
Latino	39%	35%	34%	31%	25%
African American	36%	34%	40%	28%	15%
Asian	41%	31%	31%	30%	24%
High school or less	33%	32%	27%	26%	24%
Some college	47%	42%	37%	31%	29%
College grad+	41%	33%	32%	27%	23%
<\$35K	42%	36%	31%	29%	29%
\$35K - \$75K	41%	33%	34%	31%	26%
\$75K+	38%	37%	30%	22%	20%
Teacher household	46%	42%	35%	31%	27%
Non teacher hh	39%	34%	31%	27%	25%
Large city	39%	36%	33%	30%	25%
Suburb near city	42%	36%	31%	23%	24%
Small city/town	39%	35%	33%	30%	27%
Rural area	48%	39%	32%	30%	27%
Los Angeles	36%	35%	32%	28%	22%
Orange/San Diego	37%	29%	25%	25%	25%
Rest of So. CA	48%	40%	36%	34%	28%
Valley	36%	33%	32%	29%	24%
Bay area	43%	32%	33%	26%	26%
Northern CA	49%	51%	38%	29%	31%

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## **2. Qualitative evaluations more likely seen as good indicators of teacher performance than are quantitative**

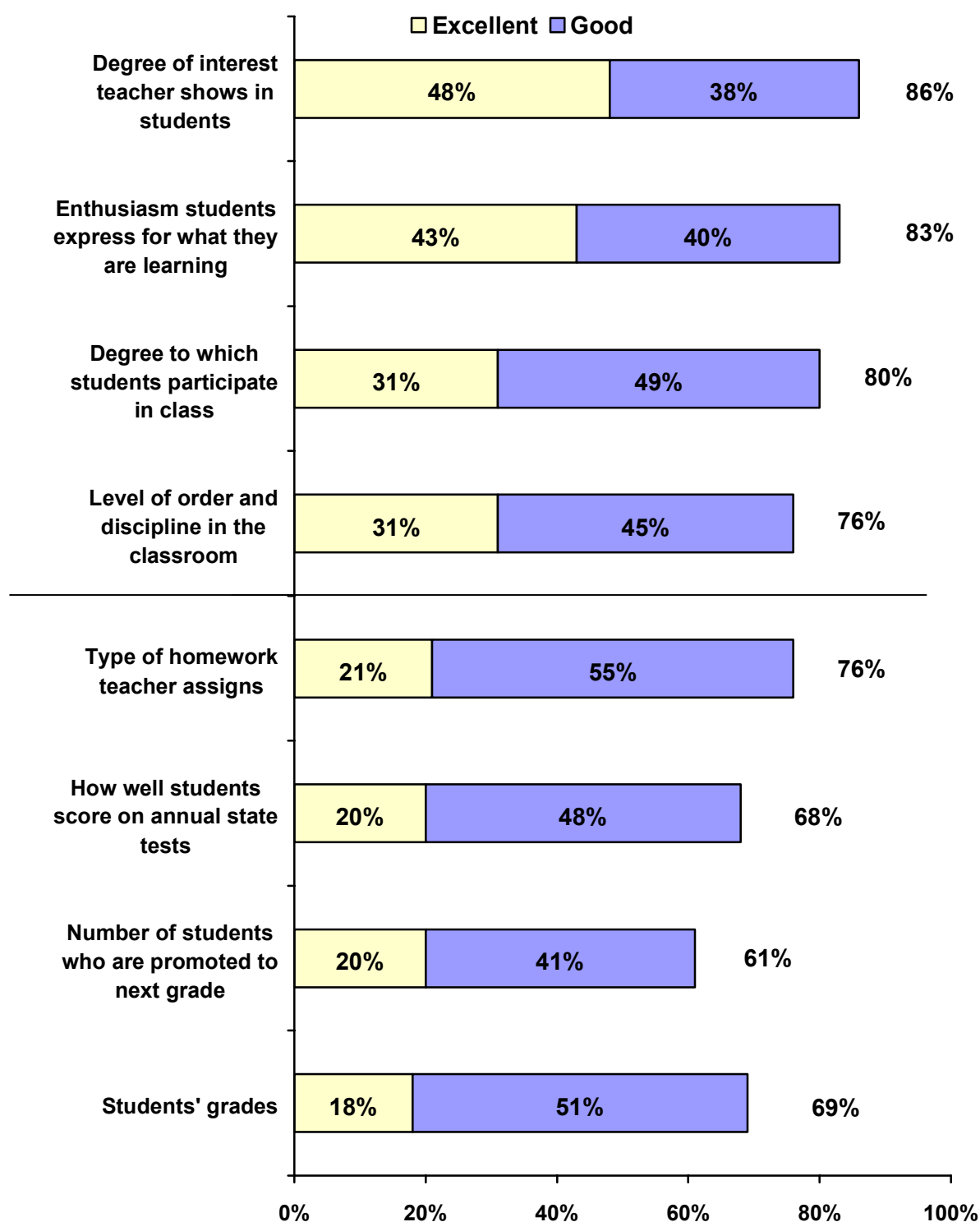
While Californians recognize the importance of both qualitative and quantitative characteristics in a successful teacher, when it comes to evaluation they distinctly favor using a qualitative lens to examine teacher performance. In this regard, Californian's views run contrary to the emerging policies that largely rely on tests to evaluate performance.

When presented with a list of eight ways to evaluate teacher performance, Californians turn most often to attitudes of both students and teachers demonstrated in ways that cannot be revealed in tests: The degree of interest the teacher shows in students (48% "excellent" indication of performance); and the enthusiasm the students express for what they are learning (43%).

Similarly, student participation (31%) and the level of order and discipline in the classroom (31%) follow as the next most important criteria for judging a teacher's performance.

Farther down the list of meaningful indicators are the type of homework a teacher assigns (21% "excellent"), student annual standardized test scores (20%), number who are promoted to the next grade (20%), and lowest of all, students' grades (18%).

### Evaluating Teacher Performance: Qualitative Measures



Q22-29. If you were trying to evaluate the job performance of a teacher, how good an indicator would each of the following be:

To examine differences among demographic groups, we focused on those who call each indicator of teacher performance “excellent” because this helps identify the very supportive groups. While everyone favors qualitative over quantitative indicators of teacher performance, clear demographic differences arise when we look at the intensity of support across subgroups. The following groups consistently appear among the most likely to support qualitative indicators such as interest a teacher shows in students, enthusiasm students express for learning, and classroom participation:

- Whites;
- College educated;
- Highest incomes;
- Teacher households;
- Rural area residents; and
- Bay area and Northern California residents.

Latinos, African Americans, and Asians tend to agree with whites that qualitative indicators can be better than quantitative. However, people of color demonstrate more enthusiasm for quantitative measures than white residents. For example, here is how the different ethnic and racial groups compare:

- Number of students who are promoted to the next grade: 32% of African Americans, 27% of Asians, and 29% of Latino parents, but only 17% of whites call it “essential.”
- How well the students score on state tests: 25% African Americans, 25% Asians, 28% Latino parents and only 16% of whites.
- Students’ grades: 27% Asians, 27% Latino parents and only 15% of whites and African Americans.

The differences are not enormous, but they do reinforce a phenomenon we often find in our education research that people of color take a more quantitative approach to addressing educational needs.

## Evaluating Teacher Performance: Qualitative Measures

Q22-29. If you were trying to evaluate the job performance of a teacher, how good an indicator would each of the following be: *Base N = 989*

	Interest teacher shows in students	Students' enthusiasm for what they are learning	Degree students participate in class	Level of order and discipline
<b>Excellent</b>	48% \ 86%	43% \ 83%	31% \ 80%	31% \ 76%
<b>Good</b>	38% /	40% /	49% /	45% /

**%s below refer only to those saying "excellent"**

Parent	45%	40%	32%	31%
Non-parent	49%	44%	31%	31%
White	57%	50%	35%	34%
Latino	40%	34%	27%	29%
African American	27%	33%	32%	31%
Asian	41%	35%	24%	25%
White parents	56%	50%	36%	34%
Latino parents	38%	36%	30%	34%
High school or less	37%	36%	23%	28%
Some college	47%	45%	34%	35%
College grad+	58%	47%	36%	30%
<\$35K	38%	35%	26%	28%
\$35K - \$75K	52%	43%	32%	34%
\$75K+	59%	53%	39%	30%
Teacher household	54%	46%	34%	37%
Non teacher hh	46%	42%	31%	29%
Large city	47%	41%	35%	30%
Suburb	51%	47%	33%	32%
Small city/town	44%	37%	25%	29%
Rural area	54%	55%	37%	37%
Los Angeles	38%	36%	29%	28%
Orange/San Diego	48%	39%	29%	32%
Rest of So. CA	45%	47%	28%	34%
Valley	47%	40%	31%	33%
Bay area	59%	49%	39%	33%
Northern CA	59%	54%	30%	27%

## Evaluating Job Performance: Quantitative Measures

Q22-29. If you were trying to evaluate the job performance of a teacher, how good an indicator would each of the following be: *Base N = 989*

	Type of homework assigned	Students' scores on state tests	Number of students promoted to next grade	Students' grades
<b>Excellent</b>	21%\ 76%	20%\ 68%	20%\ 61%	18%\ 69%
<b>Good</b>	55% <i>o</i>	48% <i>o</i>	41% <i>o</i>	51% <i>o</i>

**%s below refer only to those saying "excellent"**

Parent	27%	23%	22%	23%
Non-parent	18%	18%	19%	16%
White	18%	16%	17%	15%
Latino	25%	23%	21%	23%
African American	22%	25%	32%	15%
Asian	23%	25%	27%	27%
White parents	22%	18%	15%	21%
Latino parents	34%	28%	29%	27%
High school or less	22%	24%	22%	20%
Some college	18%	19%	22%	18%
College grad+	22%	16%	18%	16%
<\$35K	18%	20%	21%	17%
\$35K - \$75K	23%	19%	22%	20%
\$75K+	20%	20%	16%	15%
Teacher household	20%	15%	21%	10%
Non teacher hh	21%	21%	20%	20%
Large city	21%	19%	22%	18%
Suburb	23%	21%	18%	21%
Small city/town	19%	19%	20%	18%
Rural area	23%	19%	22%	11%
Los Angeles	21%	19%	22%	16%
Orange/San Diego	18%	21%	18%	27%
Rest of So. CA	19%	22%	23%	21%
Valley	21%	25%	15%	19%
Bay area	25%	19%	24%	14%
Northern CA	17%	11%	14%	10%

## C. Solutions

Californians express clear priorities for solutions to public education concerns in general and for bridging the teacher gap: Help equalize education across schools in rich and poor neighborhoods; hire more teachers; increase teacher compensation; and ensure teacher quality by maintaining credentialing requirements.

### **1. Solutions to improve public education: Equalize resources across rich and poor communities, offer free preschool to children in poor neighborhoods and hire more and better prepared teachers.**

Respondents scored each of 18 ideas for improving the quality of California public schools on a scale where one meant the idea would do nothing and 10 signified that it would make public schools a great deal better. In our discussion below, we use the percentages giving a rating of “10” to each of the ideas, as a way to differentiate the degrees to which the public believes each would be effective. We also list the mean ratings on each item (see charts), which provides an additional tool to compare items within the series.

Californians’ views of the solutions to improve public education presented in the survey are consistent with their attitudes toward the state’s education problems. Just as they widely recognize the teacher shortage, the common practice of teachers being hired to teach subjects in which they lack training, and the disparity in resources between poor communities and others, Californians approve most of policies that directly attack these problems.

This top tier of proposals receives mean ratings of 8.1 and higher:

- Equalizing resources in schools across rich and poor communities (57% would make California public education a “great deal better”);
- Offering free preschool to all children in poor neighborhoods (48%);
- Hire more teachers and reduce class size (46%<sup>2</sup>); and
- Require teachers to pass subject area tests before they start teaching (45%).

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<sup>2</sup> In the 2000 BRS study among the Ohio public, a similar proportion (42%) believed we should hire more teachers. Also presented to Ohioans and producing similar sentiments to these Californians are: send in teams of teachers to low performing schools (37% Ohio and California publics), allow teachers and parents to decide how to spend extra incentive money (14% Ohio, 21% California), and require teachers to continue professional development (53% Ohio, 41% California).



The second tier, receiving mean ratings of 7.9 and higher, includes policies that would ensure that teachers are qualified, as well as ideas to improve low performing schools and to provide information on schools' performance to parents.

- Californians want their teachers to keep abreast of developments in their subject areas (41%); and
- The public expresses support for having teachers demonstrate this by being re-tested every few years (35%).

Additionally, assisting teachers in a variety of ways that would help ensure quality teaching:

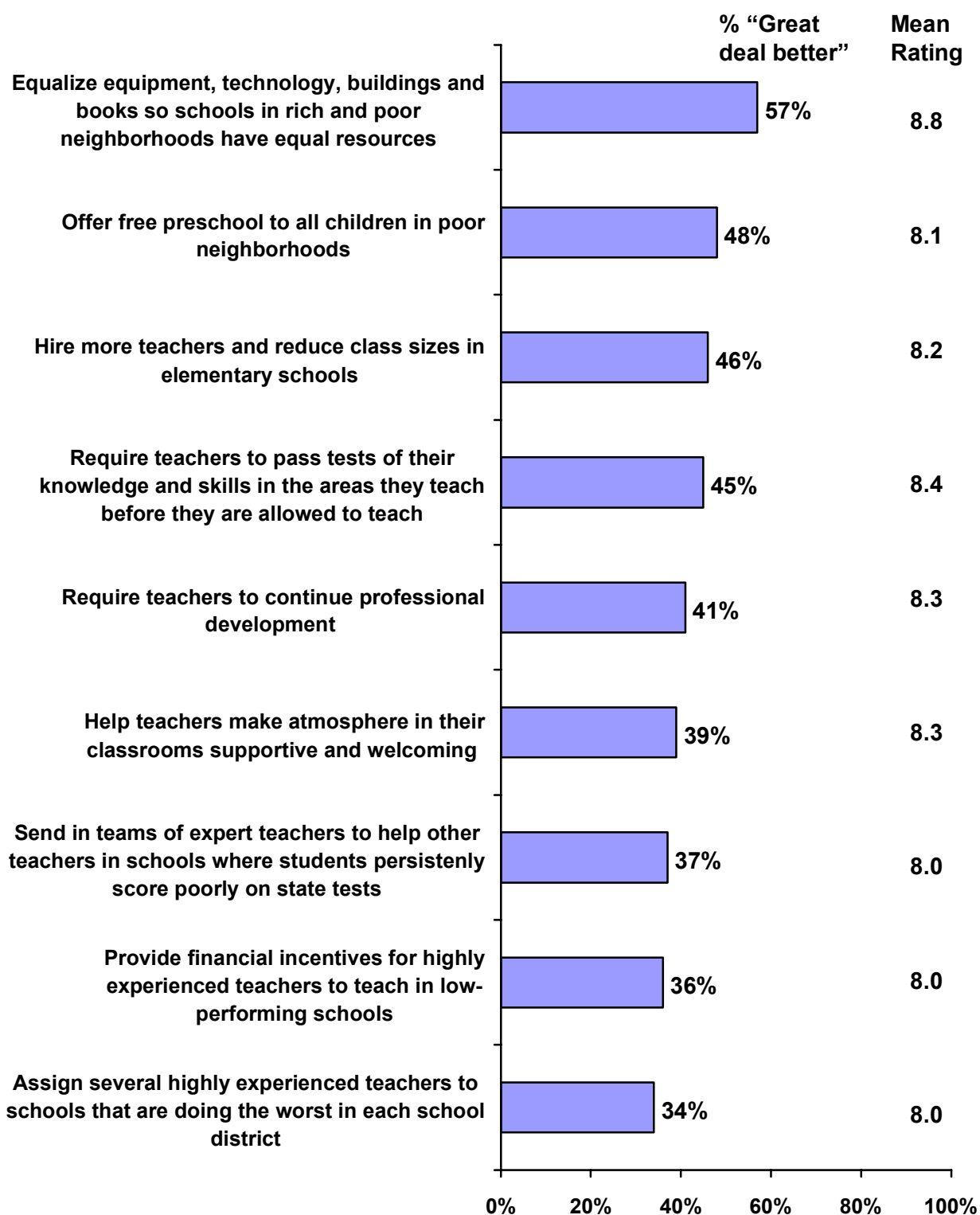
- Helping teachers make their classrooms supportive and welcoming (39%);
- Providing mentors for teachers (30%); and
- Ensuring that teachers have more student teaching experience (31%).

Californians also believe proposals to help low performing schools, particularly focusing on high quality teaching, would be effective ways to improve education:

- Send in teams of expert teachers to help other teachers in schools where the students persistently score poorly on state tests (37%);
- Provide financial incentives for highly experienced teachers to teach in low performing schools (36%);
- Assign several highly experienced teachers to schools that are doing the worst in each district (34%);
- Have the state publish a yearly report that includes how well students in local schools are meeting academic standards (32%);

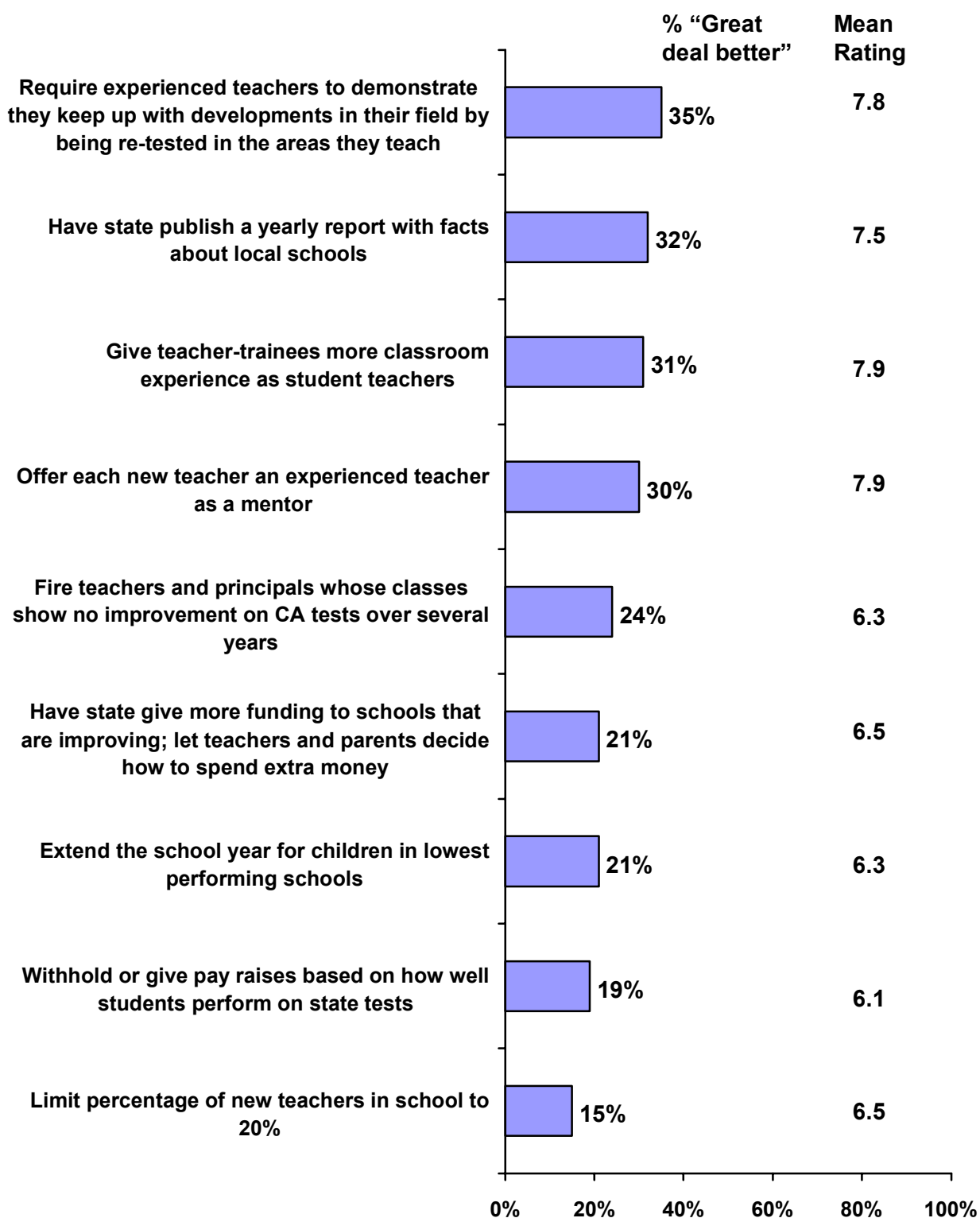
Californians express least confidence in the effectiveness of proposals that would implement high-stake accountability measures such as firing (24%) or withholding or giving pay raises (19%) based on academic achievement. Extending the school year for children in poor neighborhoods is much less popular. Only 21% rate it as making schools a great deal better. Giving parents and teachers authority over spending extra incentive money also receives little support (21%), and Californians express least approval for limiting the percentage of new teachers in a school (15%). Mean ratings for items in this bottom tier range from 6.1 to 6.5.

### Proposals to Improve California Public Schools



Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools.

### Proposals to Improve California Public Schools



Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools.

**Who sees all ideas to improve schools as important.** Across all of the proposals we presented, some Californians consistently express more enthusiasm than others:

- Parents;
- Mothers,
- Latinos and African Americans;
- Residents with a high school education or less; and
- Those with the lowest incomes.

To see if there are additional differences, we examined our list of eighteen ideas in four broad areas: a) accountability measures; b) helping low performing schools; c) improving classroom atmosphere; and d) using expert and experienced teachers.

- **Help low performing schools.** Among the ideas for helping low performing schools, equalizing equipment across rich and poor schools and offering free preschool to all children in poor neighborhoods are viewed as potentially most effective. Democrats and teacher households express particular approval for these ideas.
- **Accountability inclined.** Requiring teachers to pass tests in their subject areas before they teach as well as requiring professional development proved highest generally among the accountability measures. Conservatives, and Valley residents are among the most likely to favor these proposals.
- **Improve classroom atmosphere.** When looking at reducing class size, helping teachers make the classroom atmosphere more supportive and welcoming, as well as giving teachers more student teaching experience, women are among the most supportive.
- **Using expert and experienced teachers.** Assigning experienced teachers to the lowest performing schools in the district and offering experienced teachers as mentors to new teachers both receive mid-level support from the general public. Democrats are among the most likely to favor assigning experienced teachers to poor schools, and women much more than men believe having mentors would improve schools.

## Proposals to Improve California Public Schools: Accountability Measures

Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools

% saying "great deal better"	Require teachers to pass tests in areas they teach before they begin to teach	Require teachers to continue their own professional development	Send teams of expert teachers where students persistently score poorly on tests	Require teachers to keep up with developments in their field by being re-tested
<b>Total</b>	<b>45%</b>	<b>41%</b>	<b>37%</b>	<b>35%</b>
Male	42%	36%	34%	30%
Female	49%	45%	40%	41%
Parent	52%	49%	46%	41%
Non-parent	43%	37%	34%	33%
Father	49%	38%	41%	33%
Mother	54%	57%	49%	46%
White	37%	33%	28%	26%
Latino	57%	53%	50%	47%
African American	58%	50%	61%	50%
Asian	46%	41%	33%	39%
High school or less	56%	52%	48%	48%
Some college	52%	40%	39%	38%
College grad+	32%	32%	27%	22%
<\$35K	51%	49%	40%	41%
\$35K - \$75K	45%	38%	36%	32%
\$75K+	37%	33%	34%	28%
Democrat	43%	42%	39%	36%
Republican	45%	38%	33%	34%
Independent	53%	39%	33%	32%
Liberal	38%	36%	31%	30%
Moderate	47%	37%	38%	32%
Conservative	50%	47%	40%	41%
Teacher household	41%	36%	36%	27%
Non teacher hh	47%	42%	37%	37%
Large city	47%	44%	42%	37%
Suburb	38%	35%	33%	29%
Small city/town	49%	41%	36%	37%
Rural area	55%	48%	42%	43%
Los Angeles	49%	44%	43%	41%
Orange/San Diego	41%	41%	37%	30%
Rest of So. CA	46%	40%	37%	38%
Valley	59%	50%	42%	45%
Bay area	34%	33%	31%	25%
Northern CA	44%	34%	27%	28%

## Proposals to Improve California Public Schools: Accountability Measures

Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools

<b>% saying "great deal better"</b>	<b>State publish yearly report with facts about local schools</b>	<b>Fire teachers and principals whose classes show no improvement on CA tests</b>	<b>Give more funding to improving schools; let teachers and parents decide how to spend</b>	<b>Withhold or give pay raises based on how well students perform on state tests</b>
<b>Total</b>	<b>32%</b>	<b>24%</b>	<b>21%</b>	<b>19%</b>
Male	29%	24%	20%	21%
Female	34%	25%	22%	18%
Parent	42%	30%	30%	31%
Non-parent	27%	22%	17%	14%
Father	35%	26%	24%	31%
Mother	47%	33%	34%	32%
White	24%	20%	13%	12%
Latino	42%	31%	31%	31%
African American	49%	33%	35%	30%
Asian	33%	22%	24%	17%
High school or less	43%	33%	29%	29%
Some college	31%	24%	17%	16%
College grad+	22%	18%	16%	13%
<\$35K	34%	27%	26%	24%
\$35K - \$75K	33%	24%	19%	17%
\$75K+	26%	22%	18%	16%
Democrat	35%	22%	23%	16%
Republican	26%	26%	13%	20%
Independent	28%	22%	23%	22%
Liberal	29%	18%	21%	16%
Moderate	33%	23%	17%	15%
Conservative	32%	29%	22%	23%
Teacher household	29%	19%	20%	17%
Non teacher hh	32%	26%	21%	20%
Large city	35%	27%	24%	23%
Suburb	26%	20%	18%	12%
Small city/town	33%	24%	19%	22%
Rural area	30%	32%	23%	17%
Los Angeles	38%	27%	27%	25%
Orange/San Diego	26%	23%	12%	16%
Rest of So. CA	34%	27%	19%	21%
Valley	40%	29%	25%	27%
Bay area	20%	18%	20%	11%
Northern CA	30%	20%	16%	12%

## Proposals to Improve California Public Schools: Help Low Performing Schools

Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools

% saying "great deal better"	Equalize equipment in schools across rich and poor neighborhoods	Offer free preschool to all children in poor neighborhoods	Provide financial incentives for experienced teachers to teach in low performing schools	Extend school year for lowest performing schools
<b>Total</b>	<b>57%</b>	<b>48%</b>	<b>36%</b>	<b>21%</b>
Male	50%	41%	35%	20%
Female	63%	55%	36%	21%
Parent	62%	58%	43%	25%
Non-parent	55%	44%	33%	19%
Father	52%	47%	40%	20%
Mother	69%	65%	45%	28%
White	50%	39%	28%	12%
Latino	66%	62%	45%	32%
African American	84%	75%	64%	36%
Asian	46%	40%	32%	20%
High school or less	65%	58%	44%	32%
Some college	58%	47%	30%	15%
College grad+	50%	43%	33%	16%
<\$35K	61%	60%	43%	26%
\$35K - \$75K	60%	45%	32%	18%
\$75K+	45%	39%	32%	17%
Democrat	63%	55%	40%	22%
Republican	46%	32%	30%	18%
Independent	55%	49%	31%	16%
Liberal	60%	54%	38%	20%
Moderate	59%	48%	37%	16%
Conservative	53%	42%	31%	23%
Teacher household	66%	55%	34%	19%
Non teacher hh	55%	47%	36%	21%
Large city	55%	54%	37%	26%
Suburb	57%	38%	30%	14%
Small city/town	58%	52%	39%	20%
Rural area	64%	53%	44%	27%
Los Angeles	61%	57%	41%	27%
Orange/San Diego	47%	37%	29%	15%
Rest of So. CA	60%	47%	30%	23%
Valley	63%	50%	44%	22%
Bay area	54%	44%	33%	17%
Northern CA	55%	47%	36%	15%

## Proposals to Improve California Public Schools: Improve Classroom Atmosphere

Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools

<b>% saying "great deal better"</b>	<b>Hire more teachers and reduce class sizes in elementary schools</b>	<b>Help teachers make atmosphere in classrooms supportive and welcoming</b>	<b>Give teacher-trainees more classroom experience as student teachers</b>
<b>Total</b>	<b>46%</b>	<b>39%</b>	<b>31%</b>
Male	37%	34%	29%
Female	55%	45%	33%
Parent	56%	47%	38%
Non-parent	42%	36%	28%
Father	43%	35%	33%
Mother	64%	55%	41%
White	40%	34%	24%
Latino	57%	50%	42%
African American	58%	49%	47%
Asian	37%	32%	28%
High school or less	55%	45%	42%
Some college	46%	43%	30%
College grad+	39%	32%	23%
<\$35K	53%	44%	38%
\$35K - \$75K	47%	42%	31%
\$75K+	37%	31%	21%
Democrat	53%	42%	35%
Republican	36%	32%	26%
Independent	42%	36%	31%
Liberal	48%	39%	29%
Moderate	48%	38%	28%
Conservative	42%	38%	33%
Teacher household	49%	40%	29%
Non teacher hh	45%	39%	32%
Large city	50%	43%	34%
Suburb	38%	35%	24%
Small city/town	51%	38%	33%
Rural area	48%	48%	41%
Los Angeles	53%	42%	33%
Orange/San Diego	39%	35%	27%
Rest of So. CA	47%	43%	34%
Valley	48%	39%	38%
Bay area	41%	34%	24%
Northern CA	43%	43%	34%



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## Proposals to Improve California Public Schools: Teacher & Expert Experience

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Q41-58. Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools

<b>% saying "great deal better"</b>	<b>Assign experienced teachers to worst schools in school district</b>	<b>Offer each new teacher an experienced teacher as a mentor</b>	<b>Limit % of new teachers in each school to 20%</b>
<b>Total</b>	<b>34%</b>	<b>30%</b>	<b>15%</b>
Male	30%	23%	15%
Female	38%	37%	15%
Parent	41%	36%	20%
Non-parent	32%	28%	13%
Father	35%	27%	14%
Mother	45%	42%	25%
White	25%	27%	8%
Latino	45%	35%	28%
African American	66%	38%	25%
Asian	27%	28%	11%
High school or less	46%	34%	23%
Some college	37%	28%	13%
College grad+	24%	28%	10%
<\$35K	44%	35%	20%
\$35K - \$75K	33%	29%	14%
\$75K+	27%	25%	9%
Democrat	39%	33%	16%
Republican	26%	23%	11%
Independent	32%	27%	16%
Liberal	32%	29%	14%
Moderate	34%	30%	10%
Conservative	35%	29%	17%
Teacher household	35%	30%	14%
Non teacher hh	34%	31%	15%
Large city	39%	31%	18%
Suburb	29%	26%	9%
Small city/town	33%	34%	19%
Rural area	38%	30%	16%
Los Angeles	41%	29%	19%
Orange/San Diego	25%	27%	11%
Rest of So. CA	40%	32%	15%
Valley	33%	28%	16%
Bay area	29%	32%	14%
Northern CA	32%	38%	9%

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## **2. Solutions to teacher shortage: Raise compensation, do not lower credential requirements.**

When the public is presented with nine proposals for solving the state's teacher shortage, the six that deal with raising teacher compensation all receive broad support. However, the three that propose making it easier to hire teachers without credentials attract little support.

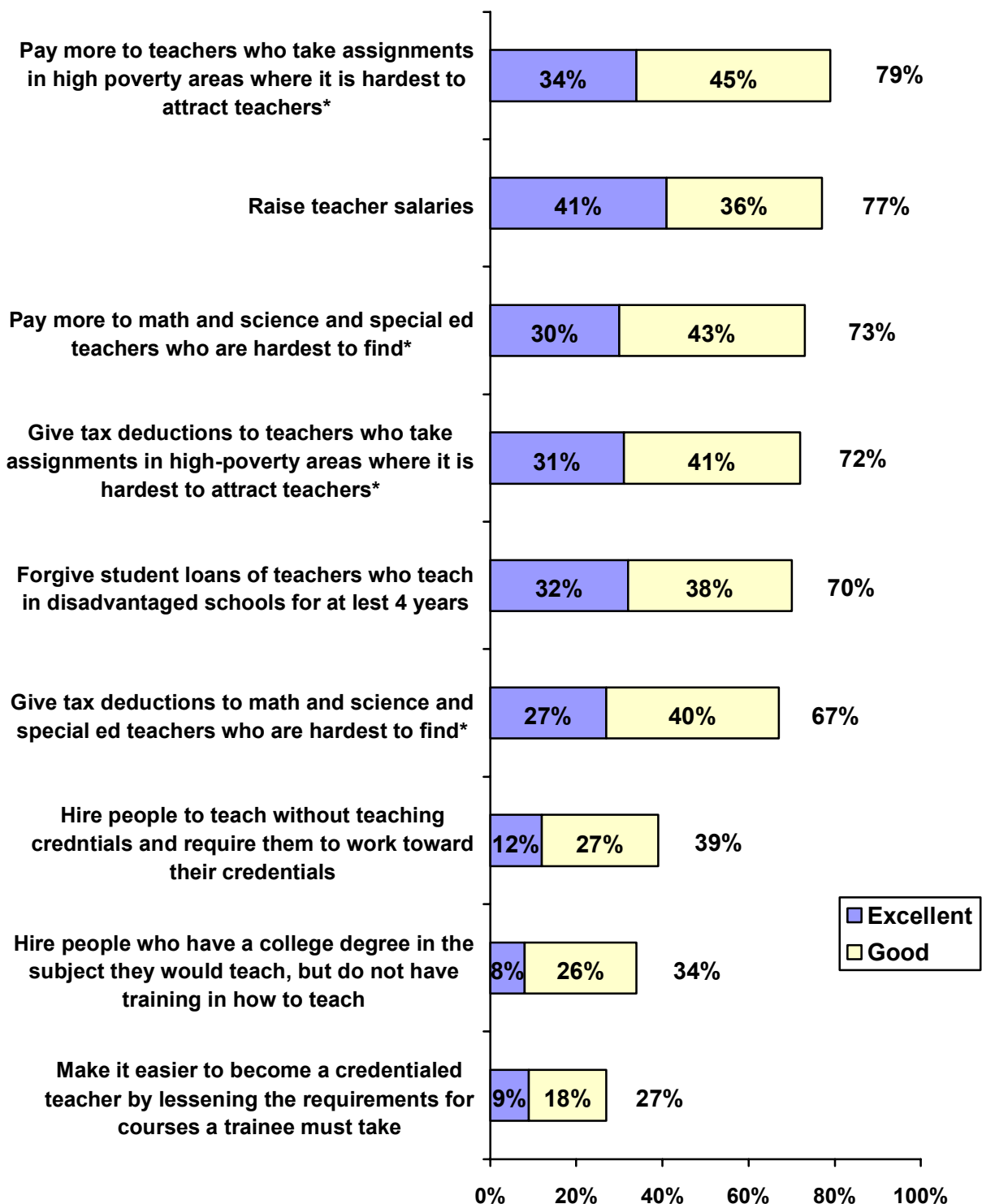
Specifically, large majorities of the California public favor proposals that work to increase teacher compensation:

- Pay more to teachers who take assignments in high-poverty areas where it is hardest to attract teachers (79% "excellent" or "good" idea for attracting more people to teach);
- Raise teacher salaries (77%);
- Pay more to math, science, and special education teachers who are the hardest to find (73%);
- Give tax deductions to teachers who take assignments in high-poverty areas where it is hardest to attract teachers (72%);
- Forgive the student loans of teachers who work in disadvantaged schools for at least four years (70%); and
- Give tax deductions to math, science, and special education teachers who are the hardest to find (67%).

Relatively few Californians, on the other hand, favor:

- Hiring people without credentials (39% "excellent" or "good");
- Hiring those with college degrees in the subject areas they would teach but without teacher training (34%); and
- Lessening the requirements necessary to become credentialed (27%).

## Solutions to Teacher Shortage Problem



Q59-65. Here are some ways that have been suggested to increase the number of public school teachers in areas where there is a shortage. Please tell me whether you think each of these is an excellent idea, good, just okay, poor, or very poor idea for attracting more people to teach.

\* These questions were "split sample," meaning they were each asked randomly of half of the sample.

## Who favors compensation-related solutions

To examine differences among demographic groups, we focused on those who call an idea “excellent” because this helps identify the very supportive groups.

**Raising salaries generally.** Raising teachers’ salaries receives support across the board, but particularly among:

- Women (47% “excellent” idea for attracting more teachers) and mothers (46%);
- African Americans (55%);
- College educated individuals (51%);
- Democrats (48%) and liberals (54%);
- Residents of teacher households (51%); and
- Bay area residents (52%).

The issue of raising salaries is the only proposal that reveals a gender gap between men (35%) and women (47%).

**Pay more for teachers who work in disadvantaged areas.** The three solutions that deal with improved compensation for teachers who work in disadvantaged or high poverty areas generally garner the most support from African Americans, college educated people, liberals, those in teacher households, and Bay area residents.

- Those with the highest incomes favor these proposals, but prefer forgiving loans (38% “excellent”) over paying more to teachers who work in these areas (35%). Similarly, fathers tend to favor tax deductions for teachers who take these assignments (36%), whereas mothers support increasing pay instead (41%).
- Large city residents (41%) are among the most likely to favor increasing pay for teachers in high poverty areas, but rural residents (43%) – of any proposal – like the idea of tax deductions most.

**Pay more for math, science, and special education teachers.** When it comes to filling the gap of math, science, and special education teachers, increasing these teachers’ salaries appeals particularly to:

- Parents (35% “excellent”);
- Mothers (39%);
- African Americans (50%) and Latinos (40%);
- Those with the lowest incomes (35%);
- Democrats (36%);
- Large city residents (35%); and
- Los Angeles residents (40%).

Giving tax deductions to math, science, and special education teachers garners least support among the compensation proposals, although fathers (32%) favor this proposal relatively equally with the other proposals.

### **Who favors reducing teacher qualifications**

Californians across subgroups rate lowering credentials, hiring teachers who lack credentials, and allowing teachers to teach subjects without teacher training *lowest* out of the nine proposals presented in the survey.

## Solutions to Teacher Shortage Problem: Raise Compensation

Q59-65. Here are some ways that have been suggested to increase the number of public school teachers in areas where there is a shortage. Please tell me whether you think each of these is an excellent idea, good, just okay, poor, or very poor idea for attracting more people to teach. *Base for Q60A,B and Q61A,B was split sample (n=474 for "As" and n=532 for "Bs").*

	Pay more to teachers in high poverty areas	Raise teacher salaries	Pay more to math, science, special ed teaches	Give tax deductions to teachers in poverty areas	Forgive student loans of teachers who teach in disadvan schools	Give tax deductions to math, science, spec. ed teachers
<b>Excellent</b>	34%\	41%\	30%\	31%\	32%\	27%\
	79%	77%	73%	72%	70%	67%
<b>Good</b>	45%/	36%/	43%/	41%/	38%/	40%/

%s below refer only to those saying "essential"

Male	31%	35%	29%	32%	29%	28%
Female	37%	47%	32%	31%	34%	26%
Parent	38%	42%	35%	31%	28%	30%
Non-parent	33%	41%	28%	31%	33%	26%
Father	33%	35%	31%	36%	31%	32%
Mother	41%	46%	39%	28%	26%	28%
White	30%	42%	23%	32%	34%	29%
Latino	40%	38%	40%	27%	26%	26%
African American	58%	55%	50%	37%	40%	22%
Asian	23%	35%	27%	35%	26%	24%
High school or less	29%	35%	34%	29%	27%	24%
Some college	32%	36%	28%	27%	30%	28%
College grad+	40%	51%	29%	36%	38%	28%
<\$35K	37%	41%	35%	31%	29%	28%
\$35K - \$75K	34%	41%	25%	36%	33%	27%
\$75K+	35%	45%	30%	30%	38%	26%
Democrat	43%	48%	36%	35%	36%	28%
Republican	23%	33%	26%	24%	24%	28%
Independent	26%	37%	19%	35%	34%	24%
Liberal	46%	54%	33%	44%	41%	32%
Moderate	30%	39%	29%	29%	32%	25%
Conservative	26%	33%	28%	24%	26%	25%
Teacher household	39%	51%	27%	42%	40%	29%
Non teacher hh	33%	39%	32%	29%	30%	27%
Large city	41%	45%	35%	35%	34%	31%
Suburb	27%	44%	30%	31%	32%	28%
Small city/town	38%	36%	27%	25%	31%	21%
Rural area	24%	38%	22%	43%	32%	29%
Los Angeles	38%	39%	40%	26%	30%	27%

---

Orange/San Diego	30%	40%	27%	33%	28%	28%
Rest of So. CA	23%	36%	25%	33%	30%	28%
Valley	30%	36%	26%	37%	28%	32%
Bay area	41%	52%	28%	31%	39%	23%
Northern CA	37%	42%	27%	33%	38%	25%

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### Solutions to Teacher Shortage Problem: Reduce Qualifications

Q59-65. Here are some ways that have been suggested to increase the number of public school teachers in areas where there is a shortage. Please tell me whether you think each of these is an excellent idea, good, just okay, poor, or very poor idea for attracting more people to teach.

	Hire people w/o teaching credentials and require them to work toward credentials	Hire people who have a clg degree in the subject, but do not have teacher training	Make it easier to become a credentialed teach by lessening the requirements a trainee must take
<b>Excellent</b>	12%\	8%\	9%\
<b>Good</b>	27% <i>/</i>	26% <i>/</i>	18% <i>/</i>
	39%	34%	27%
Male	12%	10%	9%
Female	12%	7%	9%
Parent	16%	11%	13%
Non-parent	10%	7%	7%
Father	14%	12%	10%
Mother	17%	11%	16%
White	8%	3%	4%
Latino	17%	15%	16%
African American	19%	18%	21%
Asian	12%	7%	9%
High school or less	15%	14%	14%
Some college	8%	5%	5%
College grad+	12%	7%	7%
<\$35K	16%	12%	11%
\$35K - \$75K	11%	8%	8%
\$75K+	7%	5%	6%
Democrat	11%	10%	9%
Republican	13%	9%	6%
Independent	11%	4%	7%
Liberal	12%	9%	9%
Moderate	9%	6%	5%
Conservative	13%	9%	10%
Teacher household	20%	8%	11%
Non teacher hh	10%	8%	8%
Large city	18%	11%	14%
Suburb	7%	6%	5%
Small city/town	10%	8%	6%
Rural area	10%	7%	10%
Los Angeles	16%	12%	11%
Orange/San Diego	9%	8%	7%
Rest of So. CA	10%	11%	6%
Valley	15%	6%	11%
Bay area	7%	5%	8%
Northern CA	10%	7%	7%



**Appendix:  
Questionnaire with  
Response Totals**

Questionnaire with Topline Results:
Survey of California Adults
for California Future of Teaching and Learning

Interviewing conducted October 3 through October 14, 2002.
N = 1006 adults, including an oversample of parents.
Data have been weighted by parental status and race.
Margin of sampling error is +/- 3.1 percentage points
Percents may add to 99% or 101% due to rounding.
\* indicates less than 1%, -- indicates zero.

My name is \_\_\_\_\_ and I am an interviewer with Belden Russonello & Stewart. We are conducting a public opinion survey among Californians about issues in the state. May I speak to the person over 18 in this household who had a birthday most recently?

(IF SPANISH SPEAKING: Would you prefer to be interviewed in Spanish or in English?)

1. Are you the parent or guardian of any children ages 4 to 18 living at home with you?
YES.....30%
NO ..... 70
DON'T KNOW ..... --
REFUSE .....\*

2. Which one of the following issues, in your opinion, is the most important for the state government in California to address right now? I know many of them may be important, but I am interested in the one you feel is most important:
[RANDOM] Improving education, strengthening the economy, fighting crime, keeping taxes low, protecting the environment?
EDUCATION.....41%
ECONOMY ..... 25
CRIME ..... 13
TAXES ..... 10
ENVIRONMENT..... 8
DON'T KNOW ..... 3
REFUSE .....\*

How serious of a problem would you say each of the following is for public education in California? The first one is \_\_\_\_\_. Is that a very serious, somewhat serious, not very, or not at all serious problem for public education in California?

RANDOMIZE 3 - 8 (Based on N=989)

3. Lack of parental involvement	VERY SERIOUS .....	57%
	SOMEWHAT SERIOUS .....	29
	NOT VERY SERIOUS.....	6
	NOT AT ALL SERIOUS.....	3
	DON'T KNOW .....	5
	REFUSE .....	--
<hr/>		
4. Funding not getting to schools	VERY SERIOUS .....	55%
	SOMEWHAT SERIOUS .....	25
	NOT VERY SERIOUS.....	9
	NOT AT ALL SERIOUS.....	5
	DON'T KNOW .....	7
	REFUSE .....	--
<hr/>		
5. Large class sizes	VERY SERIOUS .....	47%
	SOMEWHAT SERIOUS .....	31
	NOT VERY SERIOUS.....	11
	NOT AT ALL SERIOUS.....	6
	DON'T KNOW .....	4
	REFUSE .....	--
<hr/>		
6. Poor teaching	VERY SERIOUS .....	42%
	SOMEWHAT SERIOUS .....	32
	NOT VERY SERIOUS.....	14
	NOT AT ALL SERIOUS.....	7
	DON'T KNOW .....	4
	REFUSE .....	--
<hr/>		
7. Lack of adequate facilities	VERY SERIOUS .....	45%
	SOMEWHAT SERIOUS .....	34
	NOT VERY SERIOUS.....	11
	NOT AT ALL SERIOUS.....	6
	DON'T KNOW .....	4
	REFUSE .....	*

8. Safety in schools	VERY SERIOUS .....47% SOMEWHAT SERIOUS ..... 33 NOT VERY SERIOUS..... 14 NOT AT ALL SERIOUS..... 3 DON'T KNOW ..... 3 REFUSE .....*
9. As far as you know, does California spend more, about the same, or less per student than other states in the nation on kindergarten through 12 <sup>th</sup> grade education?	MORE .....20% SAME..... 17 LESS..... 34 DON'T KNOW ..... 28 REFUSE .....*
10. Now thinking about academic standards, would you say the academic standards for students in California are too high, too low, or are about right? (Is that much or somewhat too high/low?)	MUCH TOO HIGH .....4% SOMEWHAT TOO HIGH ..... 6 ABOUT RIGHT..... 33 SOMEWHAT TOO LOW..... 30 MUCH TOO LOW..... 23 DON'T KNOW ..... 5 REFUSE ..... --
11. In your opinion, should all students be required to meet the same set of academic standards regardless of whether they are planning to go to college?	YES.....80% NO ..... 18 DON'T KNOW ..... 2 REFUSE .....*
12. In your opinion, should California be spending a lot more, somewhat more, the same, somewhat less or much less on public education than it does <b>now</b> ?	A LOT MORE .....43% SOMEWHAT MORE..... 33 THE SAME..... 16 SOMEWHAT LESS..... 3 MUCH LESS ..... 2 DON'T KNOW ..... 4 REFUSE ..... --

13. Do you believe that California should spend more, less, or about the same per student as other states spend on public education? (Is that a lot or somewhat more/less?)	A LOT MORE .....24% SOMEWHAT MORE..... 26 SAME..... 40 SOMEWHAT LESS..... 2 A LOT LESS ..... 1 DON'T KNOW ..... 7 REFUSE .....*
14. As far as you know, are public school teachers in California paid about the same, paid more, or paid less than teachers in other states?	MORE ..... 28% SAME..... 21 LESS..... 22 DON'T KNOW ..... 30 REFUSE .....*
15. In your view, are public school teachers in California underpaid, overpaid or paid about the right amount?	UNDERPAID .....60% ABOUT RIGHT AMOUNT..... 25 OVERPAID ..... 5 DON'T KNOW ..... 10 REFUSE .....*
16. As far as you know, do the public schools in California have enough qualified teachers for the teaching jobs or too few qualified teachers?	ENOUGH QUAL. TEACHERS ..... 16% TOO FEW ..... 77 DON'T KNOW (GO TO 18)..... 7 REFUSE (GO TO 18).....*
17. IF TOO FEW IN 16: How serious would you say the teacher shortage in California is: extremely serious, very serious, somewhat or not very serious? (Based on N=782)	EXTREMELY SERIOUS ..... 22% VERY SERIOUS ..... 36 SOMEWHAT SERIOUS..... 35 NOT VERY SERIOUS..... 4 DON'T KNOW ..... 2 REFUSE ..... --

18. How common do you think it is that public school teachers in California are teaching subjects for which they are not trained: extremely common, very, somewhat, not very common, or does it not happen at all?	EXTREMELY COMMON ..... 18% VERY COMMON ..... 30 SOMEWHAT COMMON ..... 31 NOT VERY COMMON ..... 10 DOES NOT HAPPEN AT ALL ..... 2 DON'T KNOW ..... 9 REFUSE ..... *
19. How important is it, in your view, that teachers be assigned to teach only those subjects they are trained in: extremely important, very important, somewhat important, not very, or not at all important?	EXTREMELY IMPORTANT ..... 30% VERY IMPORTANT ..... 46 SOMEWHAT IMPORTANT ..... 18 NOT VERY IMPORTANT ..... 2 NOT AT ALL IMPORTANT ..... 2 DON'T KNOW ..... 1 REFUSE ..... *
20. In California today, do you think public schools in the poorer communities have less experienced teachers, they have better teachers, or do they have about the same quality of teachers as public schools in wealthy communities?	LESS EXP. TEACHERS ..... 57% BETTER TEACHERS ..... 5 ABOUT THE SAME QUALITY ..... 29 DON'T KNOW ..... 10 REFUSE ..... --
21. How common do you think it is for the public schools in your community to hire teachers who have not obtained their credential? Extremely common, very common, somewhat common, not very common, or does it not happen?	VERY COMMON ..... 21 SOMEWHAT COMMON ..... 33 NOT VERY COMMON ..... 18 DOES NOT HAPPEN ..... 7 DON'T KNOW ..... 14 REFUSE ..... --
EXTREMELY COMMON ..... 8%	

If you were trying to evaluate the job performance of a teacher, how good an indicator would each of the following be. First, would \_\_\_\_\_ be an excellent, good, not very good, or poor indicator of the teacher's job performance? (SCRAMBLE 22 - 29)  
(Based on N=989)

	Excellent	Good	Not very good	Poor	DK/Ref
22. The level of order and discipline in the classroom	31%	45	12	8	3
23. The type of homework the teacher assigns	21%	55	14	6	4
24. The number of students in the teacher's class who are promoted to the next grade at the end of the year	20%	41	22	13	4
25. The degree to which the students participate in class	31%	49	11	5	3
26. How well the teacher's students score on an annual state test	20%	48	17	10	5
27. The students' grades	18%	51	18	9	3
28. The degree of interest the teacher shows in the individual students	48%	38	7	4	3
29. The enthusiasm students express for what they are learning in the teacher's class	43%	40	9	6	2

Here is a list of characteristics that a teacher might or might not have. Please tell me if you think each quality is essential, very important, somewhat, not very or not at all important for a teacher to be successful. (SCRAMBLE 30 - 40)

	Essen- tial	Very imp	Smwt imp	Not very	Not at all	DK/ Ref
30. Having in depth knowledge of the subject matter they teach	34%	53	11	1	*	*
31. Being trained in how children <i>learn</i>	35%	54	9	1	1	*
32. Having an ability to <i>manage</i> classroom behavior	35%	56	8	1	*	--
33. Having a love for children	35%	50	12	2	*	*
34. Being trained in the techniques of <i>how</i> to teach	36%	52	9	1	1	*
35. Having a sense of humor	25%	45	25	4	1	*
36. Being patient	40%	52	6	1	1	--
37. Knowing how to communicate with parents	32%	53	13	1	*	*
38. Having experience as a student teacher	24%	48	21	4	1	1
39. Being well organized	28%	52	18	2	*	--
40. Receiving high grades in college	11%	35	36	14	3	1



Here is a list of ideas for improving California's public schools. Please tell me how effective each idea would be in improving the quality of education. Use a 10-point scale where 10 means the idea would make public schools a great deal better, and one means it would do nothing to improve California's schools. The first one is: (SCRAMBLE 41 - 51)

	<b>% Saying 10 "Great deal better"</b>
41. Hire more teachers and reduce class sizes in elementary schools.	46%
42. Require teachers to pass tests of their knowledge and skills in the areas they teach before they are allowed to teach.	45%
43. Require experienced teachers to demonstrate that they keep up with developments in their field by being re-tested in the areas they teach every few years.	35%
44. Withhold or give pay raises to teachers and principals based on how well their students perform on California statewide tests.	19%
45. Fire teachers and principals whose classes show no improvement on California tests over several years.	24%
46. Require teachers to continue their own professional development by attending courses and learning about the skills and subject matter they are supposed to teach.	41%
47. Send in teams of expert teachers to help other teachers develop solutions in schools where the students persistently score poorly on state tests.	37%
48. Have the state publish a yearly report to parents and the public with facts about local schools including how well the students in each public school are meeting the state's academic standards.	32%
49. Help teachers make the atmosphere in their classrooms supportive and welcoming.	39%
50. Limit the percentage of <i>new</i> teachers in each school to less than twenty percent, so the other teachers in each school are experienced.	15%
51. Offer each new teacher an experienced teacher as her or his mentor.	30%

Here are some other ideas. Still using the 10-point scale where 10 means the idea would make schools a great deal better and one means it would do nothing to improve California's public schools, how would you rate the effectiveness of: (SCRAMBLE 52 - 58)

	<b>% Saying 10 "Great deal better"</b>
52. Having the state give more funding to schools that are improving and let the teachers and parents decide how to spend the extra money.	21%
53. Equalizing equipment, technology, buildings, and books so the schools in rich and poor neighborhoods have equal resources.	57%
54. Offering free preschool to all children in poor neighborhoods.	48%
55. Extending the school year for children in the lowest performing schools.	21%
56. Assigning several highly experienced teachers to schools that are doing the worst in each school district.	34%
57. Providing financial incentives for highly experienced teachers to teach in low performing schools.	36%
58. Giving teacher-trainees more classroom experience as student teachers.	31%

Here are some ways that have been suggested to increase the number of public school teachers in areas where there is a shortage. Please tell me whether you think each of these is an excellent idea, good, just okay, poor or very poor idea for attracting more people to teach:

	Excel- lent	Good	Okay	Poor	Very poor	DK/ Ref
59. Forgive the student loans of teachers who teach in disadvantaged schools for at least four years.	32%	38	14	11	4	1
60A. SPLIT SAMPLE A: Pay more to teachers who take assignments in high-poverty areas where it is hardest to attract teachers. (Base = 474)	34%	45	12	5	2	3
60B. SPLIT SAMPLE B: Give tax deductions to teachers who take assignments in high-poverty areas where it is hardest to attract teachers. (Base = 532)	31%	41	14	9	4	1
61A. SPLIT SAMPLE A: Pay more to math and science, and special education teachers who are the hardest teachers to find. (Base = 474)	30%	43	16	6	4	1
61B. SPLIT SAMPLE B: Give tax deductions to math and science and special education teachers who are the hardest teachers to find. (Base = 532)	27%	40	17	11	4	1
62. Hire people who have a college degree in the subject they would teach, but do not have training in <b>how</b> to teach.	8%	26	25	29	10	1

	Excel- lent	Good	Okay	Poor	Very poor	DK/ Ref
63. Make it easier to become a credentialed teacher by lessening the requirements for courses a trainee must take.	9%	18	13	38	22	1
64. Raise teacher salaries.	41%	36	12	7	2	2
65. Hire people to teach without teaching credentials and require them to work toward their credentials.	12%	27	21	26	12	1

Now I have some questions to help us classify your questionnaire.

D1. Which of the following best describes the place where you live: a large city, a suburb near a large city, a small city or town, or a rural area?	LARGE CITY.....34%
	SUBURB NEAR A LARGE CITY .... 30
	SMALL CITY OR TOWN..... 27
	RURAL AREA ..... 7
	DON'T KNOW ..... 1
	REFUSE ..... 1

D2. Are you registered to vote?	YES.....77%
	NO ..... 22
	DON'T KNOW .....*
	REFUSE ..... 1

D3. Did you happen to have a chance to vote in the 2000 Presidential elections?	YES.....68%
	NO ..... 30
	DON'T KNOW .....*
	REFUSE..... 2

D4. Do you consider yourself to be a Democrat, a Republican, an independent, or something else?	DEMOCRAT (GO TO D6) .....39%
	REPUBLICAN (GO TO D6)..... 25
	INDEPENDENT ..... 17
	SOMETHING ELSE..... 9
	DON'T KNOW ..... 5
	REFUSE ..... 4

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D5. IF INDEPENDENT, SOMETHING ELSE, DK, OR REFUSE: Do you lean more to the Democratic Party or more to the Republican Party? (Based on N = 372)	DEMOCRAT ..... 32%
	REPUBLICAN..... 23
	DON'T KNOW ..... 28
	REFUSE ..... 17

---

D6. In terms of your political outlook, do you usually think of yourself as: REVERSE ORDER: very conservative, somewhat conservative, middle of the road, somewhat liberal, or very liberal?	VERY CONSERVATIVE ..... 9%
	SOMEWHAT CONSERVATIVE..... 25
	MIDDLE OF THE ROAD..... 27
	SOMEWHAT LIBERAL ..... 21
	VERY LIBERAL ..... 11
	DON'T KNOW ..... 3
	REFUSE ..... 3

---

D7. How often do you read a <b>daily or Sunday</b> newspaper? Rarely, once or twice a week, two to four times a week, or five to seven times a week?	RARELY ..... 24%
	ONCE OR TWICE A WEEK..... 19
	TWO TO FOUR TIMES A WEEK.... 15
	FIVE TO SEVEN TIMES A WEEK.. 39
	DON'T KNOW ..... 1
	REFUSE ..... 2

---

D8. What is your occupation? OPEN END (Based on N=989)	PROFESSIONAL WHT COLLAR... 19%
	MANAGERIAL WHT COLLAR..... 4
	TEACHER..... 6
	CLERICAL/SALES/TECH ..... 13
	BLUE COLLAR..... 27
	MILITARY/GOV'T ..... 2
	SELF-EMPLOYED ..... 2
	DISABLED ..... 1
	UNEMPLOYED ..... 1
	MISCELLANEOUS ..... 2
	STUDENT ..... 6
	RETIRED ..... 8
	HOUSEWIFE ..... 5
	DON'T KNOW ..... --
	REFUSE ..... 2

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D9. Is or was anyone <u>else</u> in your household a school teacher, principal, or school administrator? [And what is or was that – a teacher, principals, or administrator?] MULTIPLE CODE (Based on N=989)	NO, NONE.....80%
	TEACHER..... 16
	PRINCIPAL..... 1
	ADMINISTRATOR..... 2
	DON'T KNOW.....*
	REFUSE..... 2

---

D10. Do you own or rent your home?	OWN.....59%
	RENT..... 37
	DON'T KNOW..... 1
	REFUSE..... 3

---

D11. What was the last grade of school you completed? DO NOT READ	LESS THAN HS.....8%
	HS GRAD/GED..... 21
	SOME CLG/TECH/2 YR..... 30
	CLG GRAD/BA OR BS/4 YR..... 22
	GRAD WORK/GRAD DEGREE..... 15
	DON'T KNOW.....*
	REFUSE..... 3

---

D12. Are you married, living with a life partner, divorced, separated, widowed, or single, that is never been married?	MARRIED.....51%
	LIFE PARTNER..... 5
	DIVORCED..... 10
	SEPARATED..... 2
	WIDOWED..... 6
	SINGLE..... 24
	DON'T KNOW..... --
	REFUSE..... 3

---

D13. IF PARENT: This fall will any of your children be in Kindergarten through 12 <sup>th</sup> grade in public school? In private or parochial school? Home schooling? MULTIPLE CODE (Based on N=406)	PUBLIC..... 80%
	PRIVATE..... 9
	RELIGIOUS OR PAROCHIAL..... 2
	HOME SCHOOLED..... 1
	NOT IN SCHOOL..... 7
	DON'T KNOW..... 2
	REFUSE..... 2

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D14. AGE. In what year were you born?	18 - 34.....	33%
	35 - 44.....	22
	45 - 54.....	18
	55 - 64.....	12
	65 or over.....	15
	DON'T KNOW .....	*
	REFUSE .....	*

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D15. Would you say you are white, Black or African American, Hispanic, Asian or Pacific Islander, Native American, or something else?	WHITE.....	51%
	AFRICAN AMERICAN .....	7
	HISPANIC OR LATINO.....	28
	ASIAN/PACIFIC ISLANDER.....	10
	NATIVE AMERICAN .....	1
	SOMETHING ELSE .....	1
	DON'T KNOW .....	*
REFUSE .....	2	

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D16. Were you born outside the US?	YES, OUTSIDE US.....	24%
	NO, IN US.....	74
	DON'T KNOW .....	*
	REFUSE .....	3

---

D17. Stop me when I come to the category in which your total household income fell before taxes in 2001. Your best estimate is fine.	Between \$0 and \$25,000 .....	17%
	Between \$25 and \$35,000 .....	13
	Between \$35 and \$50,000 .....	17
	Between \$50 and \$75,000 .....	18
	\$75,000 or more.....	22
	DON'T KNOW .....	4
REFUSE .....	9	

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GENDER	MALE .....	49%
	FEMALE.....	51

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REGION	LOS ANGELES.....	30%
	ORANGE/SAN DIEGO.....	15
	REST OF SO. CA.....	13
	VALLEY .....	13
	BAY AREA.....	20
NORTH .....	9	

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