

Building a Strong, Stable & Diverse Educator Workforce: What LEAs Can Do

November 13, 2019

CCSESA Recruitment & Retention Symposium

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Director of State Policy

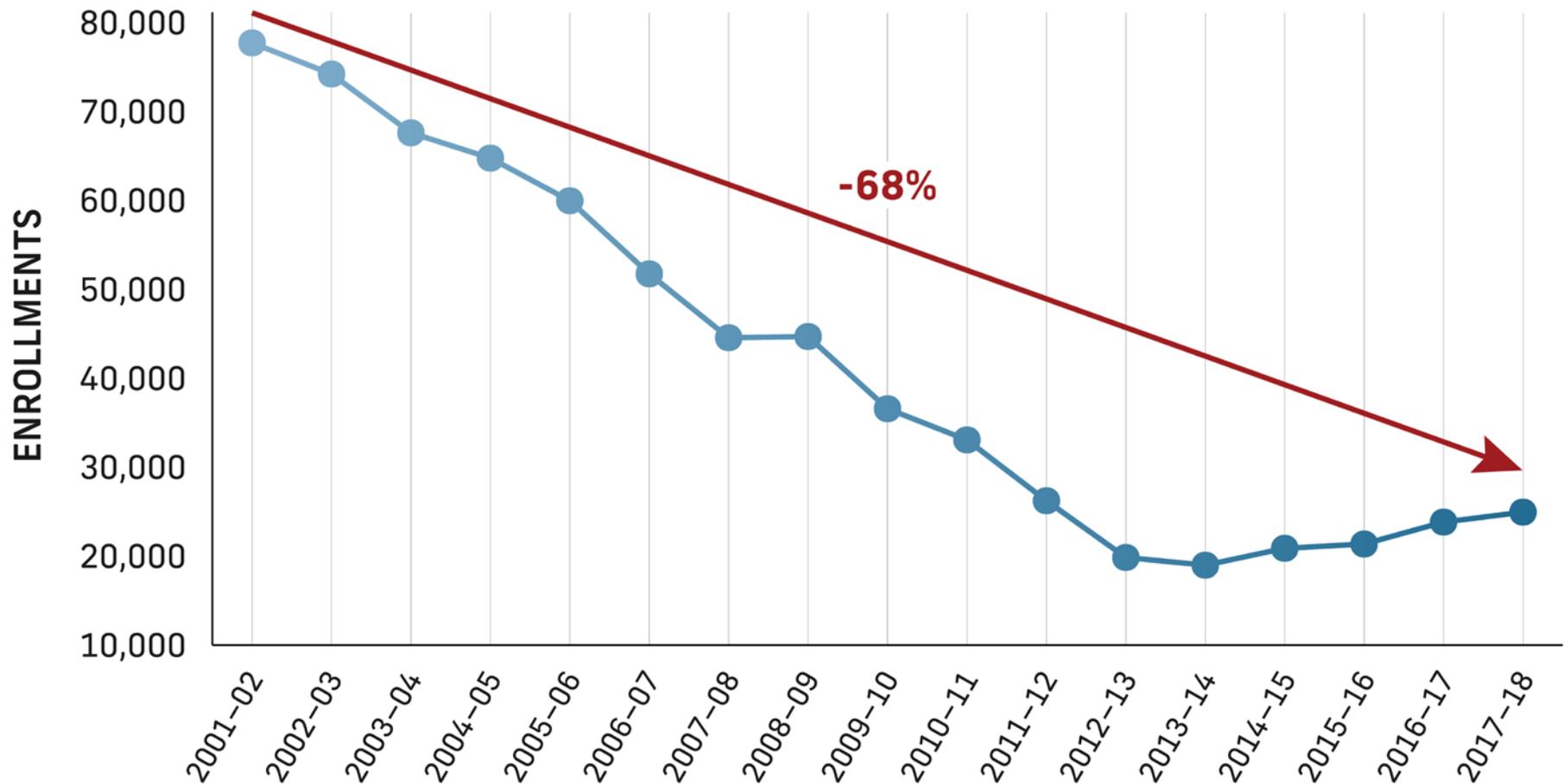
@LPI_Learning

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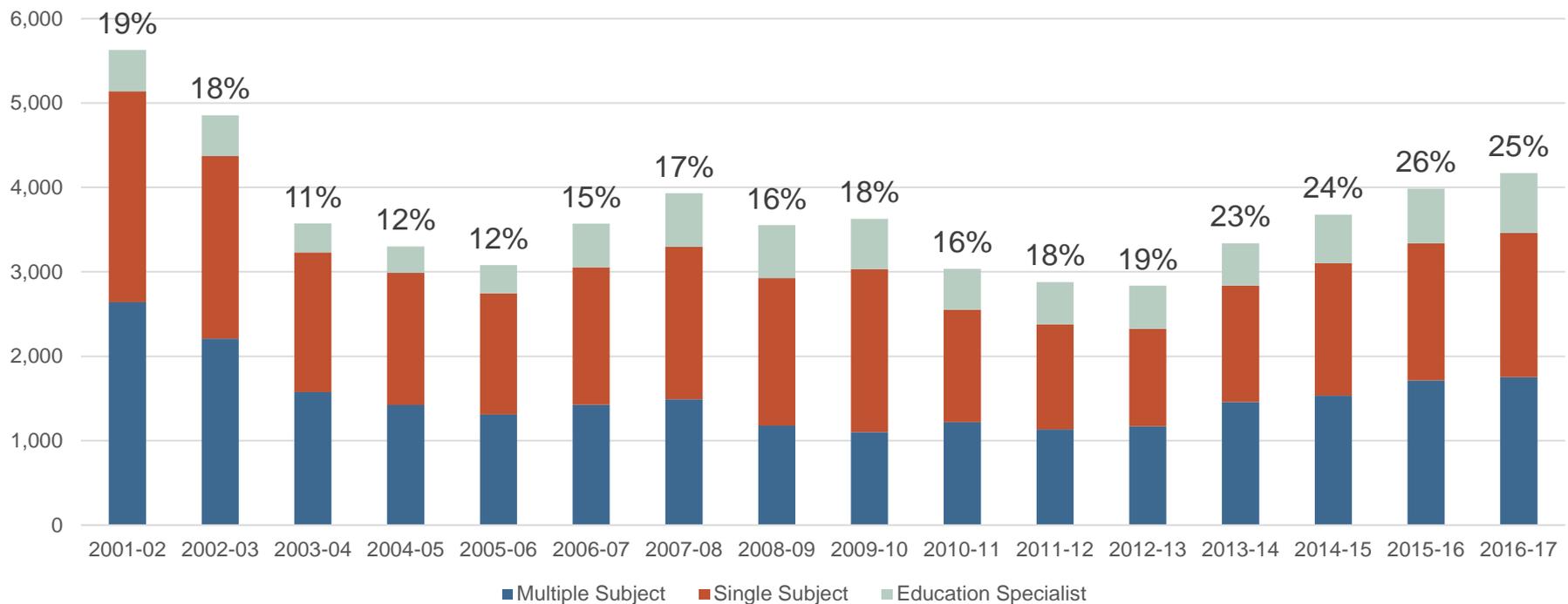
Teacher preparation enrollments are down ~ 70%

Enrollment in Teacher Preparation Programs, While Increasing, Remains Low



Out-of-State Credentials

New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country and the (%) as Compared to Total New Teaching Credentials



80% of Districts Report Shortages

Percent of Districts Reporting Shortages for the 2017-18 School Year

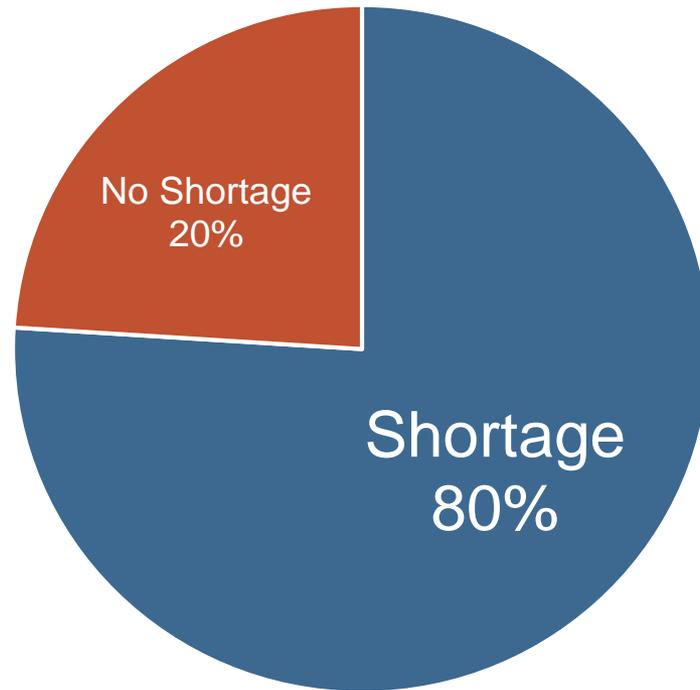
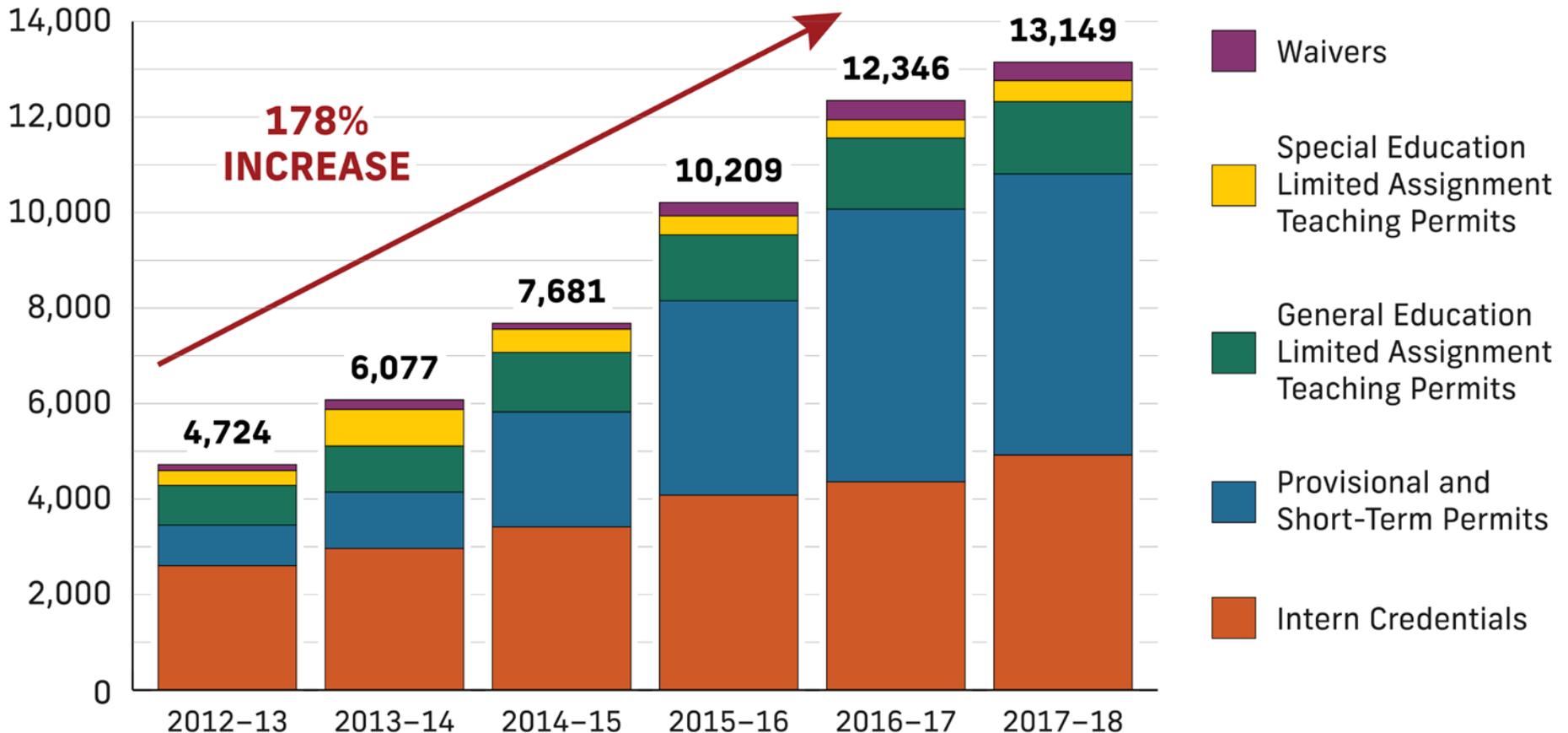


Chart Source: Analysis of LPI 2017-18 CA School District Survey

13,000 Teachers Hired on Substandard Credentials

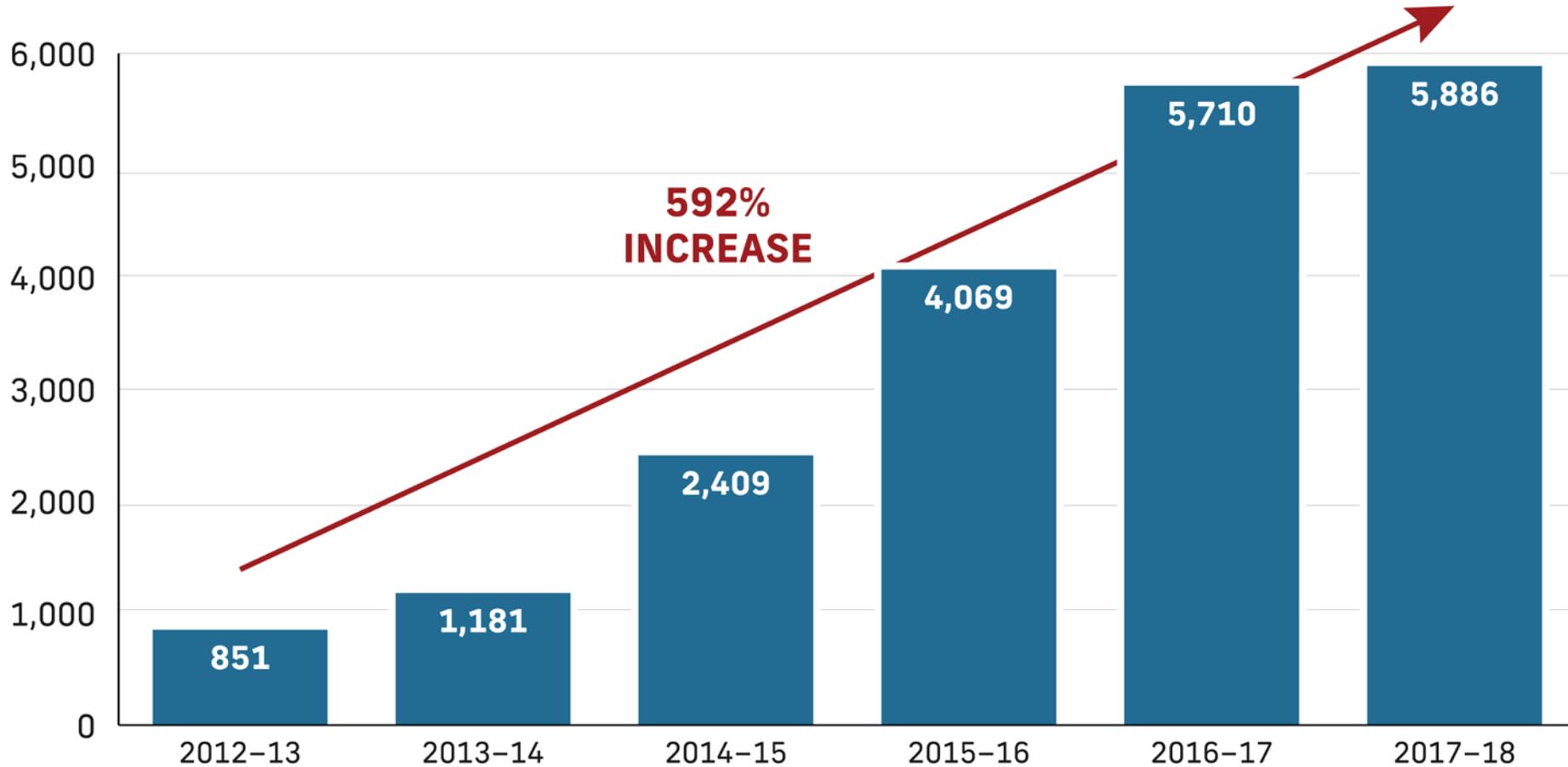
Substandard Permits and Credentials, 2012–13 to 2017–18



Source: Data provided by the California Commission on Teacher Credentialing by request.

Teachers on Emergency-Style Permits Have Increased Nearly 600%

Provisional and Short Term Permits

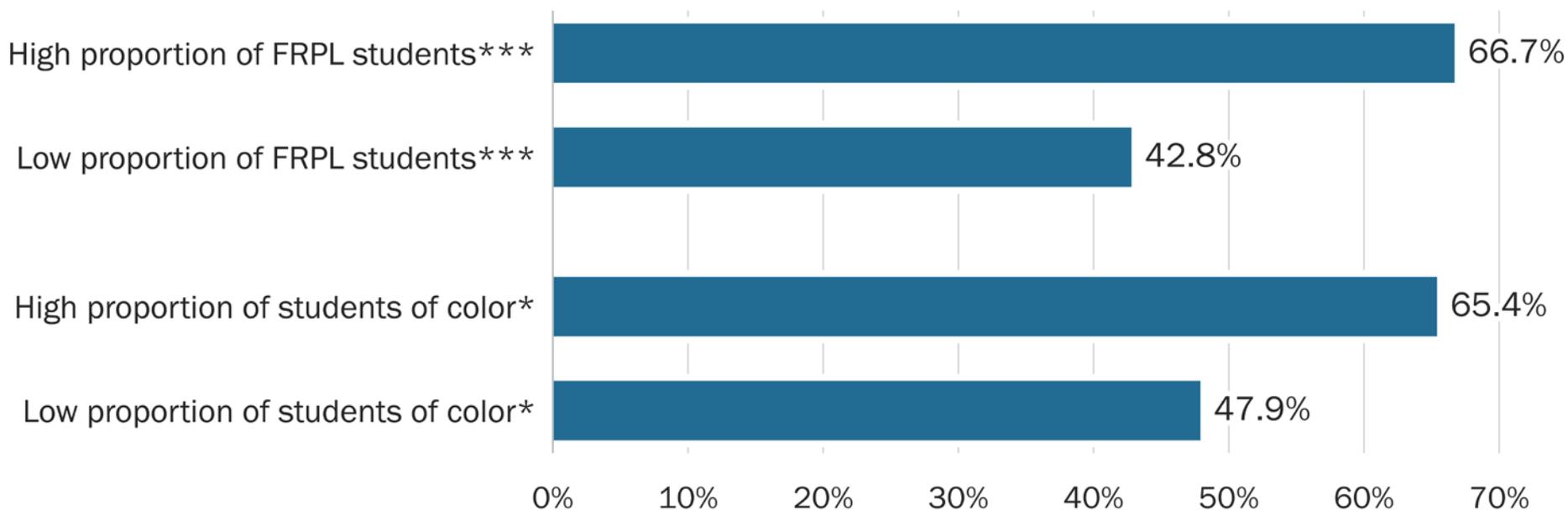


Source: Data provided by the California Commission on Teacher Credentialing by request.

Shortages Disproportionately Impact Students of Color and Low-income Students

Shortages Disproportionately Impact Schools Serving Historically Disadvantaged Students

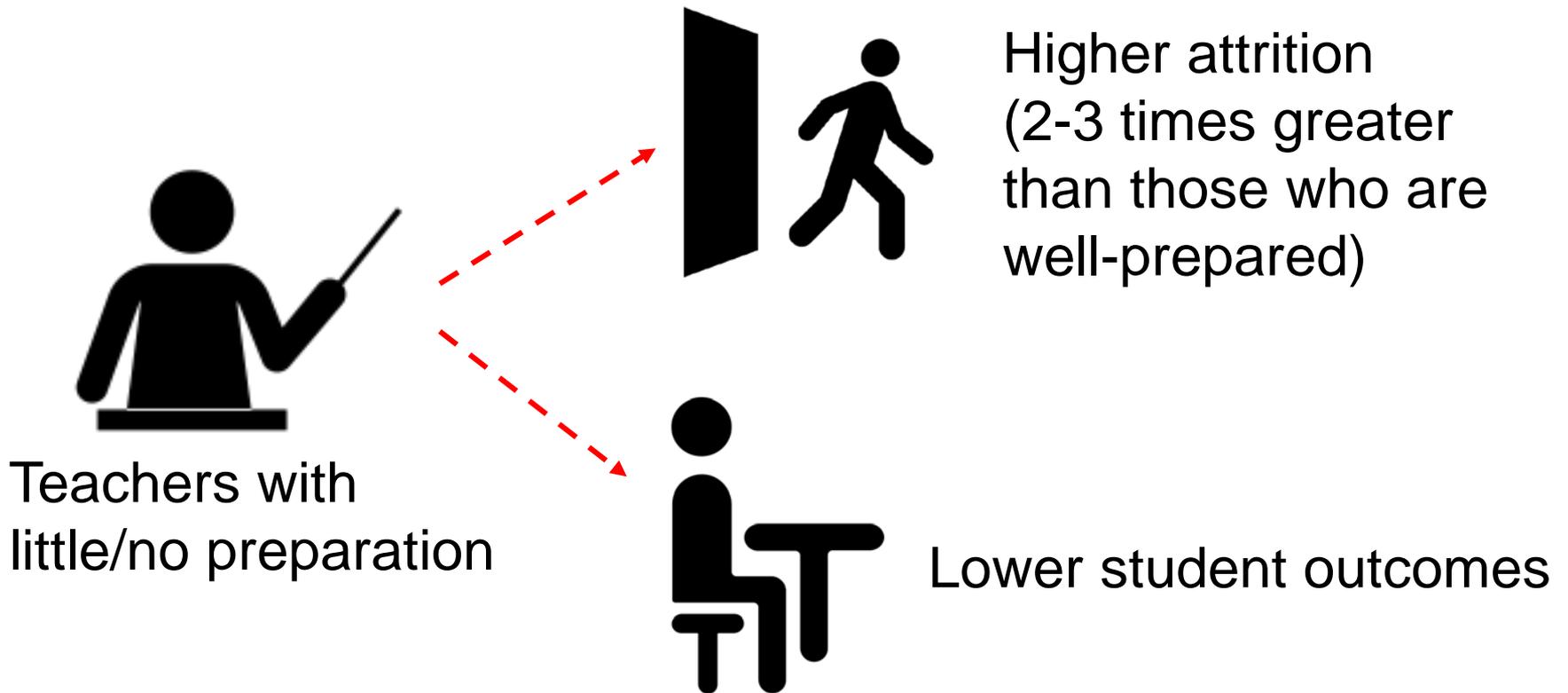
Percent of principals hiring teachers on substandard credentials or leaving positions vacant, by school characteristics



Notes: Statistically significant differences denoted by * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. “Low proportion” represents schools in the bottom quartile; “high proportion” represents schools in the top quartile. FRPL is the free and reduced-price lunch program.

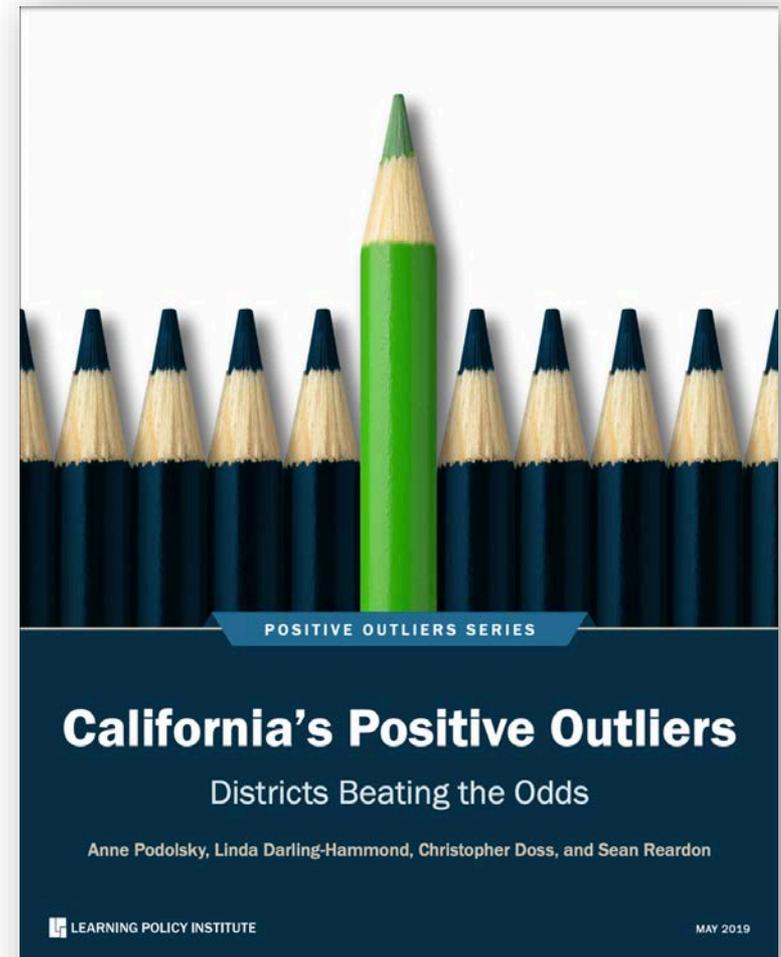
Source: Learning Policy Institute analysis of GDTFII 2018 Principal Survey conducted by the RAND Corporation.

Exacerbating the Leaky Bucket



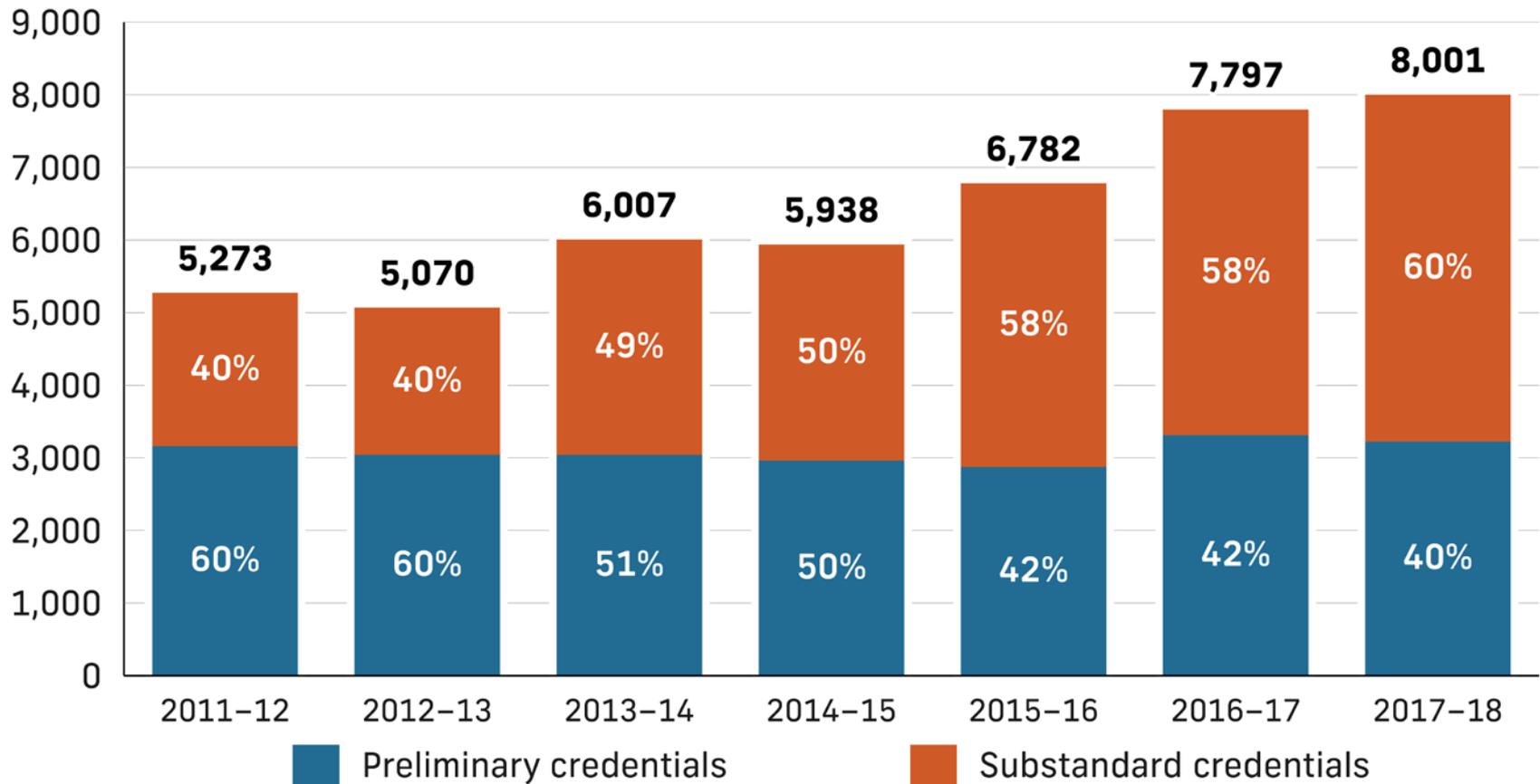
Key Findings from Positive Outliers Study

- % of teachers on substandard credentials (interns, permits, waivers) is most significant predictor of student achievement for all students (-)
- Teacher experience matters too, especially for students of color (+)



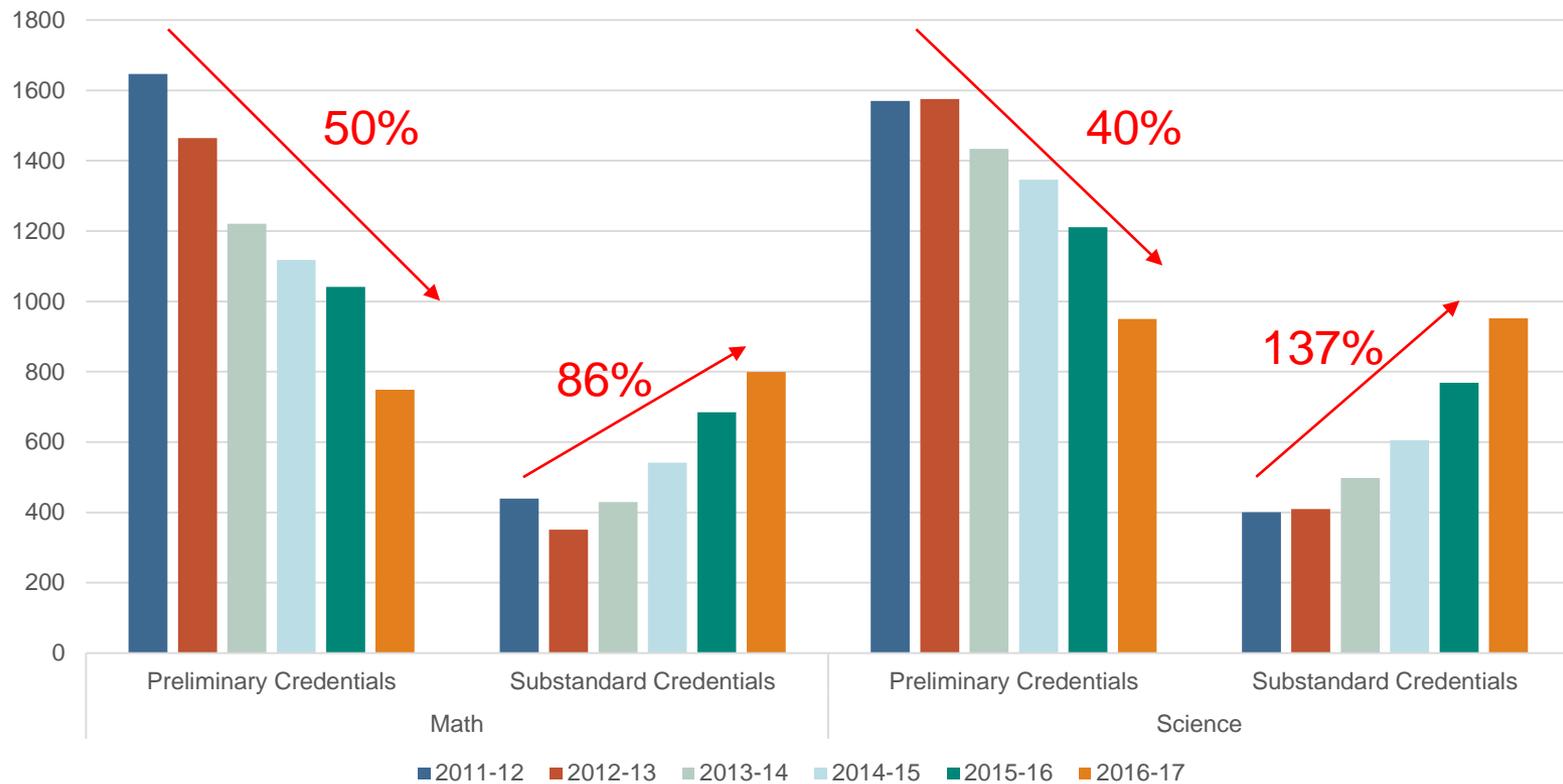
6 in 10 New Special Ed Teachers Are Underprepared

Special Education Preliminary and Substandard Credentials Issued, 2011–12 to 2017–18



Half Of New Math/Science Teachers Are Underprepared

Trends in Mathematics and Science Teacher Supply
Preliminary and substandard credentials issued, 2011-12 to 2016-17



With the Passage of Proposition 58 Bilingual Teacher Shortages Are Growing

More than 50% of districts surveyed in Spring 2017 reported a shortage of bilingual teachers.

CaliforniansTogether
Championing the Success of English Learners

JUNE 2017



UNVEILING CALIFORNIA'S GROWING BILINGUAL TEACHER SHORTAGE:

Addressing the Urgent Shortage, and Aligning the Workforce to Advances in Pedagogy and Practice in Bilingual Education

By: Vickie Ramos Harris and Araceli Sandoval-Gonzalez

INTRODUCTION

Like many states across the nation, California is at the onset of a teacher shortage. Policymakers, educational leaders, and advocates are working to develop innovative strategies and approaches to retain existing teachers and attract the next generation of the workforce—and they must do so expediently. While the overall teacher shortage is of great concern, new data contained in this brief indicates that the bilingual teacher shortage is even more severe.

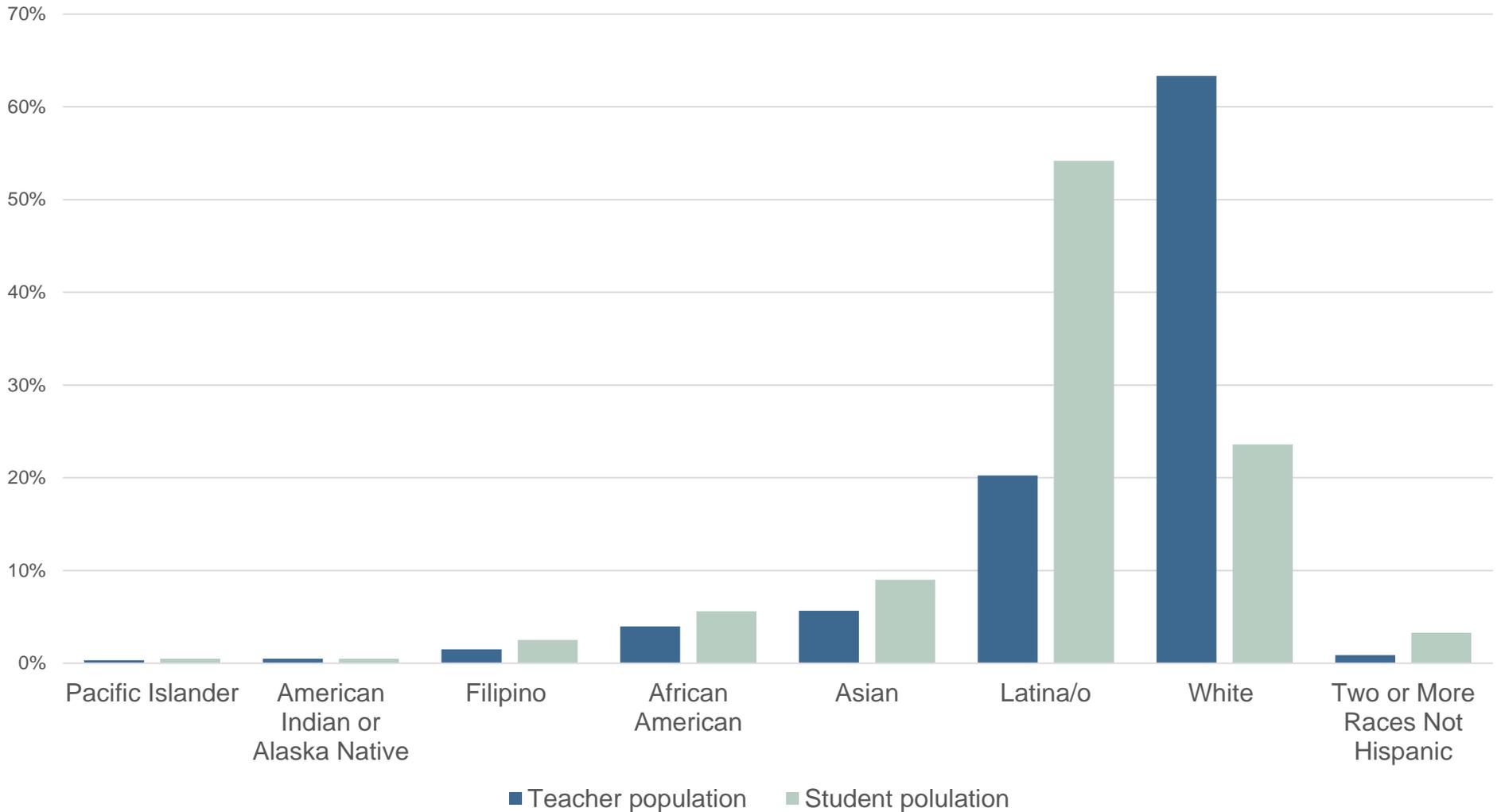
In November 2016, California voters overwhelmingly passed Proposition 58 (73.5%), creating more opportunities for students to become biliterate and removing major restrictions on bilingual education created through Proposition 227 in 1998. The extensive support for Proposition 58 is indicative of the growing demand for bilingual education, rooted in the strong research base that shows the powerful impact of biliteracy for all students. Unfortunately, California's population of bilingually authorized teachers has declined considerably since 1998. Therefore, state and local policies are needed to rebuild and retool the bilingual workforce with the most current biliteracy pedagogical advances connected to the Common Core, English Language Development and Content Standards. Immediate state leadership is paramount.

All Students Benefit from a Racially Diverse Teacher Workforce

Teachers of color:

- Fill hard-to-staff positions
- Boost academic performance
- Improve attendance rates
- Influence school climate
- Improve satisfaction
- Offer benefits to all students

California Teacher Diversity

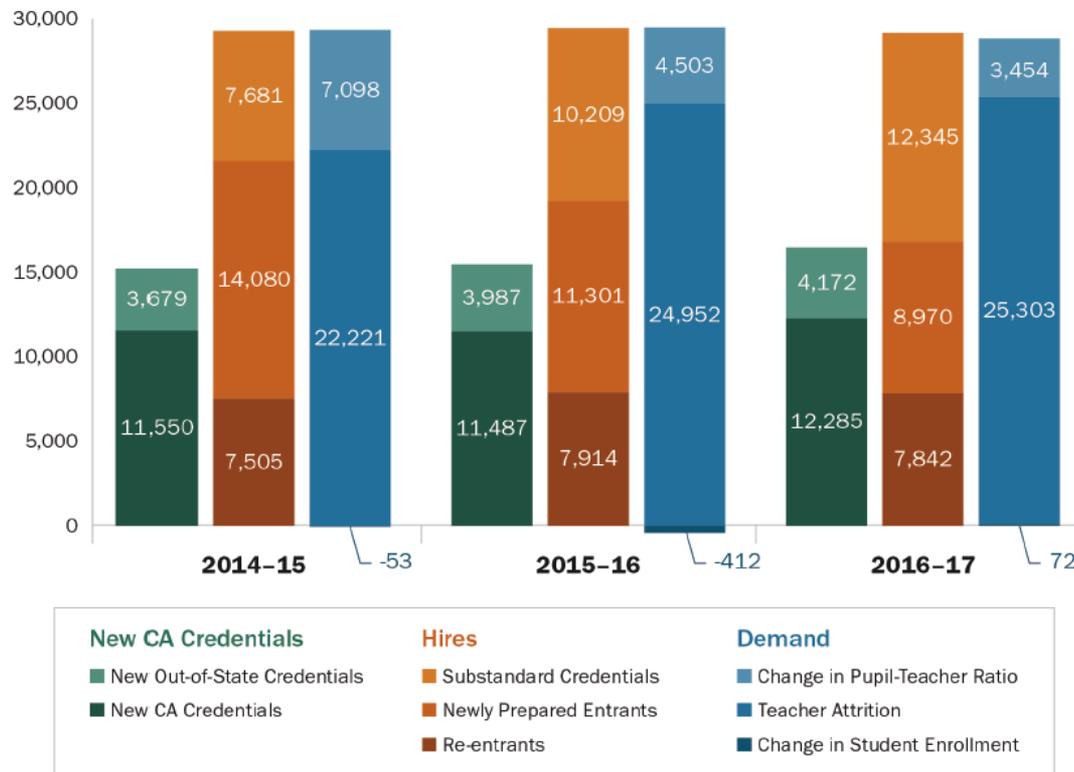


Teacher Attrition Drives Nearly 90% of Demand

Figure 13:

What is Driving Teacher Shortages in California?

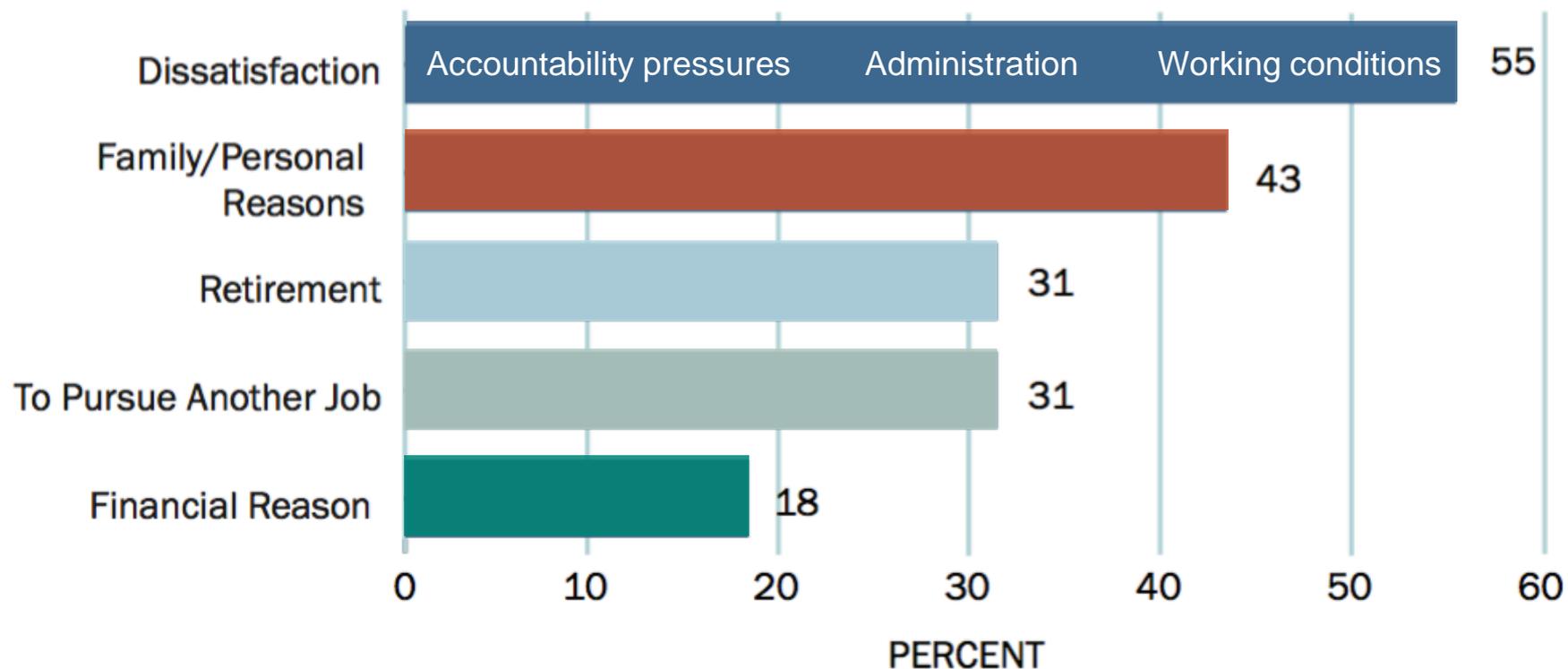
New Credentials, Teacher Demand Factors, and Hires



Note: A negative number of teachers represents a decrease in the total number of teachers.

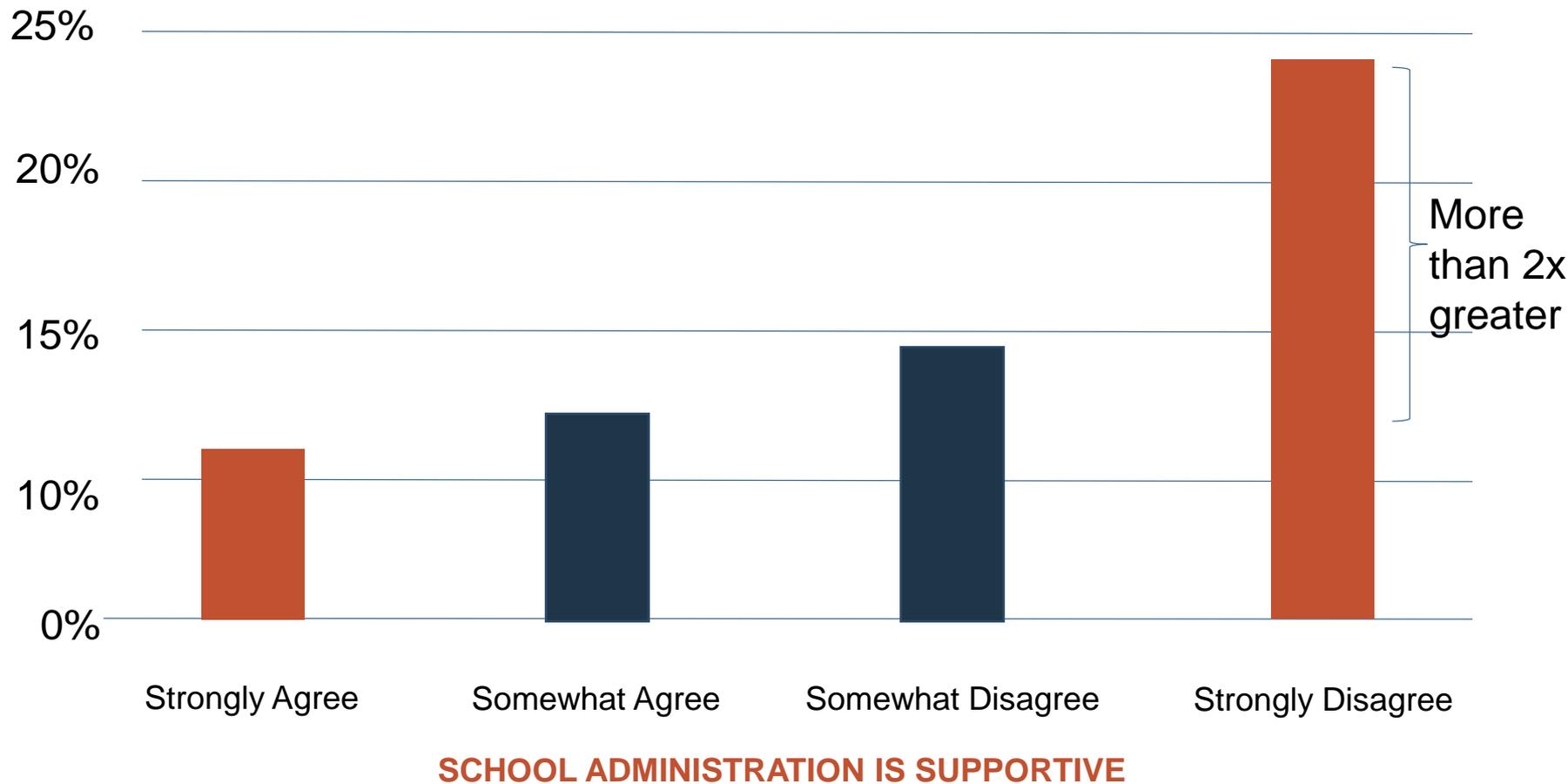
Source: California Staffing Data File provided to the Learning Policy Institute by the CDE through a special request; California Department of Education. Data available on DataQuest Web Page at <http://data1.cde.ca.gov/dataquest/>; California Commission on Teacher Credentialing through a special request.

Types of Reasons Given by Teachers for Leaving the Profession

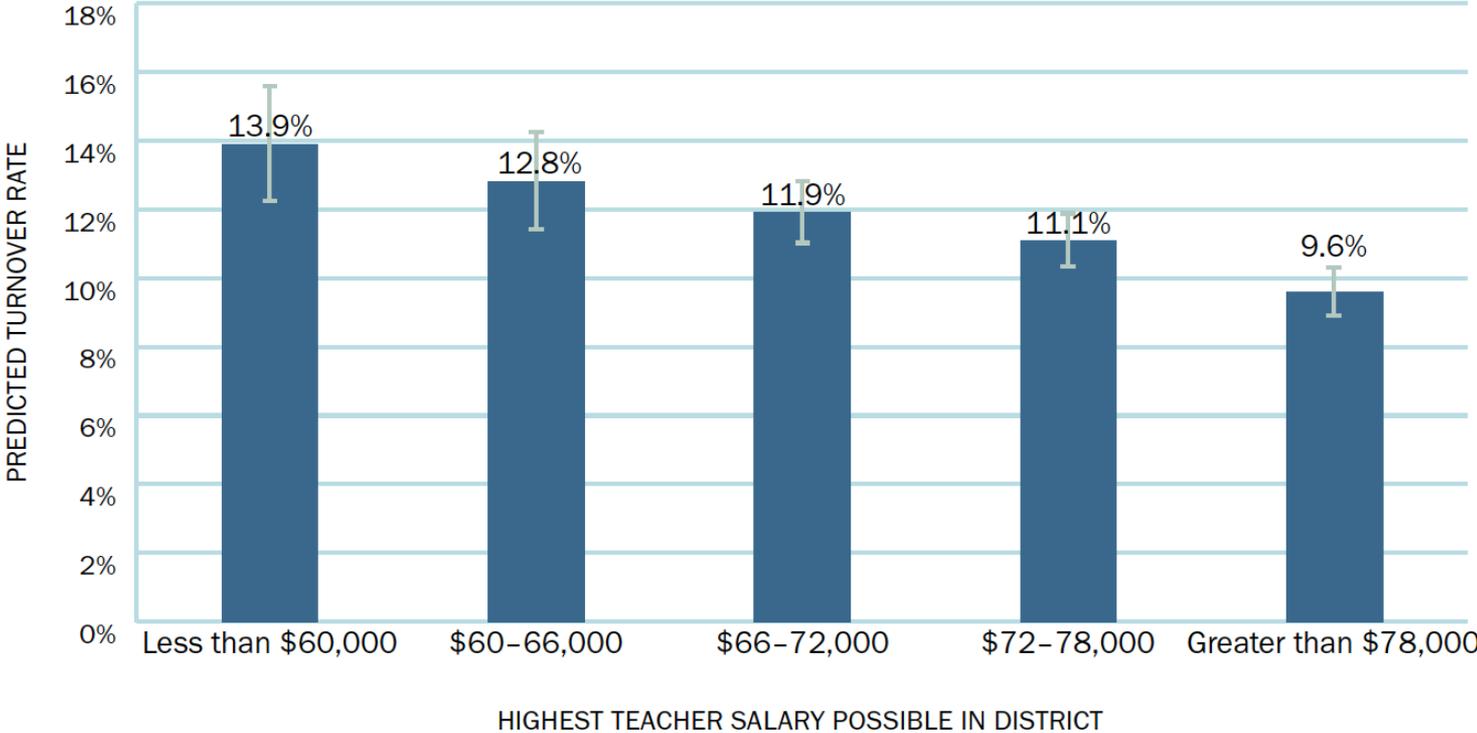


Source: LPI analysis of the Teacher Follow-Up Survey (TFS), 2013, from the Schools and Staffing Survey, National Center for Education Statistics.

Administrative Support Impacts Teacher Turnover



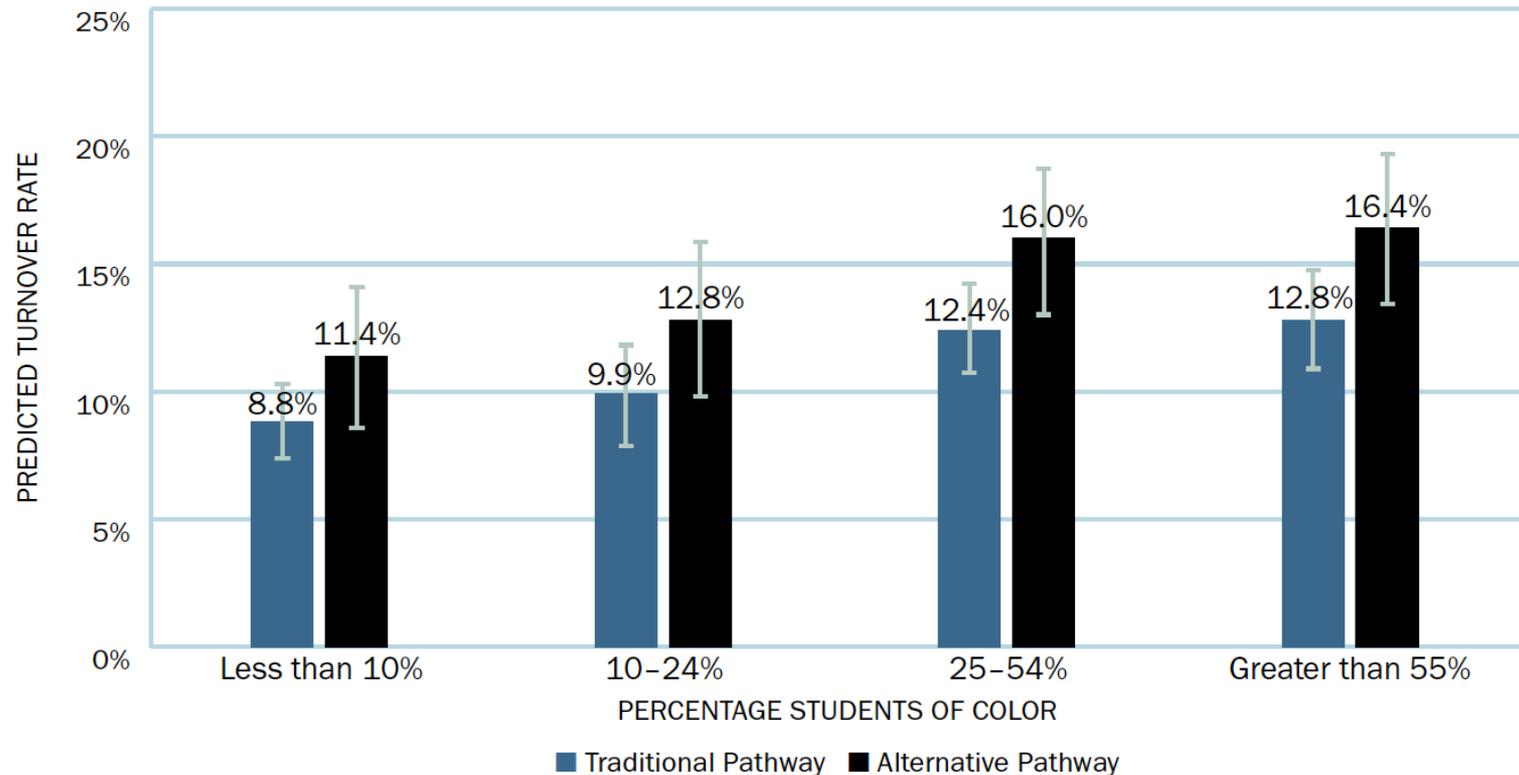
Compensation Impacts Turnover



Note: Brackets represent 95% confidence interval of the estimate.

Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011-12 and Teacher Follow-up Survey, 2012-13.

Preparation Impacts Turnover



Note: Brackets represent 95% confidence interval of the estimate.

Source: Learning Policy Institute analysis of National Center for Education Statistics Schools and Staffing Survey, 2011-12 and Teacher Follow-Up Survey, 2012-13.

Turnover Has Costs

- **Teacher quality**
- **School stability**
- **Student achievement**
- **Financial costs**

Teacher Turnover Has Costs

1. How many teachers left your school or district?

Enter a Number

Let Us Help You

Enter the number of teachers who left last year

Don't know? Use the tab above to let us help you calculate an estimate.

400

0

1,000+

2. What's the cost of replacing a teacher?

Use the slider to estimate the cost of replacing a teacher in **YOUR** school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher's exit, as well as costs to recruit, hire, and train new teachers. [Read more.](#)

Enter the cost of replacing a teacher for your school or district

\$21,000

\$1,000

\$40,000

Don't know? Use one of our [district estimates](#):

Rural District

Suburban District

Urban District

Estimated Cost of Turnover *

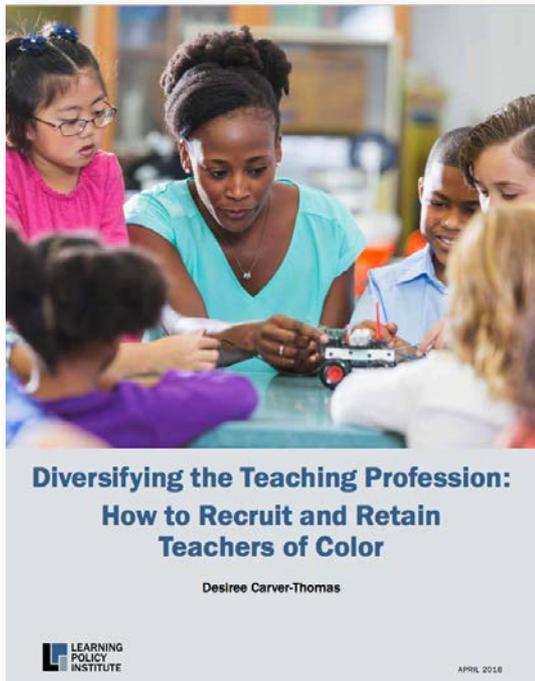
\$8,400,000

Cutting turnover in half would save

\$4,200,000

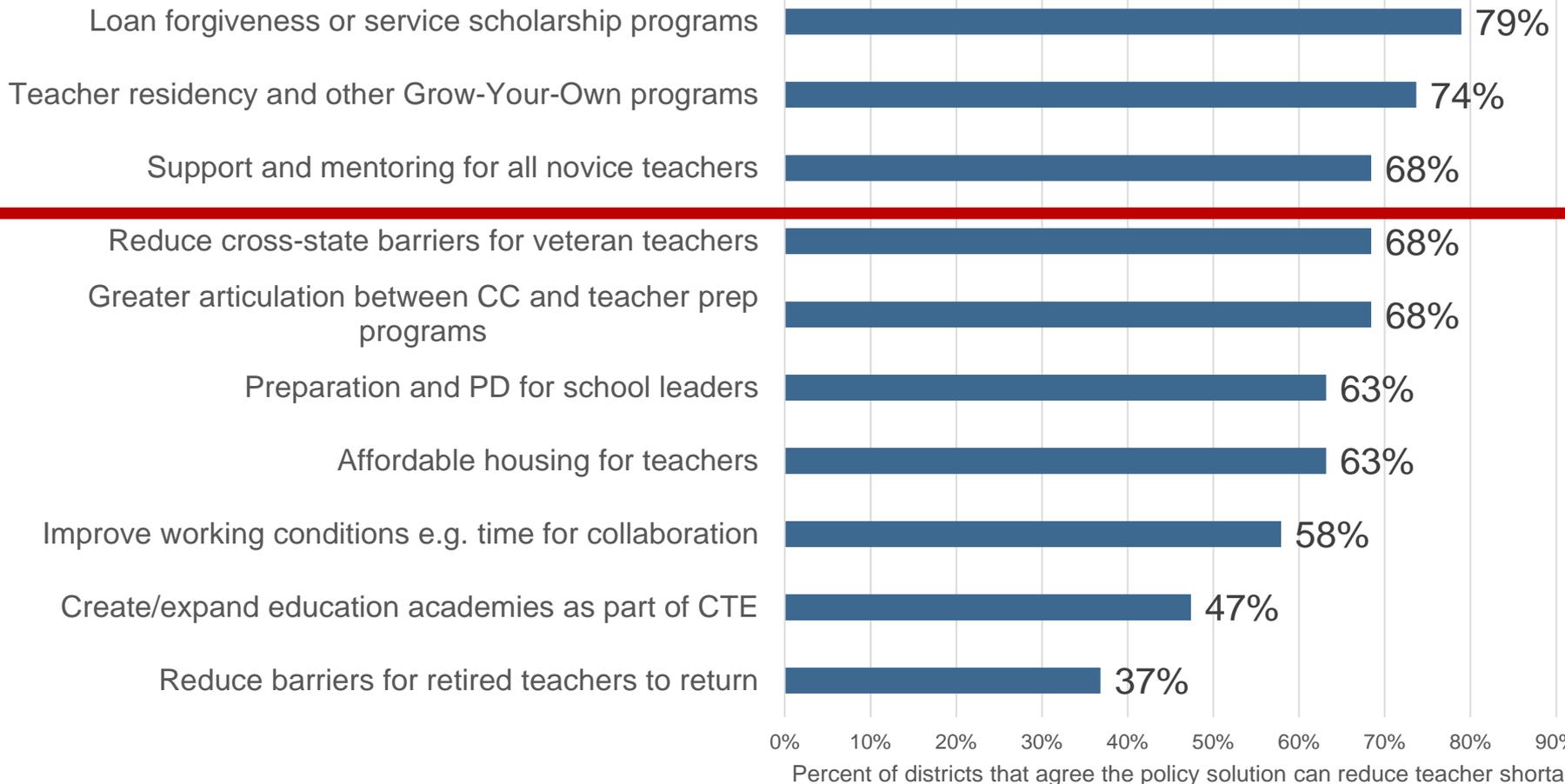
* Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

Barriers to Recruiting & Retaining Teachers of Color



- The cost of college
- Obstacles to completing college & preparation
- Insufficient preparation
- Challenging teaching conditions

2017-2018 District Survey: What Can The State Do to Reduce Shortages?

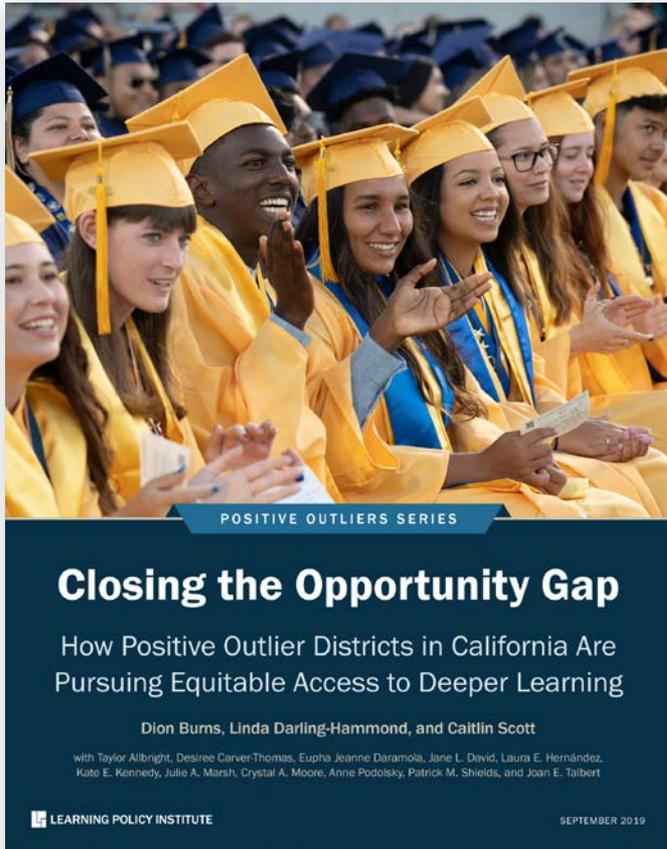


Recent State Investments in the Education Workforce

California Classified Staff Teacher Credentialing Program	\$45M (2016, 2017)
Integrated Teacher Preparation Program Grant	\$10M for grants to IHEs to develop or expand 4-year teacher preparation programs (2016)
California Center on Teaching Careers	\$5M to recruit new teacher candidates (2016)
Bilingual Professional Development Program	\$5M (2017)
CalED Grant Program	\$2.7M for teacher recruitment & retention, \$6.5M school leader development (2017)
Special Education Local Solutions Grant Program	\$50M (2018)
Teacher Residency Grant Program	\$75M for teacher residencies (\$50M special ed, \$25M STEM/bilingual) (2018)

2019-20 Budget Year Investments in the Education Workforce

Golden State Teacher Grant Program	\$89.75M
Educator Workforce Investment Grant Program	\$37.1M
21 st Century California School Leadership Academy	\$13.8M
California Subject Matter Projects	\$6.7M
Early Learning and Care Workforce Development Grants	\$195M



So What Can LEAs Do To Build a Strong, Stable, and Diverse Teacher Workforce?

Positive Outlier Case Study Districts



Findings from Positive Outlier Districts

1. Finding and hiring effective educators

- Relationships with teacher education programs
- Grow-Your-Own strategies
- Clear hiring policies

2. High staff retention

- Strong working conditions
- Positive culture
- Climate of teacher support



**3. Stable,
instructionally
engaged leadership**

**4. Collective
instructional
capacity**

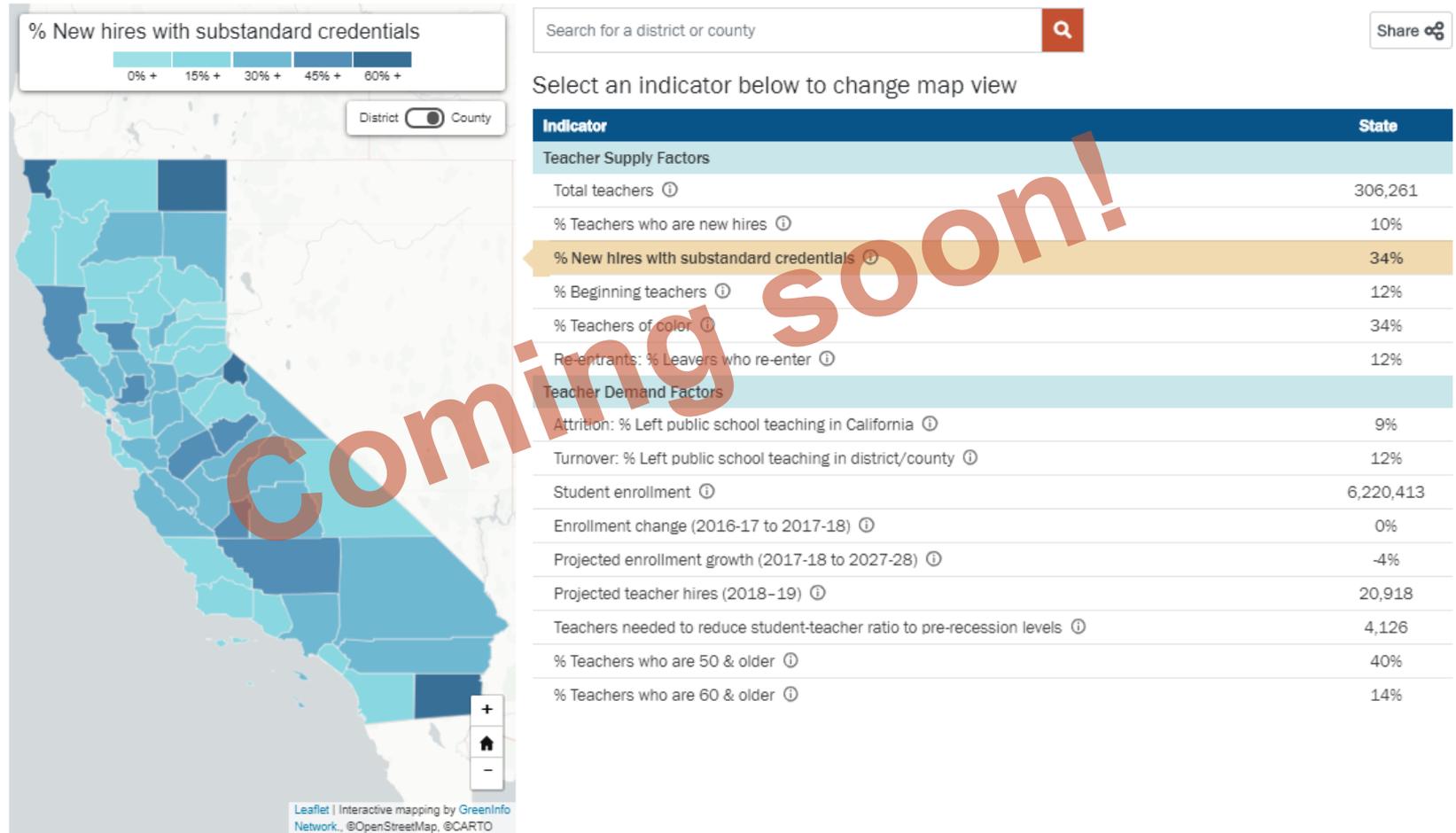


Interactive Map: Understanding Teacher Shortages in California

A district- and county-level analysis of the factors influencing teacher supply and demand

This map highlights a number of key factors that reflect and influence teacher supply and demand and signal whether California districts and counties are likely to have an adequate supply of qualified teachers to fill their classrooms.

[More](#) ▾



When live, this map will be available at:

learningpolicyinstitute.org/interactive-map-teacher-shortages-california



Teacher Shortages in California: Status, Sources, and Potential Solutions

Linda Darling-Hammond, Leib Sutcher, and Desiree Carver-Thomas

Abstract

Teacher shortages have been worsening in California since 2013. Growth in teacher demand as the economy has improved has collided with steep declines in the supply of new teachers, leading to significant increases in the hiring of underprepared teachers, especially in districts serving high-need students. Shortages are most severe in special education, mathematics, and science, and are growing in bilingual education; these are also areas where teacher attrition is high. This brief reviews a set of evidence-based policies the state could consider to build a lasting supply of well-prepared teachers.

California's teacher shortages are serious and have been getting steadily worse over the last few years. After years of budget cuts and layoffs, the 2014-15 school year brought an upturn in the economy, along with a voter-approved funding initiative (Proposition 30), and historic school finance reform (the Local Control Funding Formula). These enabled school districts to begin rebounding from the Great Recession; many reinstated classes and programs that had been cut during years of dwindling budgets and teacher layoffs. As districts posted new job openings, they discovered that qualified teachers were now hard to find. Since then, the shortage has deepened. In response, the state has invested nearly \$200 million over the last several years to recruit, prepare, support, and retain teachers.

Will these programs be enough to mitigate the problem? And what else

This brief and the report on which it is based can be found at learningpolicyinstitute.org/news/teacher-shortages-ca-solutions

Acknowledgments

The report upon which this brief is based benefited from the insights of two external reviewers: M. Donaldson, Associate Professor of Education at the University of California, and Director of the Center for Policy Analysis; and Dan Gold, Vice President and Director of Longitudinal Data in Education Research at the American Institutes for Research and Professor at the University of Washington, Bothell. The brief was prepared as part of the California Down to Facts II Project, which the team also provided us with helpful comments and feedback.

The Learning Policy Institute's work in this area is funded in part by the S. D. Bechtel, Jr. Foundation and the William and Flora Hewlett Foundation. Core operating support for LPI is provided by the Sander Gilman Foundation, the William and Flora Hewlett Foundation, and the Ford Foundation.



POSITIVE OUTLIERS SERIES

Closing the Opportunity Gap

How Positive Outlier Districts in California Are Pursuing Equitable Access to Deeper Learning

Dion Burns, Linda Darling-Hammond, and Caitlin Scott

with Taylor Albright, Desiree Carver-Thomas, Eupha Joanne Derramola, Jane L. David, Laura E. Hernández, Kate E. Kennedy, Julie A. Marsh, Crystal A. Moore, Anne Podolsky, Patrick M. Shields, and Joan E. Talbert

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Email Tara Kini
Director of State Policy
tkini@learningpolicyinstitute.org

Table Discussion

1. What strategies are you pursuing to build a strong, stable, and diverse teacher workforce in your LEA?

2. What challenges are you encountering in this work?